

Illinois Higher Ed
The Friday Memo

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Illinois Performance Funding Committee discusses learning outcomes as performance measures

What learning outcomes are needed for 21st century college graduates? What kinds of learning experiences are likely to generate those outcomes? What connection, if any, is there between providing those learning experiences and the likelihood that students will complete their undergraduate degrees?



These questions were explored in a presentation by **Dr. Carol Geary Schneider**, President of the American Association of Colleges and Universities (AAC&U) to the Performance Funding Steering Committee on November 13.

Dr. Schneider reviewed evidence accumulated over the past 15 years on the knowledge, skills, and attitudes that can be acquired in college and that lead both to civic engagement and to success in the work force. These are markers of the quality of learning. She highlighted the way that surveys of employers and of students reveal that “quality shortfall,” that is, we are graduating too many students who have not acquired the essential learning outcomes.

She went on to describe the work AAC&U is leading on promoting [high impact practices](#) that generate deep learning and move students toward the essential learning outcomes. High impact practices include first-year seminars, learning communities, undergraduate research, collaborative assignments, internships, and capstone courses.

Of interest and usefulness to the Illinois’ performance funding initiative is that data are now available demonstrating a strong relationship between the number of high impact practices students engage in and the likelihood of their graduating. What is even more compelling is that this relationship is especially strong for first-generation and at risk students. In future deliberations about performance funding, the committee will consider approaches to incorporating learning quality measures into the state’s performance model.

Federal college rating system being discussed through forums and online comments

In a [Federal Register notice](#) published October 30, the Department announced four public forums across the Country to gather public input about President Obama’s [proposals](#) to address rising college costs and make college more affordable for American families. The forums have been held at California State University on November 6; George Mason University (VA) on November 13, the University of Northern Iowa on November 15, and Louisiana State University is scheduled for November 21. These forums coincide with the Department’s upcoming Request for Information to ask experts to weigh-in on methods for creating a college rating system that would better inform students and encourage institutions to improve. Transcripts of the forums will be posted on the [College Affordability web site](#). For those unable to attend a forum in person, ideas may be submitted to collegefeedback@ed.gov. Also, anyone can join the conversation on Twitter using the hashtag #valuecollege.

UPCOMING

NOVEMBER

15 [Illinois Community College Board Meeting](#), Harry L. Crisp II Community College Center, Springfield

[Illinois Council of Community College Administrators Fall Conference](#), President Abraham Lincoln Hotel, Springfield

[IBHE-Faculty Advisory Council](#), MacMurray College, Jacksonville

DECEMBER

10 [IBHE Board Meeting](#), Governors State University, University Park

Early next year, the Department will also host a technical symposium where external experts can engage in further discussion and deliberate on these issues in depth. The agency will then publish a summary of the recommendations that were developed as a result of the Request for Information and the symposium, as well as other resources identified by those participating in the symposium, on the [College Affordability web site](#). The Department will use all the feedback it receives to inform the development of college rating metrics, which it will share in the spring for public comment.

Outreach to federal student loan borrowers to learn more about repayment options

The Department's Office of Federal Student Aid (FSA) has an [outreach campaign](#) to groups of federal student loan borrowers to ensure they know and understand all their repayment options. The new outreach augments the day-to-day communications provided by borrowers' student loan servicers. FSA's campaign is aimed at reducing borrower delinquency and default and improving awareness of [income-driven repayment plans](#), which allow borrowers to repay their student loans on a sliding scale that adjusts their payments based on their income and family size.

- A [FSA blog post](#) identifies "Four Things You Need to Know About Repaying Your Student Loans."
- A [FSA blog post](#) addresses "Which Student Loan Repayment Plan Should You Choose?"

[Research shows unequal dual credit access for high school students](#)

Research that examines high schools' dual credit participation rates shows that high school students' access to college-level credit, also called dual credit or dual enrollment, partially depends on the high school they attend. This research examines the relationship between high schools' dual credit participation rate and key characteristics of high schools. The brief establishes that there are differences in students' access to dual credit based on the observed characteristics of the high schools in which they enroll. For example, it was found that relative to high schools with low rates of dual credit participation, schools with high dual credit participation rates typically had fewer low-income students and more White students. The [study was released in a brief](#) by the [Illinois Education Research Council](#) (IERC) at Southern Illinois University at Edwardsville and conducted jointly by Dr. Eric Lichtenberger from IERC and Dr. Jason Taylor, a researcher from the [Office of Community College Research and Leadership](#) at the University of Illinois at Urbana-Champaign.

[People in the News](#)



[President Doug Baker](#) unveiled a bold plan for Northern Illinois University's future, saying that he will work to dramatically expand internship opportunities, try to match every student with an alumni mentor, and endeavor to ensure that every graduate is employed within six months of graduation. Baker's comments came during ceremonies marking his inauguration as the 12th president in NIU history on November 13. Baker officially came on board July 1 after spending eight years as the executive vice president and provost at the University of Idaho. "It's a tremendous honor to be entrusted with the responsibility of leading a venerable institution with nearly

120 years of history. I am thrilled, humbled and excited to stand before you today as president of Northern Illinois University," he told a full house at the Carl Sandburg Auditorium of the Holmes Student Center.

The National Association for Equal Opportunity in Higher Education (NAFEO) has elected **[Dr. Wayne D. Watson](#)**, President of Chicago State University, as the organizations' Chairman of the Board of Directors. "NAFEO is proud to announce the selection of Dr. Watson as our newest Chairman and we know his decades of experience as a higher education leader will help our organization further its mission of ensuring that all students of our membership schools have a stronger voice in education equality," Dr. Lezli Baskerville, NAFEO President and CEO said. "Black colleges face a unique set of challenges in the months and years to come and we will need highly skilled and respected advocates like Dr. Watson who bring the skill set to address those challenges." NAFEO serves as a nationwide umbrella organization for

Historically Black Colleges and Universities (HBCU) as well as Predominantly Black Institutions (PBI). The Association represents more than 200 higher education institutions throughout the country that predominantly serve black students. NAFEO's mission is to serve as a strong public policy advocate for its member schools.

The National Association of Student Personnel Administrators Region IV-East has honored [Dr. Sharon Hahs](#), president of Northeastern Illinois University, with its 2013 President's Award. This annual award recognizes a college or university president who has enhanced the quality of student life on campus by supporting staff, programming and services that assist students.

[Dr. Elaine P. Maimon](#), President of Governors State University, will serve on the Board of Directors of the American Association of State Colleges and Universities (AASCU) in 2014. AASCU is a Washington-based higher education association of more than 400 public colleges, universities and systems whose members share a learning- and teaching-centered culture, a historic commitment to underserved student populations and a dedication to research and creativity that advances their regions' economic progress and cultural development.

Saint Xavier University's (SXU) Board of Trustees has elected [Vernon O. Crawley, Ph.D.](#), president emeritus of Moraine Valley Community College, to a three-year team. Crawley served as president of Moraine Valley Community College for 21 years, retiring in 2012. In 2012, Crawley and SXU President Christine Wiseman signed a 2+2 articulation agreement that allowed students to seamlessly enter SXU's four-year programs after completing their associate's degrees at Moraine Valley. SXU also in 2012 established the Vernon O. Crawley Scholarship, which provides annual awards to eight full-time Moraine valley students of merit who have chosen to continue their studies at SXU.

Grow Your Own Teacher Graduates' Profiles

The Rockford Grow Your Own (GYO) Consortium is working to produce teachers who are willing to teach in the hardest to staff schools in Rockford Public School District #205. The state grant program is focused on also producing teacher candidates with a middle school endorsement in science. Here are five GYO candidates who are now teachers in the class room.

Starla Copeland



Starla is a 1st grade teacher at King Elementary School in her second year. Starla moved to the Rockford area over 10 years ago and has always had the burning passion to become a teacher. After being the "teacher" at home to her family, she did the hard work to do the same in the classroom. She completed her educational requirements at Rock Valley College (RVC), and then moved to the next level at National Louis University. While in school, she worked as a tutor and built her bridge to becoming a teacher. She took the opportunity to "train herself" and prepare to go into the classroom. Since becoming a classroom teacher, Starla has made an impact on the lives of her students, her colleagues and her families inside and outside of the classroom.

Tomas Garza



Tomas started teaching on a part time basis at RESA Middle School. When he was not in his own classroom, he filled in as a substitute in the building. By having the chance to work in various classrooms, he gained a broader perspective about teaching middle school students and where he may have the most satisfying reward in being a teacher. The summer following his first year, he worked summer school and continued to build on that teaching experience. When new positions were advertised, he was quickly identified and placed in a full time job at RESA.

Kevin Bruce



For Kevin, teaching means accomplishment. He remembers being a student and not always extended the opportunities he needed for success. Since that, he figured out how to go out and make his own opportunities become a reality. After graduation from National Louis University and securing his teaching certification he knew he wanted to be an elementary teacher because he wanted to impact the lives of children early on. Currently, he is in his first year of teaching at Beyer Elementary school. As a new teacher, each day has presented a challenge to him as a learner and a teacher but together, he and his students are growing and flourishing academically and socially.

Elizabeth Wilson



Elizabeth has worked in the Rockford Public Schools system for many years as a paraprofessional but was eager to go to the next level as a teacher. After completing the Grow Your Own program and graduating with her teaching certificate, she worked an additional year as a paraprofessional. Combining her work experiences and her education, she saw her role differently and how she could impact children and their learning more. This year, Elizabeth became a 4th grade teacher with a principal that she has worked with in the past as a paraprofessional. With the support of the administration and her previous years of classroom experience, she is taking charge of the education of our children after being in the support role for many years.

Colleen Pete



Colleen has entered her first year of teaching but in a different capacity. She works as a floating building substitute and covers the needs for 3 different elementary buildings. She works with small groups of students helping with various interventions while strengthening her own skill set to prepare her to move into the classroom. Colleen's past 14 years experience as a paraprofessional laid a great foundation for her to building on as she transitions to being a classroom teacher.

Campus News

[Carl Sandburg College and UIS-Peoria Center partner to offer transfer option](#)

Carl Sandburg College and the University of Illinois Springfield (UIS)-Peoria Center have partnered to offer students a new transfer option for students studying accounting and business administration. Under the agreement, students who graduate from Sandburg with their associate degree could make a seamless transfer to the UIS-Peoria Center to complete their bachelor's in accounting or business administration in just two more years.

[YouTube co-founder Steve Chen designates \\$1 million gift to IMSA for Innovation Hub](#)

Steve Chen, co-founder of YouTube and AVOS Systems, Inc., generously designated a \$1,000,000 lead gift, through the Schwab Charitable Fund, to the IMSA Fund for Advancement of Education to benefit his alma mater, the Illinois Mathematics and Science Academy (IMSA). The gift will be toward the construction of a \$1.9 million, 6,400 sq. ft. Innovation Hub - an open space design concept for STEM collaboration and development. The Hub will feature cutting-edge resources that enable IMSA students and leading entrepreneurs, faculty, mentors, IMSA alumni, the Fox Valley business community and other students to ideate and collaborate. The new space, coined as "IMSA's new front door," will be modeled in part after the highly successful digital co-op, 1871, in Chicago's Merchandise Mart. IMSA partners with 1871 to advance Chicago-area innovation and economic development and expand opportunities for entrepreneurial students.

[SIU Med School and Springfield Schools partner on Physician Pipeline Preparatory Program](#)

(Photos from SIU Med School)



Twenty-three Springfield high school students participated in a “white coat” ceremony introducing them to the program to encourage them to become physicians, sponsored by the Southern Illinois University (SIU) School of Medicine and Springfield Public Schools. The after-school program, entering its fifth year, includes participation in medical school style curriculum, problem based learning, tours and shadowing, and interactions with SIU medical students and faculty. At the November 12 ceremony, Dr. Wesley Robinson – McNeese, executive assistant to the dean for diversity, multicultural and minority affairs at SIU,

announced that nineteen students in the first year program have graduated from high school, are all now enrolled in college. Robert Leming, interim superintendent of Springfield Public Schools, described the program as a collaboration that brings real-time school learning experiences to life, and “it works!”



[News from Higher Education](#)

[Op-Ed: Stop penalizing poor college students](#) (The New York Times)

The Pell grant program is the federal government’s main strategy for helping low-income students finish college, but the way the program is designed makes it harder for those same students to graduate on schedule.

[The Obamas' new focus](#) (Inside Higher Ed)

Michelle Obama kicked off a new White House push to increase the number of low-income students who apply to and graduate from college.

[U.S. universities increasingly enroll the world, report shows](#) (Chronicle of Higher Education)

The United States remains the world's top destination for international students. A record 819,644 studied at American colleges in 2012-13, an increase of 7.2 percent, according to new data from the Institute of International Education's annual "Open Doors" report. Still, only 3.9 percent of students on American campuses are from overseas.

[Can 'pay it forward' pay for college?](#) (POLITICO)

On the same July day that Congress briefly allowed interest rates on federally subsidized student loans to double, the Oregon Legislature took a step toward eliminating tuition bills at public universities altogether.

[Where are Illinois' “super zips?”](#) (Reboot Illinois)

A “Super Zip,” as defined by the American Enterprise Institute pundit Charles Murray, denotes a Zip code that has a high percentage of residents with college degrees and a high median income. The Washington Post recently [published an interactive map](#) that allows users to search by Zip code or city to find a particular region’s score, on a scale of 0-99 that takes the college graduate level and median income into account.

[Making a list? Checking it Twice? A CCE T-Shirt would be nice!](#)



Help support the [College Changes Everything](#) movement by purchasing our new CCE t-shirts! These are the same shirts you may have seen at outreach events in your communities and now you can purchase your very own for. Order your shirt and bring the conversation to your communities!

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