

Illinois Higher Ed
The Friday Memo

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A PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS

[Public Agenda Task Force goes to work on drafting Preliminary Public Agenda: Comments Welcomed](#)

Members of the Task Force on a Public Agenda for College and Career Success rolled up their sleeves this week to revise, revamp, and reword draft goal statements. Three of four working groups organized by the Task Force, which included members of the Board of Higher Education, met via conference call to undertake the task of constructing a preliminary public agenda. The fourth, examining Goal 4, will convene next week. Meanwhile, the draft goals were posted on the IBHE website with an **[opportunity for public comment](#)** through an online dialogue window. **[Comments posted](#)** to the website will be available for others to read.

[Habla Espanol? ISAC does](#)

A telenovela called “*No Nacimos Ricos*” (“*We Weren’t Born Rich*”) and a strategy of “training the trainers” are two of the tools the State of Illinois is using to inform Spanish-speaking parents of high school students about available college financial aid programs. The Illinois Student Assistance Commission (ISAC) - the state’s chief provider of financial aid and counseling to college-bound students - is reaching out to parents who have limited English proficiency.

[House committee holds hearings on education funding](#)

The House Elementary and Secondary Education Committee began this week a series of subject matter hearings on education funding reform. In all, the committee will hold five hearings on the issue, concluding with a session at the Capitol in Springfield on October 9.

[Report seeks to shine light on crisis of high school dropouts](#)

Dropouts, Diplomas, and Dollars: U.S. High Schools and the Nation’s Economy, a new report from the Alliance for Excellent Education, declares that the situation in America’s high schools is “nothing short of a crisis” but is “largely ignored by the media and the public.” The report seeks to help all Americans—whether they have a direct connection with schools or not—understand their personal stake in ensuring that every child becomes a high school graduate, prepared for success in college, the modern workplace, and life.

UPCOMING

September

- 19** Illinois Community College Board Meeting, Rend Lake College, Ina
- 19** Illinois Student Assistance Commission Meeting, Liberty Middle School, Edwardsville
- 25** **[Textbook Affordability Town Hall Forum](#)**, Chicago

October

- 6** Public Agenda Task Force, Harold Washington College, Chicago
- 7** IBHE Board Meeting, Kennedy-King College, Chicago
- 6-7** ICCB Dual Credit Summit, Springfield
- 8** Dual Credit Task Force, Governors State University
- 9-10** Teaching and Learning Excellence Conference, Illinois Community College Faculty Assn., Springfield

REMEDIAL ED

[NCES study finds high rate of remediation in college](#)

Almost one third of the students who were seniors in high school in 2004 and who enrolled in community college that fall took at least one remedial course during their first year of college, states a recent report from the National Center for Education Statistics. The report, ***Community Colleges: A Special Supplement to the Condition of Education 2008***, examines the educational attainment of Class of 2004 high school seniors and compares students who enrolled in two-year postsecondary schools to those who chose four-year schools. It finds that 63 percent of the seniors started postsecondary education directly after high school, with roughly one third of that total enrolled in community colleges. A significant share of all students—but particularly those attending community colleges—were underprepared for the course work.

[AASCU study contends developmental ed is key to success for some students](#)

The need for developmental education is large and not going away. The nation's ability to compete in the global economy depends on having unprecedented numbers of workers with postsecondary credentials, most of whom enroll in colleges that are not highly selective, and many of whom are not prepared for college-level work. According to a recent report from the American Association of State Colleges and Universities, the nation must commit to policies that will reduce the need for remedial education while ensuring that courses are available and effective to help the unready student to succeed.

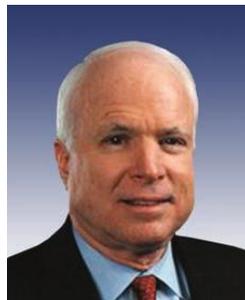
[AASCU website offers comparison of presidential candidates' higher education platforms](#)



A WORLD CLASS EDUCATION

"I don't want to send another generation of American children to failing schools. I don't want that future for my daughters. I don't want that future for your sons. I do not want that future for America."

— Barack Obama, Jefferson-Jackson Dinner, Des Moines, Iowa, November 10, 2007



EXCELLENCE, CHOICE, AND COMPETITION IN AMERICAN EDUCATION

John McCain believes American education must be worthy of the promise we make to our children and ourselves. He understands that we are a nation committed to equal opportunity, and there is no equal opportunity without equal access to excellent education.

People in the News

[Judy Erwin](#), IBHE Executive Director, and [Ashley Dearborn](#), nontraditional student member of the Board of Higher Education, are among 35 women honored by Women Employed as Champions for Change at an event celebrating the organization's 35th birthday.



[David O. Justice](#), of Oak Park, who served as the dean of DePaul University's School for New Learning (SNL) and later as vice president for Lifelong Learning and Suburban Campuses, died Sept. 10 at age 64. Justice retired as vice president for Lifelong Learning in June 2006. He was known at DePaul for starting new ventures primarily aimed at extending access to education to adult learners through programs and outreach efforts that went beyond the traditional university. In 2007, Justice received the Via Sapientiae Award, the highest honor given to university faculty or staff for their distinctive and extraordinary contributions to DePaul.

[Anand Sandesara](#), a University of Illinois at Chicago Honors College senior majoring in history and enrolled in the university's Guaranteed Professional Program Admissions pre-med program, has been awarded an Ambassadorial Scholarship from the Rotary Foundation. Sandesara lives in Glenview, Ill. and graduated valedictorian and a National Merit Scholar from Glenbrook South High School in 2006. He will study for one year starting in early 2010 at a sub-Saharan African or Indian university, to be assigned this December. The scholarship is valued at \$23,000.

Campus News

[Banned and Determined: WIU Libraries Host Banned Books Celebration](#)

In honor of Banned Books Week, the Western Illinois University Libraries will present "Banned and Determined," an evening of readings from censored, banned and challenged books, at 7 p.m. Tuesday, Sept. 30.

[Literacy Grant Aids Local Preschoolers](#)

The University of Illinois at Chicago's Center for Literacy received a \$3.8 million federal grant to give local preschoolers a head start on literacy when they enter kindergarten.

[Fall '08 Headcount Largest in JJC History](#)

The cars spilling out onto the front lawn of the college the first week of school was the first indicator that this academic year would be different than others in Joliet Junior College's 107-year history.

[Feminist Scholarship Colloquia Series speakers announced](#)

The Gender and Women's Studies Program has announced the lecturers for its Feminist Scholarship Colloquia Series for the fall semester. The brown-bag lectures, which are free and open to the public, provide an opportunity for students, faculty members, and visiting scholars and artists to share their work with members of the U. of I., Champaign and Urbana communities.

[ISU president talks diversity, salaries in annual address](#) (Bloomington Pantagraph)

NORMAL — Illinois State University's president brought mixed financial news on Tuesday and presented initiatives ranging from preparing for more student diversity to boosting salaries

[Scalia says U. of C. has gone liberal](#) (Chicago Sun-Times)

On the eve of today's 221st anniversary of the U.S. Constitution's adoption, U.S. Supreme Court Justice Antonin Scalia told conservative lawyers in Chicago that the University of Chicago Law School — where he used to teach — has lost its edge and gone liberal.

[Changes come to Chicago State](#) (Chicago Tribune)

Since taking the helm of Chicago State University two months ago, Frank Pogue Jr. has tried to increase financial accountability, refocus attention on students and expand fundraising—moves that are drawing cheers from students and trustees.

[Freshmen flock to Roosevelt University](#) (Chicago Sun-Times)

Aubrey Stanton and Joshua Kolapo are two reasons why Roosevelt University saw a whopping 70 percent increase in its freshman class this year.

[SIUE enrollment climbs – again](#) (Edwardsville Intelligencer)

The number of students attending Southern Illinois University Edwardsville this fall is up once again, reaching a total overall enrollment of 13,602 students.

[MORE CAMPUS NEWS](#)

[News from Higher Education](#)

[Study weighs cost of remedial classes](#) (Chicago Tribune)

It's a tough lesson for millions of students just arriving on campus: Even if you have a high school diploma, you may not be ready for college.

[State kids squeezed out at U. of I.](#) (Chicago Tribune)

Two years after University of Illinois officials killed a proposal to enroll fewer in-state students at their flagship campus, the percentage of freshmen from Illinois in this fall's class has dropped to less than 83 percent, the lowest in at least a decade, the Tribune has learned.

[Default Rates, Maligned, Rise to 5.2%](#) (Inside Higher Ed)

Nobody really likes the federal government's method of measuring and reporting student loan cohort default rates. Some members of Congress and advocates for students, arguing that the rates are no longer a realistic assessment of how individual institutions (and lenders) are faring in keeping student borrowers on track to repayment, want to extend to three years from two the period over which borrowers' defaults are measured.

[MORE NEWS FROM HIGHER EDUCATION](#)

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