

APPROVED
JUNE 4, 2013

Item #IV-11
June 4, 2013

MINUTES – BOARD MEETING
April 2, 2013

Submitted for: Action.

Summary: Minutes of the April 2, 2013, meeting of the Illinois Board of Higher Education held at Elgin Community College, Elgin, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the April 2, 2013, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
April 2, 2013**

A meeting of the Illinois Board of Higher Education was called to order at 1:00 p.m. in the Seigle Auditorium at Elgin Community College in Elgin, Illinois, on April 2, 2013.

Carrie J. Hightman, Chairwoman, presided.
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

Jay Bergman	Suzanne Morris
Frances G. Carroll	Proshanta K. Nandi
Heba Hamouda	Santos Rivera
Allan Karnes	Elmer L. Washington
Paul Langer	Addison E. Woodward, Jr.
Justin McDermott	Eric Zarnikow

Also present by invitation of the Board were:

Harry J. Berman, Interim Executive Director, Illinois Board of Higher Education

Presidents and Chancellors

Rita Cheng	William Perry
Elaine Maimon	John Peters

Advisory Committee Chairpersons

Abbas Aminmansour, Faculty Advisory Council
Christine Sobek, Community College Presidents
Susan Friedberg, Proprietary University Presidents
Elaine Maimon, Public University Presidents
Dave Tretter, Private University Presidents

I. Call to Order

1. Call Meeting to Order, Chairwoman Carrie J. Hightman

Chairwoman Carrie Hightman called the meeting to order. A quorum was present.

Chairwoman Carrie Hightman said, “Board members Heba Hamouda and Frances Carroll are not able to attend this meeting in person due to employment obligations but will be joining us by telephone. I think I heard Frances?”

Dr. Frances Carroll said, “Yes, I am here.”

Chairwoman Hightman said, “How about Heba?”

Ms. Heba Hamouda said, “I am here.”

Chairwoman Hightman said, “Great. Is there a motion to allow Dr. Carroll and Ms. Hamouda to participate in this meeting?”

The Illinois Board of Higher Education, on motion made by Dr. Elmer Washington and seconded by Dr. Santos Rivera, unanimously approved Board Members Frances Carroll and Heba Hamouda to participate via conference call.

Chairwoman Hightman said, “I would like to, first of all, thank President Sam and his staff for hosting the Board meeting here at Elgin Community College, which is much bigger than I remember from the last time I was here, probably about ten years ago. This is the first time the Board has held its meeting here and your facilities have been really great. Your hospitality has been wonderful. We really appreciate it. Would you like to come up and say a few words to the group?”

2. Welcome by President David Sam, President, Elgin Community College

Dr. Sam welcomed everyone to Elgin Community College.

3. Welcome and remarks by Chairwoman Carrie J. Hightman

Chairwoman Hightman said, “I want to next thank the Faculty Advisory Council (FAC) for the great lunch today. You all win the award for the most folks showing up at the advisory lunch we have every meeting. Abbas, thank you very much. Those who are part of FAC, would you please either wave or stand so we know who you are. Thank you so much for being at the lunch. You raised some great issues and we had a great conversation.

“Let me talk about a couple of topics on everyone’s mind. Money, money, money, money, right? Last month the Governor presented his Fiscal Year 2014 operating and capital budget proposal. It is balanced. It pays down \$700 million of the remaining \$7.5 billion estimated backlog of bills in Fiscal Year 2014. The budget recognizes that bringing pension costs under control is essential as every dollar of state revenue growth in Fiscal Year 2014 will be absorbed by the required increase of \$929 million in pension costs. The Governor’s proposal fully funds Fiscal Year 2014 pension requirements.

“I want to talk specifically about the higher education budget proposed by the Governor. It provides \$1.9 billion in general funds, which is a four percent reduction, or about \$80 million less, from Fiscal Year 2013. The impact of that reduction is as follows.

“There are cuts to public universities by \$60.9 million, or 4.95 percent. The proposed funding levels for public universities also include the reallocation of \$5.9 million distributed according to the performance funding formula adopted by the Board of Higher Education and many folks in this room worked with us on that proposal.

“The Governor’s budget proposal includes reductions to Community College grants and initiatives by \$20.7 million, or 7.2 percent, including reductions of \$10 million to Base Operating and \$5.7 million to Equalization Grants, and the inclusion of a \$240,000 allocation for performance funding.

“The Governor’s budget flat funding for MAP at the Fiscal Year 2013 level of \$371.3 million.

“It eliminates funding for the IBHE Nursing School Grants and Nurse Educator Fellowships. It includes new funding for the Illinois Longitudinal Data System to replace the anticipated loss of federal grant funds supporting this multi agency initiative.

“It includes funding for the Quad Cities Graduate Center and the University Center of Lake County but the funding is held flat. However, other grant programs including the Diversifying Higher Education Faculty in Illinois (DFI); Science, Technology, Engineering, Mathematics (STEM) Diversity; u.select system; Grow Your Own (GYO); and Cooperative Work-Study Grants are reduced 8.9 percent.

“The Illinois Math & Science Academy is cut \$817,600, or 4.6 percent, from the Fiscal Year 2013 level.

“And Adult Education and Postsecondary Career and Technical Education, and higher education agency operations all remain flat at the Fiscal Year 2013 appropriation level.

“As I mentioned, for Fiscal Year 2014 the Governor proposes fully funding the required contribution of \$1.5 billion to the State Universities Retirement System (SURS), an increase of \$107.2 million, or 7.6 percent, over Fiscal Year 2013 amounts. Just to give you a sense of the magnitude of this amount, the \$1.5 billion mandated SURS payment exceeds the total proposed operations and grants budgets for public universities and community colleges. It is eating us up alive.

“Let us turn to the Fiscal Year 2014 capital budget. The Governor’s fiscal year capital budget plan maintains continued support for \$31 billion for the *Illinois Jobs Now!* capital programs. Those were approved by the General Assembly in 2009 and include some higher education improvements. In particular, there are over \$1.0 billion in continuing re-appropriations for *Illinois Jobs Now!* higher education projects that have either not been released, or that have only received partial funding to date. Since fiscal year 2010, the state has released funding for critical infrastructure projects that improve schools, repair roadways and bridges, and renovate and construct state facilities. These projects include renovation and construction projects, deferred maintenance at public universities and community colleges, and capital grants at private institutions. However, the Governor’s Fiscal Year 2014 capital budget plan does not propose any new funding for higher education capital projects.

“This is an understatement, but the fiscal condition of the state is still precarious. Continued cuts to higher education will not only be devastating to the operations of the institutions but also to the citizens of the State of Illinois. We really need funds to enable the institutions to continue to provide quality education to their students. We know that the colleges and universities have suffered significant reductions in state support. We do believe the path to economic recovery rests on increased, not decreased, investments in higher education.

“This was the topic of a lengthy portion of our discussion at lunch today. We are working on it. We have always advocated at least level funding. We use our step approach to making budget recommendations, which we believe has actually increased the amount of funds given to higher education institutions over the past years. There is a long time between now and the end of May. We will see what happens.

“Turning to the agenda for today and our *Public Agenda* Update and Showcase items, Alan Phillips, our Deputy Director for Fiscal Affairs, Budgeting and Information Technology, will discuss the Illinois Longitudinal Data Systems. Then, Eric Zarnikow, ISAC Executive Director and here on behalf of Kym Hubbard, will provide an update on MAP. During the *Public Agenda* Showcase, President Elaine Maimon of Governors State University (GSU) will discuss GSU’s Dual Degree Program. You all might recall that, in February 2011, Elaine was here talking about that program. It has been in operation now for two years and is gaining national recognition.

“Harry and I were talking, at the end of the lunch today, about how there has been progress made. I know it always sounds bleak and horrible. The numbers are bad and the reports are bad, but we are going to put together something to talk about, to show folks that we have actually made some progress over the past five years since the *Public Agenda* was adopted. The GSU Dual Degree program is, perhaps, a good example of the things that are going on. We want to give ourselves pats on the back every now and then, right?

“Elaine will talk about that and talk about an honor GSU received for the program. It is a really great partnership between the university and community colleges in that area. It allows a seamless transition from getting an associate’s degree to getting a bachelor’s degree. Doing this kind of program meets the goals of the *Public Agenda* and provides an opportunity to get from one sector to another, which addresses portability and degree completion, which is very important.

“Taken together, the presentations highlight the strengths of Illinois’s higher education system. First, Illinois is engaged in a large scale project that will afford us access to longitudinal data that will be central to informed, evidence-based policy-making. Second, we continue to have one of the most robust financial aid programs in the country aimed at addressing the problem of college affordability. Eric will be talking about that. And third, as Elaine will show us, we have innovative programs aimed at creating seamless pathways to college completion. These three programs are examples of what we are doing to increase educational attainment and to improve the economic well-being of individual citizens and to improve the state as a whole.

“Now, before I turn this over to Dr. Berman, I just want to tell everybody that there will be an executive session of the Board immediately following the main portion of the meeting. The executive session will be held in this same room, so we will ask you all to leave, other than the Board members, as soon as we conclude the business of the meeting. Just so you know, after the executive session is over we will come back here, come back into public session for the sole

purpose of adjourning the meeting. There is not going to be any other action taken, so you do not have to feel compelled to hang around, although this executive session will be fairly short, I believe.”

Chairwoman Hightman said, “With that, I am going to turn it over to Dr. Berman.”

4. Remarks by Executive Director Harry J. Berman

Dr. Harry Berman said, “Thank you and I want to add my thanks to President Sam and Elgin Community College for hosting us this month.

“I have a chart on my desk, that one on the screen, that I look at every day. It is the line graph showing the progress Illinois has made over the past four years for the 60/25 goal, the goal of having 60 percent of the adult population with postsecondary credentials by the year 2025, be it a postsecondary career oriented certificate, like those President Sam mentioned, an associate’s degree, or a bachelor’s degree.

“To get to the 60 percent goal, we need to produce an increasing number of new postsecondary credentials each year. Just producing the same number of postsecondary degrees each year will not do it. The number needs to increase year over year. Now, as it turns out and as you can see from the graph, degree production over the past four years has increased year over year. That puts us on a path to reach our 60/25 goal so far but, my goodness, do we have challenges in the years ahead. I will just name a few.

“Data reported by the Illinois State Board of Education (ISBE) last fall indicate that the proportion of low-income children in Illinois rose from 37.9 percent in 2003 to 49 percent in 2012. That cannot bode well for postsecondary attainment. Second, just based on population, we are going to see a nine percent reduction in high school graduates in Illinois between now and 2025. Our best chance of producing postsecondary credentials is, of course, with brand-new high school graduates, so the decline in the sheer number of high school graduates works against us.

“Another challenge is getting our high school graduates to enroll in college. In contrast to other comparable states, over the past 20 years the percentage of high school graduates who go directly to college has declined in Illinois. Now, research cited by the Midwest Higher Education Compact (MHEC) shows that the odds of obtaining a bachelor’s degree decrease by five percent for every month a student delays postsecondary enrollment after graduating from college. We have to reverse that trend if we want to achieve our completion goal.

“The declining number of high school graduates and the relatively low proportion of high school graduates who enter college directly from high school gets us to thinking about recruiting adults back into higher education. How are we doing on that front? Unfortunately, Illinois does not do as well as we need to do on that front, either. Although Illinois does do better than most of our MHEC comparison states, the proportion of adults age 25 to 49 without a bachelor’s degree who are enrolled in college has actually declined over the past twenty years.

“So, what can be done? Historically, the Monetary Assistance Program (MAP) provided financial support for all low-income Illinois residents to attend Illinois colleges and the award levels covered tuition. Now, the number of eligible Illinois residents who do not receive MAP awards exceeds the number who do receive those awards. We will hear more about the MAP program from Director Eric Zarnikow but given the increasing poverty rates among children,

preserving MAP is fundamental to achieving our goal and is a good long-term investment for all Illinois citizens.

“Second, we have to be proactive about encouraging high school students to apply for and enroll in college. Programs like the Illinois Student Assistance Commission’s (ISAC) Illinois College Advising Corps in which near peer counselors work directly with high school students on applying to college are effective and need to be strengthened.

“Third, we have to maximize the attainment, that is, the degree completion of students who do enter college. Our colleagues across the country at Complete College America (CCA) point to strategies that work to increase completions. These include reforming remedial education, providing guided pathways that reduce the likelihood of wasted credits, and encouraging students who have the possibility of attending full-time to do so. We will hear more about Illinois institutions who are employing these strategies in the months to come, but today’s presentation on dual degree programs is an example of a best practice aimed at boosting completion and reducing the likelihood that students will have wasted credits, credits that they paid for but that they cannot use for their degree.

“Fourth, through research, we need to better understand the factors that lead to or impede postsecondary attainment by following students through time, and then to develop policies guided by that research. That is the promise of the Illinois Longitudinal Data System (ILDS), that we will hear more about in a few minutes.

“All these strategies will not get us to the 60/25 goal without a significant influx of adult learners. Achieving our goal will require creating incentives and options geared toward working adults. Among these are guidance and counseling specifically aimed at adults. In that arena I want to specifically cite the “Complete the Degree” program jointly operated by the Council for Adult and Experiential Learning (CAEL) and Women Employed, in Chicago. We need online courses that create the possibility of anytime, anyplace learning, and our institutions need to consider incentives such as debt forgiveness.

“Having identified a daunting list of challenges, I want to conclude on a more positive note that emerges from data recently released by the National Student Clearinghouse (NSC). This is an organization that tracks students through their postsecondary educational paths, regardless of whether those paths include transfers from community colleges to four-year institutions or independent, non-profit institutions or going back the other way from a four-year college to a community college. Whatever pathway the student takes it is tracked by the NSC.

“These data reveal two striking statistics. First, Illinois is among the top five states in the total completion rate of students who start at our four-year public universities. Our completion rate of 73 percent is considerably above the national average of 61 percent of students starting off at public universities in other states. This means that students who start at Illinois public universities stand a better chance or ending up with a degree than students who start at public universities in most other states.

“The second really interesting statistic is that Illinois is number two in the nation for full-time students who complete a certificate or associate’s degree at a community college and then go on to complete a degree at a four-year institution. This is not to say that transfer from community colleges to public universities is perfect. However, the big picture is that, compared to most states, we are doing a better job of achieving the seamless transition from community colleges to four-year institutions that we aspire to.

“It is worth recognizing that, despite significant reductions in public funding for higher education operations over the past decade and despite our daunting challenges, Illinois is still a national leader in higher education. We have a lot to be proud of.

“That concludes my remarks.”

Chairwoman Hightman said, “I like that. It is a good follow-up to what I was saying and it is a good story. We will work on putting together some facts that show the five-year story.”

Dr. Berman said, “Yes, indeed.”

II. The Illinois Public Agenda for College and Career Success

5. Public Agenda Update

Illinois Longitudinal Data Systems – Dr. Alan Phillips

Chairwoman Hightman said, “What I would like to do at this point is turn to Dr. Phillips to start the *Public Agenda* update.”

Dr. Alan Phillips said, “What I am going to talk about briefly is the current status of the governance effort for the Longitudinal Database System (LDS). As you know, we have been involved in the development of a governance structure for a number of months and I would like to think we are nearing closure on that particular issue. The Longitudinal Data System Act requires that Illinois State Board of Education (ISBE), Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE) establish a longitudinal database system by entering into agreements that link early learning, elementary, and secondary school student unit records with higher education student unit records. Now a significant amount of this data is already being shared among the various agencies, however the state needs to move from this disjointed system of data sharing to a more systemic approach.

“The new legal process for data sharing creates significant barriers with the flow of information across the agency boundaries and is usually accomplished through a patchwork of intergovernmental agreements. I have a binder in my office that is full of various agreements with various agencies, all of which touch in some way, shape or form on the sharing of data. I am quite sure that my counterparts in the other agencies probably have their binders as well. One of the intents was to create a governance structure that would be overarching and would eliminate the need for these various patchwork system of agreements.

“As a result we saw the need to develop a way to address governance issues with regard to data across agency boundaries. More specifically we need to establish the tool systems and processes to meet the expectation requirements of the LDS Act and this develops support analysis and understanding of lifelong education and workforce policies and programs. I will not read them, but these are the other ILDS requirements that we sought to achieve through this governance grant.

“The objectives for the interagency process were to propose the data system governance framework to the Governor’s office, state agencies, agency leadership, the P-20 Council and interested outside stakeholders of which there are many; execute an agreement to implement this

framework and, if necessary, legislation to be drafted that would encompass the intergovernmental agreement.

“As most of the agencies were already working together fairly closely on various aspects of data across agency boundaries, it was felt that an interagency agreement would be sufficient and capture all the things that we need to do. Our concern about legislation was that once it is enacted it is difficult to change or modify and we could always do that at a later date if it was absolutely necessary. So as a result we worked to develop a governance agreement amongst the agencies that have the data, use the data and need to share the data.

“We started the effort, this iteration of the effort, in December and I believe we are fairly close to having the agreement drafted, in final form, coordinated and approved by the various agencies. The entities that were involved in the development of the governance agreement included the Governor’s Office, Lieutenant Governor’s Office, as well as the agencies that you see here.

“A representative of the office of the Governor or the Lieutenant Governor as appointed by the Governor will serve as the non-voting chair person of the governing board and the agencies bringing their involving parties to the agreement. The effort was basically, well received by Jonathan Furr, Director of the Office of Educational System Innovation and he was largely involved in the development of the Illinois Higher Education Consortium (IHEC) agreement that this group be very successful so he helped us pull this together.

“The governance structure itself looks very similar to the IHEC governance structure. There is a governing board, once again, the governor will appoint the chairperson and the heads of the agencies would be representative of the board or their designated representatives and there are five subcommittees. IHEC currently has the top four. We added individual controls because a large portion of the data consists of unit level records and is restricted data and we have to be very careful about how that is used, accessed and distributed.

“As you can see on the right side, the governing board will receive advice and input from a number of external entities to include the Governor’s office, the Legislature, the P-20 Council, the Joint Education Leadership Council, the individual agencies, colleges and universities, to include public, private and community colleges. On the other hand the governing board will provide advice and recommendations on the policies relating to longitudinal data functions to include data security, data quality, data collection and data availability.

“As I said before, this was largely derived from the huge success we had with the Higher Education Consortium and the only one that is not similar to that organization was the legal control of today.

“Now unlike the governing board, the committees will include representatives from members who are not employed by any of the agencies in the LDS program. This can include institutions or organizations such as IHEC, Illinois Education Research Council (IERC), representatives from the publics, the privates, and community colleges will all have the opportunity to participate there in much the same way they do in the IHEC committees.

“Very briefly, the purpose of the committees. Data Elements and Collection would create an inventory of data available in the system, it adds system use, working coordination of the legal control committee, recommend intake tracking and review procedures for external data sharing requests. The Technical and Architectural Data Security Committee would recommend

configuration of systems, hardware, software, networking and other technical specifications necessary to carry out LDS functions. Performance Measures and Report would recommend and prioritize performance measures requiring data from multiple agencies. Legal Controls would develop and recommend an agreement form for sharing restricted data used by the agencies.

“The governance agreement also allows for the creation of what we call centralized demographic dataset which is basically the longitudinal data that is kept by each individual agency. This could provide the opportunity to create record locators and key demographic variables across all the agencies which would enable us to create the longitudinal database. This would however not include interagency datasets and in the agreement there are a number of interagency agreements that are specified as outside the scope that already exists between specific agencies.

“The agreement will last for ten years, within three months the LDS plan, they would plan execution of the annual report. Plan and budget would be by January 15 of each year. Participating agencies would agree to submit their data, and as I said existing agreements, unspecified arrangements, other agreements would be outside the scope of the agreement.

“We are in the process of getting the final approval from the participating agencies. A number of them will have to take the agreement to their board which we are doing here today. I think the Community College Board that will go to their board in June at their meeting.”

Chairwoman Hightman said, “Alan are we the first one?”

Dr. Berman said, “I think so.”

Dr. Phillips said, “As far as I know we are.

“Once we gain final approval we will convene the governing board, the subcommittees and begin planning the process necessary to carry out or to continue to carry out the ILDS functions. Any questions?”

Chairwoman Hightman said, “Eric, where is yours?”

Dr. Berman said, “While Eric is going up I just wanted to mention to the Board members that you see Item #10 which is an Action Item and this is asking for your approval of the ILDS Intergovernmental Agreement.”

Monetary Award Program Update – Eric Zarnikow, Executive Director, Illinois Student Assistance Commission

Mr. Eric Zarnikow said, “I want to take a few minutes and give you an update on the Monetary Award Program (MAP), both where we are for FY2014 as well as the results of the MAP Task Force. The Monetary Award Program, as you know is the state’s largest need-based program providing grants for students who need help in obtainment of a post-secondary credential in support of both of the state’s goals of 60 percent by 2025 and reduction of the achievement gap to less than ten percent. It is one of the largest need-based grant programs in the country. As Dr. Berman said, one of the challenges we have is if you go back ten years was enough money to cover all of the people that were eligible for the MAP grant and the amount of the MAP roughly covered tuition and fees at a public university or community college in Illinois. If you fast forward to today, we are able to serve about one-half of the people that are eligible and

the amount of the grant actually covers less than half of tuition and fees. So the result is we run out of dollars earlier and earlier which has been a program challenge.

“So there is good news and bad news with the MAP program. One is that it is a great program and that is very successful. The bad news is that there is just not enough dollars to meet all the need.

“When we looked at FY2014 we did announce that we were going to have to suspend the award announcements on March 1 this year. That is the earliest suspense date that we have ever had in this program. Last year March 19 was the suspense date. This is really a combination of things, both concerns about potentially seeing a decline in MAP funding this year as the state addresses its budget challenges. In addition, we saw an increase in demand up through March 1 compared to the prior year. I will show you some numbers in just a minute. We did include a five percent reduction factor in the amount of award to be able to continue to grant the awards as long as possible, and there is a possibility, depending on where the General Assembly funds MAP this year, where we may actually have to cut back further or they could potentially release additional student assistance if in fact the amount of the MAP allocation or appropriation is increased.

“When you look at the following we have 170,000 eligible applications that were filed prior to the deadline. Eligible volume was up about 5.4 percent. Once again if you compare to the same date of the prior year we saw increases across all dependency. Volume was up at both public and private universities. The volume was down after March 1 at community colleges as well as proprietary schools.

“One of the things we do remind people, I get asked the question a lot if MAP program benefits have been suspended should I file a Free Application for Federal Student Aid (FAFSA) or what do I do now? We do remind people that FAFSA is the starting point to get Pell grants, as well as MAP grants. Many people, about 94 percent of MAP recipients also receive Pell. The maximum Pell award for next year is about \$5,645 and for a full-time student with a zero expected family contribution (EFC) that more than covers tuition and fees at an Illinois community college and Pell will continue to be available, and many of the Illinois students receive about \$1.3 billion a year as Pell award compared to about \$371 million available for MAP. So we remind people it is important to continue to file your FAFSA.

“I am going to turn to the MAP Taskforce. The MAP Taskforce was really commissioned by the General Assembly by a joint resolution with a singular mission. That mission was to deliberate options for the adoption of new rules for the MAP program with a goal of improving outcomes for students who receive the awards. We think that the taskforce really came about because of the frustration that the General Assembly about the early cut-off. The question is is there some sort of magic solution or maybe a tweak or change the MAP program and increase the outcomes if you will. I think there was some hope that there was going to be a magic solution that the taskforce was going to come up with other than having more funding comments from the General Assembly.

“If we look at the membership of the taskforce – the left hand column was the types of members that were specified in the joint resolution. So you can see there were people from really across all the different sectors. ISAC was charged with appointing the members from the different areas. In addition, we had the ability to add additional members and on the right hand side we added seven additional members on top of the eleven members that were specified by the General Assembly. From the beginning we had a pretty simple goal, we wanted to make sure that

we had broad perspectives, we wanted to make sure that we had the different skill sets that would be needed on the taskforce to address and look at the issue, we wanted to make sure we had diversity, both demographically as well as geographically.

“As far as the processes that were followed by the taskforce, we held six public meetings over a six month period in different places around the state. We did solicit proposals from all the members of the taskforce as well as people outside the taskforce for different scenarios and different allocation methods that they would like to see run. We actually reviewed over 100 different scenarios, and when I say we reviewed scenarios, we have a lot of data and information and facts about MAP recipients and by looking at past performance by treating change in formula or changing how you allocate MAP we were able to estimate how that impacted MAP recipients, how many will get MAP grant awards, how many will likely graduate, how did it change the demographic mix, how did it change income level mix. Once again, we ran the model over 100 different scenarios that our research team was able to do that. We also drafted the MAP Taskforce Report. There were three different draft versions of the report that were reviewed by, all the members of the taskforce had an opportunity to review and comment on. We accepted their comments and the report was delivered on time on December 31 at say, literally it was the afternoon of December 31 we delivered it. As far as finding people in the capitol building to actually deliver the report.

“I am going to show, this is a copy of the MAP Taskforce Report and you will notice this is actually double-sided, so you can see the amount of work that the taskforce members put into this process. We literally started from the beginning, we went back to fundamental data, we looked at the research that was available around higher education and outcomes, we looked at how other states allocate their scholarship and grant programs, we once again ran those through 100 different scenarios. So there was a huge amount of work that went into the process of delivering the MAP Taskforce Report. We really came into ISAC as our view of being independent, being the convener. We did not come in with the excerpt in the back of the book and view ourselves as really the facilitator as well as a subject matter expert resource among others we had on the taskforce.

“If you look at the scenarios, the advantage of running a lot of different scenarios is it really supported a fact-based approach as we looked at the taskforce. So we prepared baseline scenarios, as well as really all of the different program changes or suggested program changes that came either from taskforce members or from members of the public. Those scenarios were provided to the members of the taskforce for their review and consideration. We looked at the number of different scenarios including marital components, dual deadlines, allocating by expected family contribution or parents’ contributions, different award sizes and school eligibility criteria, and really the final set of scenarios that we looked at bled across sets included alternative ways of funding a dual deadline including allocation by expected family contribution or reducing the cap on expected family contribution. We also looked at changing the award size for some of the recipients of the MAP awards.

“We started also at the start of the process of the MAP Taskforce saying okay we have all this data and information, we are going to run a lot of different scenarios, how are we going to consider those, how are we going to compare the different ideas that may come forward and try and evaluate the merit of each of those, and first and foremost we wanted to make sure we were applying the state goals of 60 percent by 2025 and a reduction of the achievement gap to less than ten percent. We also looked at criteria that was contained in the joint resolution – improvement and outcomes for students, improvement in the partnership between the state and institutions, improvement in increasing access and completion, and respecting each institution’s different

mission and students. In addition, we spoke at length, that we looked at that was pretty simple – is it good for students, is it good for taxpayers, is it something that is actually operationally feasible both by ISAC as well as all the higher education institutions that we partner with, and then we added one towards the end which was does this fall into our statutory authority since the goal of the taskforce was to inform ISAC's rules but not propose legislation.

“This is an example of some of the types of outcomes that we looked at. I'm going to talk a little bit more about these on the next slide. Once again we looked at over 100 of these. We actually put over 70 of them in the taskforce report. By the way for those of you that want to look at the MAP Taskforce Report, it is on our website in a downloadable pdf. We really looked and then said okay if we are going to make changes to the MAP program how we allocate it, how does it impact recipients, how many people are going to get MAP awards and how is that going to change. How do we think that is going to change graduation, both number of graduates as well as graduation rates. Then we also looked at things like diversity and demographic changes that the proposed scenarios would impact on the MAP.

“As far as the different scenarios, some of the final scenarios focused on increasing access for new and non-traditional students who plan to file later in the process. There was a very significant interest by the taskforce members in scenarios that would consider or have two deadline dates, one for traditional students, returning students from all sectors and then the second deadline date that could include new students as well as non-traditional students. Those scenarios had a lot of emotional appeal among taskforce members. The challenge that we saw in those scenarios though was that absent additional dollars while those scenarios would increase the number of MAP recipients, they actually decrease the number of graduates. So it shifted people where there was a lower graduation rate and a lot of the taskforce members thought that was not consistent with the state goals.

“There was also some self-funding scenarios that we looked at by reducing the higher end of low income students that receive a MAP grant and also capping the amount of awards in certain sectors to free up money that could then be used to fund an extended suspense deadline or application date, but there was concern by several representatives that students really need the money although the amount of Pell and MAP combined covers tuition and fees, there is still money needed for books and other costs of attendance.

“So in the end the conclusion the taskforce came away with is first of all, MAP is a very successful program that does make a difference for about 140,000 students each year. MAP's primary role is really about providing access for the lowest income students and MAP should remain focused on that. There are a lot of other programs in place to try to improve completion so there was a lot of concern about trying to weave completion objectives into the program and as somebody on the taskforce put it, ‘we are not going to solve all the problems of higher education in Illinois with the MAP program.’ The completion is really a statewide concern and not just for MAP recipients. I would also point out that MAP recipients actually graduated about the same rate as other students at the same college or same school, and when you think about students coming from a low income environment, and in many cases being the first in their family to go to college, that is really a remarkable outcome that shows the success of the MAP program.

“The lack of funding really only exacerbates the program, but the MAP program really has been instrumental in helping Illinois rank in the top ten of states for workforce development. We are in the top ten in Illinois as far as the percentage of the workforce that has a high quality degree or certification.

“The other conclusions of the taskforce were that adding a merit component and other constraints to MAP eligibility could likely increase the graduation rate but would be inconsistent with the State’s goals of reducing achievement gaps. There was some discussion about separating MAP into a number of smaller programs that might [inaudible] or some other way, but there was a lot of concern that we have seen smaller programs over time have been defunded by the General Assembly when there has been money challenges and at ISAC we have about 20 grants and scholarship programs that are on the books and I think we are down to funding maybe eight of those at this point. So a number of those have been defunded. So there is a feeling that it is better to have it all in one big pool and everybody is fighting to get the pool or the pie as big as possible. And there really when you look at the 60 percent by 2025 goal, we really need to have both access and completion and that MAP is really a critical access part.

“Recommendations that were supported by the taskforce, there was a small one, a math efficiency one that for students who flunk out of one institution that they have to wait a year before enrolling in another institution and receiving MAP. It does not mean that they cannot enroll and go; it just means that they cannot get MAP dollars for that one year period. Our data show that those students with that type of pattern are very unlikely to ever get a degree or certification and the taskforce felt it would be good for them to wait a year and sort of figure out what they really want to do.

“There was a lot of discussion about advising and incremental advising possibly being helpful around completion for MAP recipients. There is a number of schools around the state that have intensive advising programs that they have found to be successful. There is some research nationwide that shows that as well. However, the taskforce felt that we on the taskforce did not have the right skill set to look at the advising component. So the recommendation was that ISAC convene a group that was really focused on advising and figure out what would be the best way to have an advising or potentially have an advising component to MAP.

“There was a lot of concern about the MAP formula, while it does work it does focus aid on the lowest income students is a bit archaic. If I could ever explain it to you I would probably get a doctorate in mathematics by being able to do that. So there was a lot of let us update the formula meetings.

“Some of the concepts that had some support but not universal support by the taskforce members, once again, later application deadlines for independent students, once again, a lot of emotional appeal and questions about where would the balance come from. There was an agreement that if it is was incremental funding of MAP we would try to target that towards the unique needs of independent students who tend to apply later or those students applying for college for the first time. There was some support for reducing the maximum expected family contribution to be able to receive a MAP award. That is kind of at the high end of the low income students. There were some support to either limit or remove certain sectors from participation in the program, although that is fully a statutory issue versus a rules issues. And, there was some support to reduce the award to community college students who receive federal Pell grants that are large enough to cover tuition and fees. Once again, these were not actual recommendations or final recommendations for the taskforce. These were things that were looked at that had some support.

“In summary, the taskforce felt that first and foremost that MAP works and that the program cannot really solve all of the problems in higher education around the state. The taskforce felt that we were caught in a zero sum game that was really largely driven by the state’s economic situation and ultimately the best thing would be to have more money if it is available.

There was a lot of concern about recommendations ultimately that were going to create winners and losers, and merit as a selection criteria was really something that was widely rejected by the taskforce members and really although it was not the most popular, in the end we concluded that the current first come first serve rationing mechanism was identified as having the best set of outcomes compared with the other alternatives that the taskforce looked at where there was consensus. So it was a difficult process and once again it quickly became clear that there was no magic solution that was going to create an easy fix to MAP absent additional dollars.

“As far as the legislative follow-up, interestingly the taskforce was established to inform ISAC administrative rules. So of course there have been several pieces of legislation that were introduced in the General Assembly. It is difficult to know if, you know where any of those are going to move forward. I thought that it was interesting that it was intended to inform administrative rules and immediately propose legislation.

“I do want to thank Suzanne Morris and Dave Tretter who were both on the MAP taskforce, as well as actually 16 other people. A lot of work went into this by a lot of folks and I am really proud of the team at ISAC too as well as the effort they put into and I am very proud of the report that came out of it. At this point I will answer any questions.”

Ms. Suzanne Morris said, “First of all I want to compliment you and your staff for all your hard work you did. I was at those meetings and it was obvious you are [inaudible] and hard working agency. I do have to say that the community college system was disappointed in the outcome. The way the awards are currently distributed it is first come first serve unless need-based and many needy students are left out and yet those needy students are community college students for a number of reasons. I was also interested to hear what you said about adult learners. This has been the group the community college system has a survey for [inaudible] 50 plus years now so I kind of [inaudible] people for what your plans are to better serve those students that colleges will be [58:58]. Every campus could use some information on how to best serve these people. So once again I want to thank you for your hard work, but we were disappointed that there were not some reforms that we felt would result in the neediest students receiving this money and only to these adult learners and to these other students, how are we going to be able to reach that 60 percent by 2025 may be that hopeless. I appreciate your work.

Chairwoman Hightman said, “I am told that Frances Carroll also was involved in this effort and she is on the phone.”

Mr. Zarnikow said, “Yes she was.”

Chairwoman Hightman said, “So thank you.”

Mr. Zarnikow said, “Yes, I forgot you were on the phone. I apologize for not calling, mentioning you today.”

Chairwoman Hightman said, “So a lot of effort to end up with the conclusion that what is being done now is the best approach given the limited funds.”

Mr. Zarnikow said, “Yes. So now the good news in saying this I think we learned a lot from the process. I know I learned, personally learned a lot. I actually read everything that went into the book, believe it or not. It was interesting, and by the way for those of you that do not really like to read this much, there is about a three or four page executive summary and then there is about a 50 page report. The rest of it is the backup, the other things the taskforce looked at.

Interestingly enough shortly after the report came out, I was being interviewed by a reporter who said ‘now back in the appendix can you describe how this chart was made up?’ So I am glad I read and I was actually able to answer their question.”

Chairwoman Hightman said, “So the summary is available on the website?”

Mr. Zarnikow said, “Yes. It is available on ISAC’s website at www.isac.org. You just look under MAP Taskforce and there is a downloadable pdf of both the report itself as well as the appendix.”

Chairwoman Hightman said, “Do any of the Board Members have any questions?”

Dr. Frances Carroll said, “I think that it should not go unnoted that Eric was a very democratic leader encouraging us to make all the suggestions whether he agreed with them or not.”

Chairwoman Hightman said, “Kudos to you Eric for being democratic.”

Mr. Zarnikow said, “Thank you. As I said we tried very hard to approach this that we do not have any answer in the back of the book and that we really want the input from the taskforce or others that came to the meetings and really wanted to take a fresh look at MAP and see if there was a better way that we could modify it to better support the State’s goal.”

Ms. Morris said, “I agree with all of this that something I learned, I do not know, I always knew, but to me this experience was my third taskforce program, is that it is nearly impossible to change something in the State of Illinois. It does not make a difference how much you study it or it is entrenched in the way it was, there are so many parties that are involved that have influence, and this is not criticism of you or your staff, but I think it is more a comment on the way we do business in the State of Illinois that whether something should be changed or not changed it is just nearly impossible to do that.”

Chairwoman Hightman said, “Any Board Members want to say anything or ask any questions? If not, thank you very much for the good presentation and for your hard work. We appreciate it.”

6. Public Agenda Showcase

Dr. Elaine Maimon said, “Good afternoon to the Board. The first thing I want to do is introduce a colleague, many of you know her, Dr. Linda Uzureau. Linda is someone who has been very active in community colleges in the State of Illinois for over 30 years. I got to know her when she was vice president and provost of Prairie State College, our closest neighboring community college and then Linda thought she was going to retire. You do not let really good academic people do that and so then she did her stint at Interim at Joliet Community College, she has been a substitute as Interim Provost. We were able to convince her to join us at Governors State University so that we could really understand how we could make community college/university partnerships work. The first step to that is always listening very very well and Linda is somebody to listen to, in addition to helping us to communicate with the community colleges in our area.

“I had the privilege just over two years ago of telling you about the general outline of the Dual Degree Program. I am going to do a report on some success. I am going to do a few reports

and then Linda is going to talk about some of our search bases and then I will come back to make a really important point that is the title of our presentation. We are calling it ‘Both/And not Either/Or.’ What does that mean? It means that we can have very high quality pathways, community college to university to graduation and at the same time universities can admit their own freshman class, and if we can have both because different students need different approaches, and so that is part of the larger conceptual picture then I will share with you.

“I want to thank Carrie and Harry for their very kind comments about our success in Dual Degree Program and also I want to refer to Eric’s excellent report when he talked about access to completion.

“This report is also about access, completion and quality, and also two other important words when we think about twenty-first century public higher education, and that is ‘coherence’—making sure that the students can connect their learning, connect their learning from one institution to another, connect their learning to the workforce, connect their learning to their lives, and another word ‘mediation’ and that means that whatever we are doing electronically, that whatever we are doing in terms of making use of the great tools available to us in the twenty-first century. Human mediation – human paths advising, connection, peer mentor, is extremely important.

“First slide shows some of the accolades we received and we are very proud of them. Under Secretary Martha Kanter was here and talked to all of us at IBHE just a little while ago. She also was on Governors State University’s (GSU) campus and she was very impressed with what we were doing with the Dual Degree Program. She met with our community college president partners, as well as with us at GSU. She called us an island of excellence and she has been really talking about us in Illinois as she goes from state to state. She also on her own website in the Department of Education praises Illinois. So how am I really going to follow what Harry and Carrie were saying about being upbeat even in tough and challenging times and making sure that we do pat ourselves on the back for some of the things that we have been able to accomplish even in these strained times. We also have had Lieutenant Governor Sheila Simon who reported to the General Assembly about what she observed as she went around the state to look at things that were working in terms of community college/university partnerships and she also pointed to the Dual Degree Program. So we are very proud of that.

“Now the next slide that is the one important fact to be made, it is important to know that in terms of public policy that what you have done with the *Public Agenda* is very important in terms of setting the framework for our work. That is that it guides us to look at the *Public Agenda* that this Board developed and is very helpful to us. In addition, IBHE has been very active in Complete College America and I am proud to be part of TEAM Illinois of Complete College America. I have to say we have all learned a great deal from the research that has gone into the college completion agenda there.

“The next slide shows you that when I spoke with you last time we had five community college partners. They go to the community colleges close to us at Governors State University in the south suburbs of Chicago. We now have ten, and the most recent addition is all of the City Colleges of Chicago. Now we are just getting started with the City Colleges, but we are really happy to have them onboard and you can see that we have some colleges that are pretty far away from us but we were able to work out partnerships through various means including the use of technology. For example, when we admit freshmen just coming up in 2014, we will not be admitting any students who want nursing. We will be directing those students into the community colleges for RN certificates. We will then hope that through the Dual Degree

Program opportunity that they will take our bachelor of science in nursing at GSU which is entirely online. Why? Because the RNs are getting a lot of high touch, a lot of mediation, clinical experience, absolutely excellent programs at the community colleges, it could not be better. But then they get their RN, they get their license and they are the low person on the totem pole, and even many hospitals will not even hire you yet if you do not have the bachelor of science in nursing. So they need a sufficient way to get that Bachelor of Science in Nursing, so that makes sense in terms of having ease of technology and the Dual Degree Program. So you can see we try with various programs to really customize and do things well.

“Let me also say that research and data that support each of the unique components of the dual degree program. First of all something that is not so complicated, it is about time. Every dual degree program student must attend full-time. Now we found out something interesting when we started using that term full-time to students and their families. They said ‘wait a minute, I have to work.’ We said ‘wait a minute, full-time means 12 to 15 credits a semester, of course a student will work and we understand that,’ and we are going to be able to work that out.

“I am going to turn things over to Linda and you have in front of you some of the research reports that she is going to refer to about why time is the enemy and why full-time instruction is important.”

Dr. Linda Uzureau said, “Perhaps the most important research that has come out recently comes from the Complete College America agenda in which they talk about time is the enemy. This data is incredibly compelling when you look at it to see that the students who were going part-time are less than 50 percent who are going to be able to complete an associate’s degree much less a bachelor’s degree. So we built into the Dual Degree Program knowing that this is important to success of completion this requirement, to be part of the Dual Degree Program students must attend full-time. In addition, and this is probably the part that is the most unusual for a university to require but one that might, of course that you might get at a community college person, we feel very very strongly about is that we are telling students that they must complete the associate degree prior to transfer. Notice that this dual degree program focuses on the degree. It is not dual credit, it is not dual enrollment, it is dual degree, complete the associate degree first.

“Well as a long-time community college person I have seen a lot of research about the importance of the completion of the associate degree, but it has all been relatively small steps. The same data that Dr. Berman was talking about that was produced this fall by the National Student Clearinghouse is really exciting data, I think, that also in addition to the factors that we talked about, emphasizing the importance of the completion of that associate degree.

“If you look at this slide and look on the left and then those two middle bars you will see how dramatic the difference is. This suggests to us that students who transfer from two to four-year institutions 60 percent of them have graduated, gotten their degrees four years after the transfer, but what is significant about this slide is the huge difference, 17 percent difference between those in the middle who completed the associate degree prior to transfer and those on the right at only 55 percent who did not complete the associate degree. As Dr. Maimon said we are looking for a coherent body of study. We know that students who finish an associate degree have completed a coherent study, they lose fewer credits when they transfer and they are much more likely to graduate.”

Dr. Maimon said, “I think it is important to note that one of the things that we have been missing for 50 years in community college/university partnership has been for the university to say loud and clear, we the university expect you as a community college student to complete an

associate degree. Now happily the best [inaudible] holds the solution that if I can steal a recent convert that guided university life all my life and I remember advising students to come to the university as soon as you want to and so on and so forth. By doing so I was undercutting that student's opportunity for this coherent program that our truly excellent community colleges in Illinois are prepared to give them. Now, the other thing that we have done very emphatically, our recruiters for our freshmen program are in the high schools, but we have made it very very clear that we are absolutely not recruiting sophomores. That is we are not recruiting sophomores from the community college. I mean there are any of these students on the sophomore level from one of my sister universities who wishes to come for various reasons and study at GSU, but in terms of community colleges – hands off the students who are sophomores there and that really sends a message that it really became clear to me and it is important for us in the university world to communicate this to other universities in Illinois and across the country that it is incumbent upon us to make that point. This research is really irrefutable and so for us to do that is very important.

“More about the program, we talked about coherence, we also talked about mediation. Governors State University employees transfer specialists, they are our employees. They are not recruiters. Their job is to be in our ten community colleges and they are on a schedule at each one and they are to work with the dual degree program students to help the community college advisors advise them on how to complete the associate degree and then go onto achieving the bachelor's degree. Another thing we have read the riot act to these transfer specialists about is that they are not recruiting for Governors State University. They are listening to the student, if the student is being better served at Illinois State or at Harvard, their job is to get the student there. We want the student to have the best chance to complete the bachelor's degree.

“Now I am going to tell you about some incentives that Governors State has provided for the students to come to the university, but the point is that our advisors need to help the student who wants to major in something we are not offering or let that really really genius level student know that Harvard has more financial aid then most state universities. Things like that where, you know, it regards student focus. The other employees of Governors State are in community colleges and not on our campus are peer mentors so that we have basically hired a number of students who have completed the Dual Degree Program at the community college who are now students at GSU. We pay them to do peer interaction with students at the community colleges.

“Now over the incentives wheel, we offer a guaranteed admission to GSU if the student completes the associate's degree. We lock in our tuition rate, the whole truth in tuition, but we make it so that we lock in tuition that we were charging at GSU when the student was starting the Dual Degree Program at the community college. We also have developed something we call GSU Promise, an endowment, and some honor scholarships where we are able to help students analyze their financial aid needs so that we can supplement their Pell Grants and their MAP Grants that they are eligible for. That is the kind word the GSU Promise so that they can graduate debt free and that is something that we take great pride in. Now if the student wants to take out student loans so that he or she can buy a new car, we are going to try to advise the student against that and that is not the kind of debt we are going to be including in our promise. But, we advise students in terms of their tuition and their fees, their rent and so forth.

“We have been honored with a Kresge Foundation \$875,000 grant to support these components in the program with transfer specialists and peer mentors, and also, we are developing with our community college colleagues a certificate in transfer that we will be offering online across the country. Let me quickly say that you may be thinking oh that is how they can pay the transfer specialists and peer mentors with that type of grant. The way the grant is written we phase out the grant monies to the peer mentors and the transfer specialists and pick

up the cost out of our own operational funds and we are starting to do that now. So even in this time of reduced budget our fiscal plan has been as we increase the number of full-time transfer students that tuition will cover or help us to cover the costs of the transfer specialists and peer mentors.

“Let us take a look at what the program looks like now. There are 70 students that are now finishing their junior year who have already earned associate degrees and are enrolled in the first dual degree program cohort at GSU and you can see the diversity. We are very proud of the diversity in terms of the colored lines that you see there with Asian, African-American and Hispanic. There are 340 students currently enrolled in the Dual Degree Program and working toward their associate’s degree at our partner community colleges, and again the diversity is very strong. GSU as a whole is a very diverse institution, but our dual degree program is even more so.

“We also can report that 25 students were rewarded the first GSU Promise and Honors scholarships. The majority were low income, 52 percent are Pell eligible, 44 percent had an expected family contribution of zero – 44 percent. Talk about the two Illinois. This is a way truly to bridge and make us one Illinois. The recipients were very diverse, 44 percent are African-American. That has largely been 39 percent African-American population of our general student body. Eight percent is Hispanic. That needs to better, the Hispanic numbers and we are working hard to do so. Sixty-three percent of the students were in Phi Theta Kappa and the honors programs at the respective community colleges. So this is something where the students are finding very high quality.

“Now for the good time part, one of the things that if you would, we are doing this is our first Freshman Viewbook called FC14, First Class 2014, part of what we are calling Renaissance 2014 at GSU. We may be the first university in the nation to recruit students for community college pathway in our own freshman yearbook. We are cheerfully competing with ourselves in the interest of the students. Our recruiters who are now in the high schools are pointing out that the dual degree pathway is less expensive and that it will lend to come to Governors State University but we still have one of the lowest cost tuition and mandatory fees in the State of Illinois for freshman, but it is even less expensive to start with the Dual Degree Program.

“This is the page in our viewbook, again we are recruiting cheerfully in the community colleges, as you know our freshman class is going to be very distinctive, it is going to be just 270 freshman divided into cohort groups taking a core curriculum. We have all kinds of creative ideas that will work for those students. We are going to give students choice and for the first time in the history of Governors State University we are in the high schools. They did not want us in the high schools when we did not admit freshman, so we could not tell the Dual Degree Program story. Now we can and we tell it in a way that is very creditable because we are recruiting freshman who will benefit from full-time, both daytime full curriculum programs on our campus but also with the students who will benefit from the Dual Degree Program. I am going to let Linda say a few words about that.”

Dr. Uzureau said, “As you might guess, I am really excited about the opportunity that the Dual Degree Program at GSU. I have also been asked by my community college partners, who were immediately upon finding out GSU was going to begin accepting freshmen a little leery, what is this going to do, what kind of impact is that going to have on the Dual Degree Program? And, I am really proud that the program is a both/and not either/or and the university continues, and in fact, has inquiries [1:24:54] community college transfer student by advertising and recruiting students for that pathway.”

Dr. Maimon said, "So I would like to thank you very much. We would love to hear your comments and questions. I think what we are doing is not, it is fundamental, but in some ways it is not simple because I think it literally is quite innovative and different and there are lots of ways to confuse it. It is not a dual enrollment, it is a lot of things, but I hope we have been able to present to you what it is and just to help you join us to be proud of this excellent program that is going on in Illinois that I would love to hear your questions and comments."

Chairwoman Hightman said, "Any Board member?"

Dr. Elmer Washington said, "I have a question – basically a comment, always I think if you recognize that the best education is the individualized education. I just commend you for providing so many options. You recognize that you cannot get every student and provide an individualized option, but you do provide enough options to give the student in such a way that you have a better chance of being effective."

Dr. Maimon said, "Thank you."

Dr. Santos Rivera said, "You said that [inaudible] percent. Addressing that, what are students graduating [inaudible] highest concentration [inaudible] concern?"

Dr. Maimon said, "Yes it should be better. We are doing many things. We have Spanish materials on the web and also in print. We are reaching out to families in a way that we have never done before. We are targeting high schools in our area and that is a big deal because the way, the obstacle we had in our path before was that we could not be in the high schools and so we could not reach the families and explain what a great opportunity was here. So I think we are doing all these things. We also have a diverse group of peer mentors who are role models and so forth and doing everything we can. Other things to add that I think we are doing in the Dual Degree Program and in the freshman outreach.

Mr. Jay Bergman said, "It is probably different in the community college system and it is finally that with the increase in the tuitions and costs for four-year universities, a lot more students should be taking advantage of going to the community college for two years and then transferring or somehow getting to four-year university and getting a bachelor's degree. I really like this program what I have heard of it because it makes it very easy to do. I am not familiar, of course you said, you could achieve the bachelor's degree soon, will be online. I am sure that is a quality program that will give you a good education, but that I think this makes it easier than ever in a way and again, the students a quality bachelor's degree. We are going to enable a lot more students to get a bachelor's degree with programs like this saying all right you have now completed two-year degrees at the community and now go somewhere in the State of Illinois for another two years. I think we are seeing a lot of students are."

Dr. Maimon said, "Let me clarify the bachelor's in nursing is just two years online. Also, weekend meetings and other things that fit the student's schedule, but that the first two years of getting the RN has been very much personalized, high touch at a community college and at the clinics and hospitals and so forth. We believe that as far as our freshman program and also the first year at the community college, looking at the first year experience across the community college as well as on our university campus is very high touch and I am pleased to hear that this Board is aware that we are enculturating new students into the [inaudible] in the intellectual way. They need a high touch approach and you know let us not go the way of California and try to do things the faster way.

Mr. Eric Zarnikow said, “A quick comment – I had a chance to come and meet with Governors State and visit around the dual degree program. I came away very impressed with the focus and effort on this. You know a lot of times people talk about it [inaudible] coordinate these things to make it happen, but in the real world it is a lot more difficult to pull off than it sounds like. I just want to give you kudos as well. I was very impressed with you not losing the focus on making this happen.”

Dr. Maimon said, “Thank you Eric. Let me just mention that and you talked about giving students choices, this Friday is a big day for us and you are all invited. We will be breaking ground on our first student residence facility called Prairie Place and then will give options for students to have a residential experience. We have always done great with commuters and we will continue to do so, but we will be a 24/7 campus. The students will be living in the midst of the sculpture park, we are calling it living in art and so that will be another important option for Illinois students. The groundbreaking is 3:30 on Friday and you are all invited.”

Mr. Paul Langer said, “Thank you Madam Chairman, I have a quick question. Are we aware of any other Illinois public universities that are offering DDP, Dual Degree Programs, with community colleges other than the one you have been discussing? In other words, is University of Illinois-Champaign offering a program with say Parkland Community College? Is Elgin offering a program with Northern Illinois University?”

Dr. Maimon said, “Well if some of my colleague presidents are still here, I do know that Rita Cheng at Southern Illinois Carbondale is doing her own version. I am not completely familiar with it and whether it follows the exact model that we are doing, but I know that Southern Illinois is doing some things. My colleagues up there have microphones and want to chime in.”

Chairwoman Hightman said, “Actually come down if you would if you want to speak because I was going to ask a similar question or the same question with a different twist but maybe the answer will get to this. But, it seems to me there are different needs and different geographies based on what is available and how far you are from different higher education institutions. So, I wonder how that plays into your, Governors State has a particular set of facts, so is it based on those facts, I assume it is, you know how you design it.”

Dr. Rita Cheng said, “We have seven SIU service center advisors on location in the community colleges in southern Illinois providing advising services and teach a course to lock in tuition for students who wish to transfer. We encourage an associate’s degree and are working with the college presidents to get lists of names of students who will be graduating with their associate’s degree so that we target market to them with specific services that they need. We have a multitude of articulation agreements that we are turning into eligible degree programs as a result of the onsite services that we have.”

Chairwoman Hightman said, “But yours is already they get into it after they have already enrolled in the community college, where yours, if I am understanding correctly begins earlier.”

Dr. Maimon said, “Yes we have been recruiting students in their first semester at the community college however now that we are in the high schools we are going to be recruiting the dual degree even earlier. We are going to be getting students in it their first semester.”

Chairwoman Hightman said, “As compared to what you were talking about which is after they are already in.”

Dr. Cheng said, “We recruit them as they are in community college but we are there onsite to advise the transfers not to recruit from. We want them to complete the associate’s degree so that it is a true partnership.”

Dr. William Perry said “I am Bill Perry, President of Eastern Illinois University. We have several two plus two agreements. At Parkland College we have students who likely will complete their Eastern degree at Parkland, come commence on our stage that never stepped foot on our campus otherwise. Many of these students are of non-traditional age. We also have programs in the Chicago area at Triton College and others in our bachelor’s in all studies program and I know some of our other sister universities have as well. We do not have a dual degree program like GSU does. I think it is groundbreaking and innovative concept and I think it has all of our attention.”

Chairwoman Hightman said, “I think it is different sizes for different schools and different regions apparently.”

Dr. Maimon said, “Although, I do have to say that I appreciated Bill’s comments. We are an [inaudible] here and there are a few simple principles that we are trying to convince our colleagues. All over the nation we have made presentations at many of the national meetings. Simple things: we are asking our university colleagues to encourage the completion of the associate degree and that is really groundbreaking and [inaudible] number one and we are also encouraging the idea of the students completing college going full-time and to have a shared advising and a sense of camaraderie. I do not know from the pictures I think you can see there are at least community college students in our dual degree program that are wearing the GSU shirts. We are telling you we have two campuses we are involving them in theater activities and social activities. I think the two key points, I guess there are three. One is raising the issue of tuition at the level it was when they started the dual degree program. Second is the student is going full-time and third is the university insisting on the completion of the associate degree.”

Chairwoman Hightman said, “Very interesting. Okay in the, I think in the, interest of time let us wrap this up, one last question. Anyone on the phone, Frances or Heba? Great presentation.”

III. Action Items

Dr. Cullen said, “Madam Chairwoman, we have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through March 12. Since then, two additional proposals have been received. No applications have been withdrawn since the last Board meeting and as of Monday, April 1, there were 8 new requests for program modification in addition to the 81 reported in the memo.

7. New Units of Instruction at Public Community Colleges

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

The Illinois Board of Higher Education, on motion from Dr. Addison Woodward and seconded by Dr. Proshanta Nandi, hereby unanimously grants authority to Carl Sandburg

College to offer the Associate in Applied Science in Biofuels Manufacturing Technology subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Olney Central College to offer the Associate in Applied Science in Information Systems Technology subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to South Suburban College to offer the Associate in Applied Science in Speech Language Pathology Assistant subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

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

The Illinois Board of Higher Education, on motion from Dr. Proshanta Nandi and seconded by Dr. Elmer Washington, hereby unanimously grants authority to Benedictine University Authorization to Grant the Bachelor of Science in Medical Laboratory Science in the Central Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Chicago ORT Technical Institute, doing business as Zarem/Golde ORT Technical Institute, Authorization to Grant the Associate in Applied Science in Accounting in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to East-West University Authorization to Grant the Bachelor of Science in Biology in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Resurrection University the Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Science in Nursing in the Fox Valley, Prairie, and South Metro Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And grants authority to Seabury-Western Theological Seminary the Certificate of Approval and Authorization to Operate and to Grant the Doctor of Ministry in Congregational Development and the Doctor of Ministry in Preaching in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And grants authority to Illinois College of Nursing the Certificate of Approval and Authorization to Operate in the West Suburban Region subject to the institution's implementation

and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to SAE Institute of Technology the Certificate of Approval and Authorization to Operate and to Grant the Associate in Applied Science in Audio Technology, the Associate in Applied Science in Digital Journalism, and the Associate in Applied Science in Music Business in the Chicago Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

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

Dr. Cullen briefly outlined the contents of this item. The Board then had the following discussion:

The Illinois Board of Higher Education, on motion from Dr. Addison Woodward and seconded by Dr. Proshanta Nandi, hereby unanimously grants authority to Governors State University authorization to establish the Bachelor of Arts in Political Science and the Bachelor of Science in Economics in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And grants to the University of Illinois at Chicago authorization to establish the Nathalie P. Voorhees Center for Neighborhood and Community Improvement in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Illinois State University authorization to establish the Doctor of Nursing Practice in the Central Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted. Mr. Jay Bergman abstained on this item.

10. Intergovernmental Agreement for the Governance of the Illinois Longitudinal Data System

The Illinois Board of Higher Education, on motion from Dr. Elmer Washington and seconded by Dr. Santos Rivera, hereby authorizes the Executive Director to enter into an Intergovernmental Agreement with the Office of the Governor, the Illinois Community College Board (ICCB), the Illinois State Board of Education (ISBE), the Illinois Student Assistance Commission (ISAC), the Illinois Department of Commerce and Economic Opportunity (DCEO), the Illinois Department of Human Services (IDHS), and the Illinois Department of Employment Security (IDES) to establish the governance structure and processes for the development and maintenance of the Illinois Longitudinal Data System (ILDS) in the form presented in the document provided or a substantially equivalent form.

IV. Consent Agenda

Chairwoman Hightman said, "Moving to the consent agenda, Items 11 through 15. Is there a motion?"

11. Board Meeting Minutes – February 5, 2013

The Illinois Board of Higher Education, on motion made by Dr. Allan Karnes and seconded by Dr. Elmer Washington, unanimously approved the Minutes of the February 5, 2013, meeting. Ms. Suzanne Morris abstained from this item.

12. Fiscal Year 2013 Financial Report as of February 28, 2013

The Illinois Board of Higher Education unanimously approved the Fiscal Year 2013 Financial Report as of February 28, 2013.

13. Public University Non-instructional Capital Project Approval

The Illinois Board of Higher Education unanimously approved the non-instructional capital project as detailed in the document provided.

14. No Child Left Behind Act: Improving Teacher Quality State Grant Program

The Illinois Board of Higher Education hereby unanimously approves allocating Fiscal Year 2013 grants totaling \$2,400,000 for the No Child Left Behind – Improving Teacher Quality State Grant Program to the institutions specified and in the amounts shown in the document provided. If funds are reduced by the Federal Government through sequestration or other means, the Executive Director has the authority to reduce grant amounts accordingly. In the event that funds are not requested by a partnership in their entirety or additional funds become available, the Executive Director shall have the authority to re-allocate funds to other partnerships.

15. Executive Session Minutes and Verbatim Recordings

The Illinois Board of Higher Education hereby resolves:

Resolved, that the Illinois Board of Higher Education finds that the need for confidentiality exists for the minutes of the IBHE Executive Sessions of June 2, 2009, July 28, 2009, August 10, 2010, December 7, 2010, April 12, 2011, December 6, 2011, April 10, 2012, June 5, 2012, September 25, 2012, December 4, 2012, and February 5, 2013, and that such minutes shall continue to remain confidential; and further

Resolves that the destruction of any verbatim recordings for the Executive Session of April 12, 2011, be authorized.

16. Technical Corrections: New Operating and/or Degree-Granting Authority for Independent Institutions

The Illinois Board of Higher Education hereby approves amendments to Item# III-9, New Operating and/or Degree-Granting Authority for Independent Institutions, as adopted at the February 5, 2013, Board meeting.

V. Information Items

Chairwoman Hightman said, “We have a couple information items. I will turn it over to Dr. Berman.”

17. Fiscal Year 2014 Governor’s Higher Education Budget Operations, Grants, and Capital Improvements

18. Legislative Report

Mr. Jonathan Lackland presented a brief summary of proposed legislation. There was no discussion following his presentation.”

VI. Public Comment

Robin Meade, President Moraine Valley Adjunct Faculty, representing Illinois Education Association (IEA/NEA), made comments to the Board regarding adjuncts and the Affordable Care Act.

VII. Other Matters

Chairwoman Hightman said, “The next Board meeting is June 4 at DePaul University, Lincoln Park Campus and the featured guests at lunch will be the Independent College Presidents.”

VIII. Executive Session

Chairwoman Hightman said, “Is there a motion to go into Executive Session?”

Dr. Washington said, “I move that the IBHE move into executive session for the purpose of discussing employment issues, pursuant to Section 2(c)(1) of the Open Meetings Act.”

Chairwoman Hightman said, “Is there a second?”

Dr. Rivera said, “I second.”

Chairwoman Hightman said, “We need to have a roll call.”

Secretary Deitsch called roll and a quorum was present. Motion carried. The Board moved into executive session.

At approximately 3:16 p.m. the Board moved out of execution session.

IX. Adjournment

There being no further business to come before the Board, Chairwoman Hightman adjourned the meeting at 3:16 p.m.

Respectfully submitted by Cindy Deitsch, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the April 2, 2013, meeting.