



## Faculty Advisory Council Illinois Board of Higher Education

At Kishwaukee College

January 19, 2024

Approved on February 16, 2024

### FAC members/alternates attending and their institutions

#### In Person

Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Sarah Garber	Rosalind Franklin University
Joao Goebel	National Louis University
Chasity Gunn	Elgin Community College
Jack Haines	Joliet Junior College
Andy Howard	Illinois Institute of Technology (at-large alternate)
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubensee Community College
Brooke Johnson	Northeastern Illinois University
James Marshall	Rockford University
Jessica McDonald	Olney Central College
Gay Miller	University of Illinois at Urbana-Champaign
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Mike Phillips	at-large (Illinois Valley Community College)
Mary Ellen Schiller	Roosevelt University
Shawn Schumacher	at-large (DeVry University-Addison)
Lichang Wang	Southern Illinois University-Carbondale
Sue Wiediger	Southern Illinois University-Edwardsville

#### On Zoom

Angela Antonou	at-large (University of St. Francis)
John Cooksey	at-large (Harry S. Truman College)
Lane Crothers	Illinois State University
Marie Donovan	at-large (DePaul University)
Crystal Harris	Governors State University
Constance Mixon	Elmhurst College
Farid Peiravian	University of Illinois at Chicago
Larry White	Eastern Illinois University

**IBHE Board Member and Staff**

Daniel Abankwa, IBHE, Assistant Director of Academic Affairs (in person)  
Jill Gebke, IBHE Assistant Director of Academic Affairs (via Zoom)  
Nkechi Onwauamez, IBHE, Senior Associate Director of Academic Affairs (via Zoom)

**Representatives/Institutions not present**

No Representative	University of Illinois-Springfield
Eugene Dunkley	Greenville University
Nataka Moore	at-large (Adler University)
Linda Saborio	Northern Illinois University
J. Matthew Ward	Quincy University

Shawn Schumacher called the meeting to order at 9:03 am.

Welcome from Laurie Borowicz, President, Kishwaukee College

Laura Murdaugh introduced Dr. Laurie Borowicz, Kishwaukee College’s President. President Borowicz shared that the college experienced 50% lower enrollment with Covid, but had enrollment increases in the past two years. Kishwaukee became a majority minority institution for the first time this year. Among other statistics, she shared that 70% of the students transfer elsewhere, 30% pursue CTE (Career and Technical Education); some students are dual credit; and they have a close partnership with NIU. 65% are full time students. 50% of their courses are face-to-face (F2F), others are fully or partially online. About 27% of classes are in an 8-week format. They are starting more K12 programs in which students can earn a high school diploma and an Associate’s degree at same time. They have a Title III grant. To lower the cost of attendance, Kishwaukee’s BOT voted to eliminate \$1 million of student fees, and alter how they charge for textbooks: there is a \$10 fee per credit hour for rentals. They provide truth in cost for students: tuition and textbooks are in their bill. The college is also sorting out spaces where students can see each other. Kish Bookstore is now the Kish Store.

In response to questions, President Borowicz said that the college pays out of operations for things fees used to cover books. Faculty and staff are on average getting 5% raises annually. She came in during the budget impasse, and they learned they had to scrutinize every new expense, every new hire, and ask what was necessary. The college hasn’t had big increases in staff, but has had increases in property taxes (they have received a half million a year recently) and been prudent with how they spend their Covid money. It’s not always been positive, or what people really want to do.

Guest Presentation by Barbara Leach, Vice President of Instruction, Kishwaukee College

Barbara Leach, Vice President of Instruction, began by introducing Executive Assistant Kim Jordal.

Barbara's presentation was about how Kish faculty developed faculty-focused goals for the college. They have worked hard to rebuild shared governance after Covid, when they lost a lot of it by losing in-person conversations.

One goal was aiming for a per-credit-hour textbook cost. Is it equitable, accessible, affordable? They also developed a grant to offer stipends to faculty to develop open-access resources.

Another goal was developing Guided Pathways through a Title III grant, with 8 meta-majors. Kish has many students who take too many courses with too many credits that don't transfer. The process led faculty to look at the Kish catalog and streamline their courses; many had accumulated and they did not all transfer. Students said they wanted to come back to F2F but then didn't sign up for them. Faculty think that 50% online is their sweet spot. They put a lot online during Covid, so to make sure it's effective, Kish is using QM (Quality Matters).

Students get tired and start to drop out around week 10. So Kish is trying to create 8-week courses; currently 27% are in this format. That's a bad mix; they need to go all-in. So faculty are going to do some backwards design and think about which 16-week courses shouldn't be in 8-week formats. It's a 3-year project to figure out when to flip the switch.

Faculty talk a lot at Kish about how higher education stays relevant.

*Q & A ensued.*

*Sue noted that SIUE has had textbook rental for a long time. Students resent paying the rental fee for a course that doesn't have a textbook, even though the fees help subsidize more expensive courses.*

Barbara: We need to fix the textbook companies. We need students to understand how the give-and-take and balance works across courses. Kish will be launching its rental fee program next summer and fall. And students won't have to pay anything out of pocket, because it will be on their tuition bill.

*Sue added that a fee rental approach has become unsustainable for SIUE, because the amount of money coming in is inadequate.*

Barbara: How can faculty reduce textbook costs? Can they use just part of a book? Laura noted that Kish had consolidated access to a book at their levels of licensing, giving students refunds who had double-paid, etc. Some students were using Cengage across several programs, and paying for them separately.

*The 8-week model is intriguing. What is the faculty thought on that? And with textbooks: faculty cannot choose any book that they want? What is the faculty response to that as well?*

Barbara: Kish is not taking away faculty choice; they are asking faculty to study their options, to go through a rubric about what the textbook is for the course. If a faculty member chooses the most expensive book, Kish respects that. They are also encouraging faculty to stay with the same book for a couple of years.

On the 8-week model: Kish will never offer 100% 8-week courses. Some biology classes need a grow period. They will probably be at 80% 8-week. Math and English are ready to go all 8-week; they don't like the mix of 8- and 16-week courses. There will be an opt-out option to make a case for a class

remaining in a 16-week model. Most CTE courses are 8 weeks already. Kish lost a lot of adjuncts during Covid, especially those willing to come onto campus.

*Mike noted that at IVCC, they use inclusive access for textbooks, with fees folded into the course. But some students like to opt out to get a paper copy of the textbook.*

Barabra: Currently the Dept of Ed requires students have the option to opt out. Many will not want to do so when they see the cost. They can also rent the paper copies. Kish bought 800,000 copies of textbooks with Covid money; students can rent for a penny. Kish students care less about paper than about cheap.

*FAC wrote a memo to the IBHE Board last June to develop a task force for Prior Learning Assessment. What have you been doing at Kish? Would you be willing to help us put this agenda item forward? There are so many disparities across higher ed institutions right now about how prior learning credit is awarded.*

Barbara: Kish does better at this in our career-tech areas. Kish dove in on prior for early childhood students, using software that helps students use their competencies developed as incumbent workers. Kish also does this with auto-diesel and welding, where students can show their skills and move on. **IAI (the Illinois Articulation Initiative) so powerfully drives everything we do, and she doesn't think IAI has built a window for prior learning.** IAI is getting more and more specific on what they want every semester. Barbara would love to work on it. Shawn will share the memo with Barbara.

*On the trend to growing segments of courses online: what is the place for [synchronous] remote learning?*

Barbara: Kish does not do a modality switch if the weather is bad; they will close. This is for two reasons: Kish has people who need to maintain the building; and there are equity issues for the student side. Students might not have the technology they need yet if it were the first day of class; and some have children at home because of schools being closed; others had to plow as part of their job.

*Mary Ellen said that Roosevelt has continued to offer some classes in the remote mode.*

Barbara: Of the 50% online at Kish, a portion are hybrid; they are building in the flex model. That involves a huge faculty learning curve.

*How is the 8-week format working for high school students in dual credit courses?*

Barbara: All high schools have asked about 8-week options. Students can take a couple of classes when out of season for a sport, and scale back during sports.

*What about courses that might involve using primary texts, like novels or other sources, rather than textbooks created by textbook publishing companies?*

Barbara said she could require all online texts [of any kind], but she doesn't; faculty are asked to do what's best.

*Would calculus be available in a 16-week course for a student who thought an 8-week course is too dense?*

Barbara: Kish is trying both; students are choosing the 8-week more often. They are looking at the Kish success rate data alongside the nationwide data. Students tell them science classes should never be an 8-week model. Laura added them she is loving the 8-week format for some chemistry classes, but not organic chemistry classes.

*Has anybody investigated making 16-week courses into two 8-week courses? And have you talked about information from the schools that students transfer to?*

Barbara: Students report that they miss the 8-week format when they transfer. They like having only two classes to focus upon in that time. And faculty say that they get to know their students better in 8-week courses because they have fewer students at any given time.

*Chastity asked about success rates for online course. She has many students who have never logged into an asynchronous course.*

Barbara thinks Kish has around an 80% success rate for online courses. This is where the QM matters. What can you do to build a class that feels like it's a F2F class when it's asynchronous?

*Mike pointed out that when you switch modalities, faculty need time to sit down and redo a course (whether it's about online or 8-week courses). Have you provided release time for faculty to do that shift?*

Barbara: Not enough. Kish will have a pilot in the spring for backward design to stipend faculty to look at this. During Covid Kish had emergency stipends for faculty to shift. Those incentives are important, but faculty say they need time and not money. Finding the right incentive for each person is a challenge.

Mike added that his most successful course design was at a weeklong workshop with other faculty (in his field) re-developing courses.

## Reports

### Chair Report

Shawn described the rationale for the IBHE presentation later today, and how it will set up Eric Lichtenberger's report on outmigration at an upcoming FAC meeting. Shawn attended the IBHE Board meeting last week at Loyola's Water Tower campus; learned about Loyola's Arrupe 2-year college initiative, which is affordable. Ginger Ostro (IBHE Executive Director) went through the entire budget recommendation for the year. Shawn added that he has put forth Dan and Amy's name for the public university faculty appointment to the IBHE Board. He sent advocacy letters to the Governor, Deputy Governor Torres, Ginger, and Pranav Kothari, the chair of IBHE Board; he has heard back from all but the Governor.

### Vice Chair Report

None; Linda was unable to attend the meeting due to family matters.

### Secretary Report

Amy had received helpful feedback from presenters on earlier drafts of the December minutes.

## Legislative Report

Mike said he had not looked in detail at any new bills. If any new bills look significant, he'll update our bill list. He happened to be at IFT (Illinois Federation of Teacher) endorsement sessions, and asked those running for state office: what do you feel are the top one or two issues facing higher education? What will you do about it? One theme in the responses was looking at ways to reduce costs for students. They realize higher education funding has been inadequate in the past few decades.

## Public University Funding Commission Update

Dan mentioned upcoming meetings of the Illinois Commission on Equitable University Funding. At the most recent full commission meeting, they said the funding formula will go to the legislature by March 1. It will probably be approved at the February full commission meeting. It doesn't sound like the report will go out for public comment. Dan is not sure how they will get it done on time.

## IBHE Report

Dan Abankwa spoke first about the IBHE's Diversifying Higher Education Faculty program (DFI), which is accepting fellowship applications; the deadline is March 1. It's a program of financial assistance for minority students pursuing terminal degrees that would allow them to become faculty members. In FY 23 there are 103 fellows; there were 101 in FY 22. Second, despite a deficit in the state budget, the IBHE is encouraging an increase in HE funding, especially in MAP funding for students. Dan added a special thanks to the HE institutions that had students speak at the last Board meeting. The next IBHE Board meeting is March 13 at Monmouth College.

Shawn added that one can see Ginger's PowerPoint from the January IBHE meeting on the IBHE website.

Dan H. asked if funding levels for individual institutions are staying steady. Dan replied that it is still a work in progress.

## Guest Presentation by Dr. Nicole Potts on SLOTT (Student Learning Outcomes Tracing Tool)

Nicole Potts, Associate Professor of Chemistry, Kishwaukee College, presented about her development of SLOTT, a Student Learning Outcomes Tracing Tool. She intended to go through the journey of how it developed and how it's being utilized today.

Nicole noted that assessment at Kish occurs at four levels: institutional, program, department, and course levels. She showed a pyramid with students represented at the bottom, then courses, departments, programs, and the campus at the top. At the course level, CSLOs (course student learning outcomes) are described in the syllabus for each course (totaling 5880 CSLOs). 42 components of student learning outcomes are used at the department level; these outcomes are broader, so there are narrower labels needed as you go up the pyramid. The PSLOs at the program level are even broader (11); at the campus level there are four institutional learning outcomes (ISLOs): critical thinking, creative, cultural, and communicative competencies. Their aim is passing those goals at the 85% level.

Faculty analyze the CSLOs in their own courses. The departmental and program levels are analyzed for 5-year program accreditations. The institutional level is assessed for the campus as a whole.

Their SLOTT analysis found that there weren't many courses that addressed the cultural competency level. Some courses addressed none of the four major competency levels. Does Kish have enough courses that mapped up to the cultural competency level? Do they have enough Gen Ed courses that do? To answer this Q, Nicole developed the tracing tool. She was playing around with dashboards in Excel. They aren't new; businesses use them to analyze data in data analytics. She applied the same principles to Kish's mapping of courses.

Nicole described gathering CSLOs from syllabi; then organizing data in Excel for Pivot Tables; then creating dashboards from the Pivot Tables, with slicers to frame the questions; then doing GAP analysis (analyzing the data from the dashboards). They found they did have enough courses mapping up, including the Gen Ed sequence. They just have a lack of data going into their systems to feed up to the SLOs.

Nicole shared a demo video of the first SLOTT. Slicers showed how many courses mapped to the four outcomes, and how they could look at the program and department level to see who has the most. They looked at Comm 100, to see how many of the four outcomes will map to it. They could also find out which courses mapped the most to the 42 competency levels.

After this tool was developed, they were building it from the ground every year and it wasn't intuitive-friendly for individuals to use. So they modified SLOTT for data collection for simplification's sake. Now they have templates that are easily modifiable. They connect curriculum, assessment, and Concourse (syllabi management system). It is easy to use and creates meaningful data graphics, and you can query through slicers. **It takes faculty about six minutes on average to fill out the form.**

Nicole said they are continuing to improve SLOTT. They want to shift to Power BI, which has nicer graphics than Excel. It will automatically begin identifying gaps, which is helpful from an assessment committee standpoint. A publication about SLOTT is in process.

Nicole showed a model of a SLOTT Form Template, for curricular and co-curricular contexts. You don't have to go back to your syllabus; you just look at the particular competency you were measuring that semester. With another dashboard, you can see a graphic of the sum of those who meet and do not meet each of the four goals in your course. Are the students meeting the 85% benchmark? Right now, Kish is at 82% on the critical thinking competency goal. The dashboards are useful for departmental program review, e.g., for the last 5 years of assessment data. You can also go down to faculty and course level, and compare years to see if action plans made a difference.

*Q & A ensued.*

*Can you assess at a demographics-level for types of students?*

Nicole: That would require being connected through student ID numbers and the Higher Learning Commission (HLC) doesn't require a demographic level right now.

*Mike said he uses assessment categories of meet, doesn't meet, on the way. It sounds like Kish has just meets or doesn't meet?*

Nicole: Kish surveyed faculty, and an option like “on the way” was interesting for them; but at assessment level, Kish doesn’t collect that level of data. But a faculty member can put that in the form to say “this many of ‘doesn’t meet’ were approaching.” That would be useful for the department level. At the department goal level, faculty may pick up a particular goal for comparing their online vs. F2F courses, etc.

*How did you identify the four institutional-level competencies?*

Nicole said that the four competencies were developed before her.

*How do they relate to IAI and the HLC.*

Barbara said in 2012 Kishwaukee almost lost its HLC accreditation, so they brought in a consultant to develop the competencies approach they have now.

Mike said that IVCC has had Gen Ed goals and modified them into institutional learning outcomes, but there was a discussion among faculty about what they are and how IVCC can reduce them to a small number.

*Why is there a perception of a gap in the number of courses addressing cultural competency?*

Nicole said they just had a much smaller data point of collection. They worried it was because they didn’t have enough courses feeding it. But they did. They just weren’t collecting data.

*How many chemistry courses meet the cultural competency?*

Nicole: Only one course addresses it—a course on environmental sustainability.

*Talk about the co-curricular assessment part.*

Nicole: Co-curriculars don’t have course learning outcomes; there are not clubs meeting assessments. The form for events involves identifying outcomes specific to that event. They follow a similar map to that for curricular outcomes, but come in at the program level.

*Who has access to the collected information?*

Nicole: Kish has a couple of different storage techniques; they were most worried about storing the templates. Now they have a team site that has access to all the forms and templates. The SLOTT Excel spreadsheet is stored in a special OneDrive with password access only, to prevent accidental tampering. Once the data is collected, it becomes reports and people have access to it. They also present it to the faculty.

*What have been the effects of this tool on program environment?*

Nicole said they only had one semester launched thus far. It’s prompted quite a bit of changes to processes and policies on campuses. No one is operating in silos anymore, but as part of the whole building. In the future, as more play with the Microsoft apps, they can do other things.



## Guest Panel Presentation by the Illinois Association for College Admission Counseling (IACAC)

Jill Gebke (IBHE) introduced and facilitated a presentation by Angie Cooksy, IACAC President-Elect and Interim Associate Vice Chancellor for Enrollment Management, Southern Illinois University Edwardsville; Brian Hodges, IACAC Past-President and Senior Associate Director of Recruitment and Outreach, University of Illinois Urbana Champaign; Eric Ruiz, IACAC Treasurer Cycle (2018-2022) Vice President of Admissions and Enrollment Services, University of St. Francis; and Erin Updegraff, IACAC Treasurer Cycle (2019 – 2023), Executive Director First-year Recruitment and Admissions, DePaul University.

Jill said that IACAC has one of the premier ACACs in the country. It's a great network to promote HE, including equity and access—helping students meet their goals. Jill is a former member of the IACAC. The presenters today will help us understand the enrollment yield cycle a little better. There is a different group of students every single year. There are 3-5 funnels of students—traditional, non-traditional, etc. The relationship building can begin as early as junior high. This is just a high-level overview. Jill wants to be sure FAC members are familiar with IACAC.

Angie Cooksy (IACAC President-Elect; at SIUE) noted that admissions counselors are serving different students in different places at different times. This is her 16<sup>th</sup>-ish year, always in Illinois. She is new since September to SIUE; was in a private institution before that. She really has a passion for the work that we do in Illinois. Others often consult the professionals in our state—a testament to the depth of knowledge we have in Illinois.

Brian Hodges (IACAC Past-President) has been doing admissions for 18 years. Public the entire time; he was at UIS before UIUC. He graduated from UIUC.

Erin Updegraff is in her 16<sup>th</sup> year at DePaul. She got involved in IACAC 10 years ago. She served on the executive board as treasurer for a few years.

Eric Ruiz began at St. Francis and has been working there for 17 years. He is also a past treasurer of IACAC.

*Jill: What does your average week look like, and how does it compare in August versus in January?*

Eric: It depends on the day, term, month. We overlap in addressing traditional, non-traditional, and transfer students; prepping middle schoolers; graduate student recruitment. He tries to keep staff on task with action items; if not, he analyzes what happened and how to correct it and try again. There are lots of meetings, lots of back and forth and decision-making.

Erin added that though they actively recruit students the entire year, there are two big seasons for recruitment travel. In August they plan their fall travel, trying to get seniors to apply. In the spring they work with a combination of admitted students and juniors in high school who are starting their college search. In one day they might have conversations with students or their families or counselors who are in three different cohorts of students.

Brian: At UIUC, they have the recruitment season and they have application review—with 70,000 applications this year. Their staff needs to be home for a few months to review those. They have meetings to plan other meetings. You have your to do list and you have your fires list.

*Jill: When you talk about the application volume number, and going out seeing students: how do you get students to apply? Where does the information come from?*

Angie said she wishes they magically showed up. It's a combination of a lot of things, a lot that overlaps institutions plus each institution having its own secret sauce. A lot of what admissions counselors do is travel, being hands-on, F2F handing out prospect cards. They spend a lot of time in the high schools, community colleges, or at a Starbucks meeting students and their families. There's a search an institution can use to filter out for certain kinds of students. The search industry has changed a lot in the past 5 years, with parents' concern about protecting data. Angie thinks it's good that we're having those conversations; some parts of enrollment management have looked the same since the '80s or '90s. She would argue that they've seen more change in the field in the last 5 years since Covid with how they get names of students.

Brian: UIUC is an outlier in this, but they stopped seeking prospective names from College Board. They still received the same numbers of inquiries and have had record levels of applicants in the last few years. UIUC redirected that money to marketing on social media; students see adds on TikTok, etc. Brian also realizes UIUC is in a privileged place to do that. Now more schools are not purchasing names. Students will want to see UIUC admissions counselors in high schools, call us, get emails from us, meet us where they are.

Eric: There are two types of names they get at St. Francis: those hand-raisers who express interest in USF; and the Search names. Just buying more names doesn't lead to more applications; prospective students have to raise their hands and show interest. Being strategic on name buys is key. USF can buy 100,000 names and only bring in an increase to their class of 20 students from the previous year. It depends on how you're working to fatten the funnel. USF gets names strategically from anywhere they can afford.

Erin: At DePaul, they are talking about sending multiple emails over 6 weeks, and text messages; it often takes 5 emails to get a student to sign up for an event or fill out an application. It's a constant stream, using as many ways they can find to connect with students, their parents, or their advising counselors. They no longer have paper applications.

Angie: One thing that's started to be talked about in our field: our work has to be both immediate and long-term. The class of 2029 is the start of Gen Alpha, so we have to think of how to switch away from Gen Z and asking what the new generation wants.

*Gay: How much does it cost to buy those names? Jill: What is the average purchase yield?*

Erin: With College Board, we pay 50 cents a name; DePaul buys about 200,000 names a year. But there are so many other vendors and they all price differently. DePaul will probably spend to get about 100,000 students, and will get about 32,000 applications. But you have to spend more to get more students' names to get to 100,000 applications.

*Jill: How has marketing worked with enrollment management?*

Angie: This is the question of the moment in our fields. How are we marketing to students? Engaging them? There were not a lot of marketing managers at the conferences discussing this. Then she went to marketing conference; there were few enrollment managers at it. Sometimes there's a

dotted line or strong line between our offices, sometimes they operate completely in isolation of each other. It's a tricky thing. We're all trying to navigate what works best for our institutions. One of the challenges of our field is that marketing isn't all-encompassing; brand marketing is different (and should be) from enrollment marketing. In theory marketing and enrollment management will be collaborative and connected and have a story that makes sense, but they are often disengaged from one another. At SIUE, they are also trying to do this better and smarter with limited resources. Marketing is a very expensive endeavor; and it's ethereal—hard to see the outcomes of it. It can be hard to measure if a marketing campaign is successful. She is not sure any of us feel we're doing it perfectly. It's a conversation I spend the most time talking about nationally.

Brian: At UIUC the brand is a big thing. Each academic unit had its own social media presence; so does admissions. The colleges within UIUC were getting all the hits; no one was paying attention to admissions. The problem is that marketing has its own message and brand to send out, which are different from admissions'. We have 20 different voices at UIUC, with much siloing; what's best for the institution as a whole, and current students? There are competing ideologies. There is no golden egg for us.

*Mike: One of the big issues has been outmigration, and not bringing enough students from out of state in-state. Do you facilitate coordination to promote the higher ed in Illinois brand, vs. promoting individual institutions? And what would you like to see from the IBHE to help that coordination?*

Erin's first thought is that we do often collaborate, but more institution to institution. For instance, when recruiting out of state, DePaul might co-host a counseling event with other institutions. There isn't a big push to come to Illinois as a state. But admissions counselors will connect with other institutions in other states where they have connections; e.g., private Catholic schools co-host in other states. DePaul wouldn't co-host with a Big 10. They might get more prospective students to come to an event if they pair up with other similar schools.

Jill said she just received an enrollment management newsletter that says Illinois is one of the top 8 states showing a demographic decline, yet has an increase in inquiries about HE. We can all hypothesize about whether it's because of the common app. Is this increase due to improved marketing efforts? Better communication strategies? Better overall strategizing? Increased MAP grants? You have to have the inquiries to drive the applications. Unfortunately, these individual institutions are still competitors. It's amazing we still get along. Students are seeking different things, different atmospheres.

*Jill notes that Marie asked about AI influence. How do you keep all your wires straight? How do you communicate with a couple hundred thousand tips? How are you using AI? What is the good, the bad, with using it in the admissions office? If you use application essay questions, how are you using AI in the app process?*

Eric said St. Francis is a small school; they don't necessarily have the tools and resources others do. They have not had a CRM (Customer Relationship Management) system [like Slate] to navigate applications, but are working towards getting one. They have finally been able to get through the argument that USF can't continue on without it. They need to be more personal in their communication—becoming individualized. That's the only way to do it. Other schools that aren't used to individualization are starting to do it. CRM will help USF do that in mass form. On AI: they don't use it

too much in the admissions office yet at USF. It comes up when asking if an admissions essay was written by AI.

Angie: AI is a conversation to delve into for how faculty can help us in the process. As a field, we think AI will ruin everything. I read an essay about asking how we create professionals who will excel in it. Her 12-year-old uses it all the time; it is fascinating to watch him engage it. We might shift the conversation to how students can be better consumers of AI.

Erin: It's a capacity issue. She would never want to approach a student about turning in AI-written essays. We don't have a plagiarism-detector to turn it in to yet. DePaul does have an academic integrity policy to not use it. A counselor might tell us a student has used it. But they see great essays, and not so great essays.

Brian: UIUC has created AI essays to see if they can monitor who is submitting them. But nothing's really come up as a red flag, but it's coming. He has seen those Terminator movies. They've been using Slate a long time, and a lot of communication is individualized. If it's not in Slate, it didn't happen; that's helpful for us. They can see what emails or communications are working. They know when a student has opened an email five times.

*Jill: Any experience with predictive data in AI in admissions?*

AC: At SIUE, she is not sure if it's being used yet. They know if a student has done X, Y, Z they're 30% more likely to enroll in SIUE. There's predictive modeling already built into what they do. AI will probably become more part of that. Their vendor might be using it on their side.

Erin: Sometimes their vendor will show them the backside of these algorithms. She has provided insight into what those predictions should be. So, for instance, when DePaul did all their info sessions virtually in 2020, the models weren't telling us everything; they had to input that. They are still purchasing intelligence. Angie added: Or acting on gut feeling. Eric: But you still need to have data for that gut feeling. We're no longer in a world where we can have a 5-year historical average. That changed. Trends change year to year.

Brian: UIUC does have a data building team in enrollment management. But it's hard to predict the decision making of 17-year-olds. We guesstimate, but it changes from year to year and the model still isn't that accurate. Erin: These students' brains are not fully formed yet. Our livelihoods are based on this. FAFSA being sent is a huge indicator. But we don't yet know this year (because of changes) yet.

*Jill: It's an art, not a science. Enrollment management technology is hundreds of thousands of dollars. Would you like to share one piece of info that you'd like your faculty to know? Or one thing faculty can do to help support the goals of your office?*

Brian: Yield is a huge part of what we do. Once admitted, students are tired of hearing from the admissions office. They want to hear from cultural centers, resource centers, faculty—any individual they are going to need to know on campus. It's not easy, because you have your own jobs with current students. Faculty are the reasons why they are coming to campus. This means pretty much asking you to do more with less, but seems like a higher ed thing to do.

Eric's advice to faculty is to try to figure out what our admissions and enrollment teams can do to keep our campuses growing. You're the experts in that. We need help with understanding that we are

not the experts in faculty fields. **We need you to own your programs**, rather than faculty waiting for enrollment teams to help them out. **OWNING YOUR PROGRAMS – let us know how we can recruit for your programs.** We'll bring you who we bring, but we need to meet in the middle.

Angie said she has begun talking more about the hour glass rather than the funnel. That middle part of an hour glass is an enrolled student, which builds to a platform base of our alumni, then it turns over and feeds back in. This is a change of thinking about how collaborative this cycle has to be. We want to be sure we can get the most thoughtful, productive, GRADUATING students to you, so that they can then tell others about their experiences at your institution.

Erin suggested that faculty keep in mind that we start to create a class years before students show up. We already have kids who've applied for a program, and then when you eliminate a program, we have to tell them. We're looking at a 2-3-year cycle.

*Gay: What's a fire look like in admissions?*

Brian: That we have a virtual program at 4 pm and a Zoom link crashed. A walk-in appointment and a current student aren't getting the answer that they want. Usually something that's unpredictable. (Erin: Weather.) Will we cancel tours, or not? We have virtual programs at 7 am for international programs; we are juggling multiple virtual presentations in a day and meetings. An admissions counselor is in the now, *and* is in the future.

Erin: Sometimes the fires are from the BOT or president—in the form of a directive.

Angie said often the fires she deals with are because of lack of data knowledge. Someone saw something on our report and thinks it's terrible, and they don't know how to read or pull the report. **Be willing to meet with data teams to know how to read the reports.** Yes, some fires are because somebody saw something and complained.

Eric: Sometimes we have to think about the past as well—to know why. If you're not taking the time to learn.... We are still human beings, there are still mistakes, and they are not done on purpose. Sometimes we called it wrong. Maybe we made the wrong decision, or someone misplaced something. Those are fires we have to deal with as well.

*Mike: Could you talk about the role of summer melt, and the role faculty might play in reducing that?*

Erin said that at DePaul, they've tried to involve our faculty in this. From her perspective, DePaul has a lot of admitted students who will never enroll. She saves faculty for the point of the funnel where they can most matter. They have done many different events over the summer, but have started to get **faculty involved in letters sent out from the deans or faculty, handwritten notes** (by student workers, but language crafted by someone in the college).

Eric: This is part of what it takes for faculty owning their programs and seeing growth in them. **Many faculty are off over the summer and not working. We're just on different cycles.** Both sides need to understand what we *can* do, and then compromise. There are those people who are always willing to help out, and there are those whose time we are overusing.

We broke for lunch.

## Old Business

Mary Ellen moved to approve the minutes; Jack seconded. There was unanimous support for approving the minutes.

## New Business

Shawn introduced the topic of ISBE proposing legislation for teacher ed programs at community colleges. He has turned to Marie for insight. There is no action at this point, Shawn said, but maybe later.

Marie: We've been talking about the conversation in recent years about community colleges offering Bachelor's degrees and rethinking teacher licensing programs whereby part or all of them could also be offered at CCs. As someone from a university who has worked on developing the EC consortium for equitable access in post-secondary education, she always points out that we've built up this consortium, and it's working, according to preliminary data. So why do you want to develop CC BA's? Her CC friends and early childhood colleagues off the record will say they don't know why they want to do this; they have enough on their plate. We need to bring this forward. And then Amy heard from her colleagues about it because people on her campus are talking about it too. She would like to hear from Jill about where IBHE's thinking is about community colleges offering Bachelor's degrees *in toto* and in teacher ed.

Mike: There is a general sense that CC faculty aren't interested in adding Bachelor's programs to CC. We are more interested in building on transfer programs and making them work better—if 2+2 or 1+3 agreements could potentially help. Community colleges have facilitated BA and MA programs for universities; some of the courses for their programs are on our campuses. It's a partnership: 4-year schools provide the faculty, CCs provide the facilities. This makes more sense to Mike and to many CC faculty. Ken agrees with Mike: he doesn't see the ROI being worth it to get a teacher ed program up and running. That would be a huge nightmare. He doesn't see it being fruitful for CCs.

Jill: There has not yet been official legislation filed, so the IBHE doesn't have an official stance.

The person Marie spoke with said that since this initiative is being pushed by ISBE, it could just be about offering the 300 and 400-level coursework at the CCs, not necessarily the entire degree. [Amy wonders: what would be left for a university to do if CCs taught all the courses at every level?] What ISBE wants to do is empower community colleges to teach the junior and senior level courses. Marie said that those in teacher prep are saying time-out; the courses are so intricately ingrained in each other and in field work experience, and you need faculty who keep up on the research and have years of expertise. This notion that a state agency (ISBE) that holds faculty to one standard to do all kinds of reporting on our programs on a biannual basis about how we are ensuring the flow is working, and collecting data from freshmen to senior year—the idea we could just plopp 3- and 4-year courses into CCs—you'd be saying one thing for them and another for the universities. How is that good for the children of Illinois? At this point, the presidents of public universities have sent a letter (Marie hasn't seen it), but the last she heard that letter hasn't been responded to from ICCB or anyone else.

Some community colleges seek to offer baccalaureate degrees. The main reason why this is happening is because in the SW and in some parts of the NW part of state there are teaching preparation program deserts. You have to travel far away to get to them. Marie stressed that what the teacher ed faculty keep saying to ISBE is yes, it's hard to do all the training for a teacher ed degree on

site; but all of us do online programming. We teach those 300-400-level courses online. She has 6-7 students from Springfield/the SW part of state in her courses now. ISBE, this is not necessary. Marie urged us to talk about this on our campuses and find out from our provosts; what have they been hearing, what are they talking about?

The other aspect of this is you talk about teacher shortages—they happen for lots of reasons—access to a BA degree isn't always at the top of the list of reasons. A lot of times it's about—there's a keen shortage in special ed teachers—"I don't know about pursuing that degree." Affordability is an issue, until we could put a moratorium on the licensing fee \$300, and \$120 [?] per endorsement area. Those of us in teacher ed programs have wanted to sit down and talk with ISBE about streamlining, looking at what really matters most. We're working towards a competency-based program in which mastery can be shown in a lot of different ways beyond coursework too. It is time for us to have a conversation about making sure that access to the licensure education isn't about where you live, but affordability.

Marie said that teacher ed faculty are finding that they can't seem to get before ISBE as faculty, so they'll be turning to Jill and others at IBHE to have this conversation. Some CC faculty have been told they can't talk to Marie because their presidents are telling them they want their faculty to teach these courses for a teacher ed bachelor's.

Jill said she was an advisor back in the day, and knew that articulation and pathways were challenges. The more pathways you have is great, but it's challenging; watering things down. As in nursing programs seeking sites for clinical training, when you have more classes that require student teaching, there might not be enough places. It's not always about the education, but about the expectation of being in the classroom for 40 years; other professions can retire after 20-30 years. Is that attractive to someone going into the field when they're 20 years old? Are there ways to encourage compensation and retirement packages that are shorter?

Sue said she is in teacher prep, but her ed people haven't said anything yet. Are they looking at *all* licensures? Only the early childhood program has a consortium. Is ISBE's pursuit for ALL types of licensures? Marie: Yes, starting with special ed, elementary, and STEM—places with the greatest shortages. Middle school math. The shortages shift a lot; there's a shortage in early childhood, but the way ISBE collects data, you wouldn't know it.

Marie will work with Jill. She asks all colleagues on the council to find out what they've heard and what people are thinking. She would like to bring up at next month's meeting what we have heard, if anything. Let's shift and look at the problems and stop them, rather than putting a band-aid on them.

Joao said he is teaching also as adjunct for NW and another school and will share what he learns.

Mike: Do you think we should consider developing some kind of document from FAC that says this is generally how faculty feels about putting 4-year baccalaureates at community colleges? A position paper that is not super specific about this year's incident, because it seems to come up with different incidents each time? Shawn said yes. Marie leans towards that as well, like we did with early college. Shawn and Marie will touch base next week about how to proceed.

In other news, Gay brought attention to a change in the FAFSA rules for next fall that is changing how small business and farms are valued. An example from Farm Week News previously allowed a farm valued at \$1million to be responsible for \$7600 of college expenses; now with new rules, they are responsible for \$41,000. This has a huge impact on a student's ability to borrow to fund their education. UIUC's legislative liaison is working on a proposal to fix this. It's important to advocate for a fix to this.

We broke for working groups and caucus meetings.

## Working Group Reports

### Higher Ed Funding

Dan reported that for the funding for public universities to reach the level of adequacy (based on current projections for a funding formula), \$1.4 billion will be needed, which would require the state to double its current level of investment. So the consultants for the public university funding commission suggest adding an additional \$100,000,000 each of the next 10 years, allocated on the basis of which public universities have the higher gap (are furthest from meeting the goal of being adequately funded). New monies would be shifted around as gaps begin to close at some places. There is **still a question about whether medical and dental programs will be part of this funding formula, since educating them is 10-15 times more expensive** than educating typical undergraduate student. It is possible such programs could be part of another funding formula. Another question concerns **how much of endowment earnings would be counted towards funding**. There is push back, because donors might not have intended their donations to go towards the school's general funding. There is a question of accountability: there would be none for universities until they attain 75% of a funding adequacy level. It's not clear when that would be. What happens if a university is not making progress? Do you lose money? A gentler approach was suggested, increased scrutiny about how a public university is spending money. We'll get more information after upcoming meetings.

### Technology and Higher Education

Laura reported that they plan to review the list of their ideas and expand on some of the issues. They aim to create a values statement emphasizing the humanities aspect of higher ed and how AI can really impact that. They have a very rough draft right now.

### Early College Credit

Amy reported that they began to talk about a list of questions to talk about with national-level dual enrollment researchers and think tank leaders (like the College in High School Alliance). This discussion was interrupted with news from Cyndi, who had just received an email from Roger Eddy about a bill—SB 2838—just introduced this morning in the state legislature. It would provide funding for HS teachers who want to teach dual credit courses but don't have a Master's degree; those teachers can apply for a scholarship via ISAC that will pay for their Master's degree but must agree to teach at least one dual credit class per academic year for five years, or they have to refund the full amount of scholarship to ISAC. This could incentivize them to stay in HS teaching.



## Equity

James reported that they met last week and plan to develop a DEI pedagogy tool kit. Julie Clemens had created something, but it was not all focused on pedagogy. How do we help faculty actually do DEI work? Some of the ideas are focused on first-time faculty members and their supervisors. They are asking everyone here for their resources on pedagogy and DEI work, and possible speakers that other schools could contact. They are creating a Google Drive document to which we can contribute.

Amy noted that DEI assessment for faculty at WIU is in formation. Sue noted that her school has connected with an inclusive STEM MOOC (it was mostly normal good teaching practices with a DEI spin, but for some it might be new).

James said that they are seeking a clearing house of information, not creating re/sources ourselves. They would like to index it as well.

Jack: Do we have an FAC librarian? Amy asked Jack to write a service position proposal [i.e., a librarian might count being a liaison to FAC as part of their university/college service, though they would not be a regularly attending member of FAC].

## Prior Learning Assessment

Marie reported on their frustration with not hearing back from IBHE about forming a task force. She is asking Jill with whom we could strategize a task force. Before FAC knows to whom to write letters, we need a point person so we can shape arguments. The working group wants to develop a survey—not in the name of the council—but Marie will pursue an IRB approved survey with twinned Q's: 1) How many requests for PLA for credit do you receive in transfer per year? 2) How much is actually awarded from those requests? Marie knows there was a lot of loss of credit, but some institutions say they get very few requests, and usually only for certain programs. So the working group would like to start by mapping the landscape. Perhaps if we have some data that would be more compelling.

## Caucus Reports

### Public Universities

Dan reported that they discussed Cyndi's question, "Does your institution have a written policy or procedure regarding student emergency medical absences (i.e. car accident, severe illness, mental health crisis, hospitalizations, emergency surgery)? Do students have one point of contact at the institution when reporting an issue?" A general theme in the responses was there could be difficulty finding written policies, but responses were pretty much up to the faculty.

## Community Colleges

Cyndi reported that they talked about dual credit and how back in September Stephanie Bernoteit (of the IBHE) asked if perhaps the CCs could address some of the inconsistencies across the 48 CCs. At FAC, we have been so presentation heavy that we haven't had adequate time to address this. The caucus will reach out to Melvin Harrison, Director for Academic Affairs at the ICCB, to attend our May meeting to meet with the caucus. Then the caucus talked about the emergency medical absences issue; they don't really have any policies. What they'd like to come up with something in the student handbook so they know whom to contact and to protect the rights of the students so they don't need to repeat their story to multiple people.

Amy said she would share WIU's policy with the rest of the council. Gay said most students she knows would rather reveal privately to a faculty member, and don't want administration or the dean to know. Others feel the reverse. It's a really tricky balance there. Sarah said we as faculty have no right to know and do not ask, because of HIPAA. So they never know why students have accommodations.

As a side note, Cyndi wants to know where other institutions get their cadavers. Their anatomy instructor is having an issue—they got their cadavers from Cincinnati, but they are not any more.

## Privates

Angela reported that they talked the whole time about Cyndi's question. Six of their institutions have a central location, often a dean of students type position, that students can contact. Some have a policy description. In one, faculty don't have to accommodate, but are encouraged to. Some schools do not have any policy. She asked members of the private caucus to share their policies.

Andy said a useful notion came up in their discussion: a distinction between a policy and a procedure. The former motivates the latter. This could be argued two ways; it can be helpful to have a procedure even if there isn't a ten commandments level policy that governs those. Another argument is to have all those procedures defined by a higher-level policy. IIT's student handbook has many policies about leaves, e.g., being a victim in a Title IX situation. Is it helpful to have a defining policy, or not?

Shawn announced that our next meeting is Zoom only. He thanked Laura and her team at Kish, as well as administrative assistant Kim.

Gay motioned and Ken seconded that we adjourn. We ended our meeting at 2:59 pm.