



Faculty Advisory Council Illinois Board of Higher Education

Via Zoom

February 17, 2023

Approved March 17, 2023

FAC members/alternates attending and their institutions

Angela Antonou	University of St. Francis
Paul Bialek	at-large (Trinity International University)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Julie Clemens	at-large (Illinois Central College)
John Cooksey	Harry S. Truman College
Lane Crothers	Illinois State University
Joao Goebel	National Louis University
Crystal Harris	Governors State University
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubonsee Community College
Jim Kulich	Elmhurst College (alternate)
James Marshall	Rockford University
Stephen Miko	Sauk Valley Community College
Gay Miller	University of Illinois at Urbana-Champaign
Nataka Moore	at-large (Adler University)
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Julie Peters	University of Illinois at Chicago (alternate)
Mike Phillips	at-large (Illinois Valley Community College)
Linda Saborio	Northern Illinois University
Shawn Schumacher	at-large (DeVry University-Addison)
Peter Seely	Benedictine University
Dana Trunnell	Prairie State Community College
Lichang Wang	Southern Illinois University-Carbondale
Larry White	Eastern Illinois University
Sue Wiediger	Southern Illinois University-Edwardsville

IBHE Members and Staff

Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE
Donna Logan, IBHE Support Staff

Representatives/Institutions not present:

NO REPRESENTATIVE	University of Illinois-Springfield
Marie Donovan	DePaul University
Gene Dunkley	Greenville University
Chasity Gunn	Elgin Community College
Laura Laskowski-Ferrell	Saint Xavier University
Linda Monge	Frontier Community College
Manny Rodriguez	Parkland Community College
Brian Vivona	Northeastern Illinois University
J. Matthew Ward	Quincy University

The meeting was called to order at 9:01 am by Shawn Schumacher. We began with introductions of ourselves and our current projects. Mike Phillips encouraged paying attention to who is running for your community college board. Julie Peters updated us on the successful contract for UIC, with two of the union's wins involving a minimum salary for non-tenure track faculty and a provision requiring that students have better access to mental health resources, parallel to those at UIUC.

Reports

Chair Report

Shawn met with Stephanie Bernoteit and Julie Clemens to prepare for Julie's equity working group presentation at the March IBHE meeting on March 15. Stephanie and Shawn met about Pritzker's new funding proposals on mental health. The IBHE Chief of Staff has put forward some prospective names of new higher ed institutions to rotate onto FAC. He asked the caucuses to consider an idea that Mike Phillips brought to the Executive Committee meeting: to consider inviting someone from the Illinois Math & Science Academy (IMSA) in Aurora to join us, not necessarily as a representative with voting rights, but to learn what we do in order to better prepare their students for the next level of higher education. IMSA is Illinois' residential public high school with a college atmosphere. Other caucus considerations include: 1) the elections of at-large representatives for the privates and community colleges, 2) identifying who might be interested in shadowing Mike to learn FAC's legislative liaison position; and finding a representative from each caucus to 3) work on FAC by-laws and 4) serve on the nominating committee for elections for next year. Shawn noted that on May 11 Biden will stop the emergency order, so **in May FAC will begin to meet in person with no Zoom option**. He ended with a reminder from the Ex Co that those who serve next year should clear their schedules for Fridays, with no teaching assignments on Fridays so each FAC representative can be in attendance. If that is not possible, find a new representative, or ask your alternate to take over.

Vice Chair Report

Linda Saborio reported that our March meeting will be at CSU, and provided further details. We'll be taking a group photo at the March meeting, so come in your Sunday best. Slides from the two January presentations are on our Canvas site.

Secretary Report:

Amy Carr reported that she'd received proofreading corrections from Dan on the January minutes.

Report by Stephanie Bernoteit, Executive Deputy Director of Academic Affairs, IBHE

The Governors' State of the State address had a lot of good news for education. On FAC's ongoing work around mental health for students and faculty and staff, Stephanie wanted to highlight a couple of developments. In late January Governor Pritzker signed an adjustment/amendment to the current fiscal year budget until June 30 to provide resources for community colleges and public universities through the ICCB (Illinois Community College Board) and IBHE to begin funding the Mental Health Act. An early action technical assistance center has also been created to grow awareness of mental health, run by UIC and SIU's school of medicine. A new [Behavioral Health Workforce Center](#) creates pipelines and pathways for entering or advancing in behavioral health careers. BHWC is supported through state cannabis funds, along with ISAC (the Illinois Student Assistance Commission), the state's division of Mental Health, and the IBHE. BHWC provides technical assistance to campuses for creating and growing mental health services.

Nataka asked if Stephanie has a working document she can share outlining who's working with whom, and what's happening. Stephanie said she will share some links, but they need more. And the IBHE does hope to include private institutions and many other stakeholders. This work will bloom quickly and engage many more partners across the state.

Gay asked how the workforce center pipeline will work in terms of abilities to enhance the educational programs. There's a pipeline problem in every state. Stephanie said the Illinois legislative taskforce references work in Nebraska along these lines. We're already seeing outreach from other states to grow pipelines and ensure access, especially in underserved communities. 1) Data sits in multiple agencies, so one charge of this center is to bring together scholars who will help us gather the best picture we have now of the personnel/workforce we have today, then to build recommendations for enhanced data collection systems so moving forward we have a better picture of the field and opportunities. 2) We are growing partnerships and pathway programs so people can enter and progress no matter where they live in the state. 3) We are developing a number of deliverables around training programs, to grow capacity involving other partners, e.g., the Chicago Parent Partner program, training with those working with young children and their families. This work will evolve and all our institutions will likely be engaged moving ahead.

Presentation by Ginger Ostro, IBHE Executive Director

Ginger said she would highlight 1) the proposed stated budget, based on Governor Pritzker's announcement; 2) the IBHE's next steps and key implementation; 3) the work of the [Illinois Commission on Equitable Public University Funding](#).

1. On the budget: The Governor really focused on education, from early childhood to higher education (HE). We haven't seen an investment in HE like this in two decades, nor seen a Governor focus so much on HE in a speech. He proposed a \$100 million increase to MAP (Monetary Award Program) grants, on top of \$122 million in the current budget, for \$700 million total. One of our financial sustainability goals was to get to \$1 billion in MAP grants by 2031. We're making faster progress than any of us could have envisioned. We're at the point where no student who is eligible will be denied a MAP because funds run out, including working adult students who make decisions closer to the start of a semester. This allows the amount of tuition and fees that can be covered to go up, too, through MAP and PELL. An average of 43% was covered this year; the average will be higher next year.

Second, Governor Pritzker's proposal includes big investment in HE institutions directly, \$100 million in publics (up 7%), up in community colleges (7%) too. The IBHE's budget recommendations were 7.5%, which is pretty aggressive given where the state has been. The Governor is also proposing an investment in workforce programs (especially in community colleges, electric vehicles, etc.); in the minority teachers scholarship program through ISAC; and a small increase in the diversifying faculty program, including more support for DFI (Division of Financial Institution) fellows; and in initiatives to end housing insecurity among college students (including the use of benefits coordinators, housing liaisons, and veterans' resources).

Mike asked: Is there a sense of feedback from the General Assembly about how they feel about the Governor's budget? Or do they want to move some of that money around? Ginger: It's too early to tell. In her experience, the budget that the Governor lays out does have tweaks around the edges, but in a lot of cases it makes it all the way through the process. We want people to champion it.

2. One component of the IBHE's strategic plan: **equity plans are required for the public universities**, encouraged for privates. We've been developing guidelines, building on so much work done already, e.g., through [Partnership for College Completion](#). **An advisory committee will be launched next week to develop guidelines.** Ja'Neane Minor at the IBHE and Jennifer Foster at the ICCB will chair. Two members of FAC are part of that, including Nataka. The advisory committee will ask where climate and culture fit in, diversifying faculty, etc.

One thing in the IBHE's budget recommendations this year was to really feature what was going on at each public university, a page for each one, plus some pages for community colleges—to highlight equity and economic workforce development work. These are the kinds of things we'll build on.

Julie Clemens asked: Is there a link available for those one-pagers? Ginger: It's in the IBHE budget. The one-pagers are not comprehensive; they will be a complement to what you are doing in the equity working group.

Stephanie noted that Gene Dunkley was asked also to be on the equity plans advisory committee with Nataka.

3. The Commission on Equitable Public University Funding has a sustainability strategy to invest in public HE through an equitable, adequate, and stable funding system. Community colleges already have a funding model. The Commission must fulfill the principles of the state's [Higher Ed Strategic Plan](#)

and be informed by CSU's Equity Working Group. Recommendations are due 7-1-23. They're in the middle of the weedy work.

Ginger showed a slide listing the core principles in the state's strategic plan, including the "hold harmless" provision (no institution's funding drops). Partnership and collaboration are encouraged, etc. Then she showed the Equitable Funding Commission's legislative charge, with 13 areas outlined. The funding must be equity-centered, and include incentives to enroll underrepresented students through the level of graduate programs. Institutions have different missions (artistry, service, health care, research). The aim is for continuous improvement, with transparency and accountability.

On members of the Funding Commission: each public university president appointed a person; there are legislators and two faculty representatives (Dan Mahony of SIUE, Simón Weffer of NIU).

The Funding Commission's process was developed with HCM Consulting, who have developed funding formulas in multiple states. It starts with a common understanding of where we are (comparing to models developed in OR, LA, TN, CO). The K-12 Evidence-Based Funding model really improved moving resources to schools that need it. The second phase is unpacking what we want to do in Illinois. Two working groups attempted to do this, one defining "adequacy" and one identifying what resources are available for adequate funding. Those working groups developed conceptual models with components to include in the formula, then handed their work to the Technical Modeling Working Group, which meets every other week. In the final phase, this working group will build out the model until the final Funding Commission meeting in June, when we hope to have recommendations. We hope the report is a model we can incorporate in legislation.

"Adequacy" for an institution is based on student need, specific to each institution, and built on equity. We look at each university's facilities operation and maintenance costs, mission (research, arts, etc.), academic supports, non-academic supports, core instructional program costs (how these vary across discipline and level), and student-centered access components (including recruitment). What is adequacy in each of these components? We will need more resources if serving under-resourced students. Adequacy and equity are targeted together.

The second working group asked: what resources are currently available at a given university? These include resources from the state, expected tuition, and other (endowment, etc.). The expected tuition is not just based on whatever is needed to fill in a university's budget, but on the students you're serving. This is flipping the script therefore. It's the STATE that should fill in the gap between available resources and the requirements for adequacy. Equitable distribution would recognize that each university has a different adequacy target.

Larry: On the "expected tuition" concept: maybe some universities have more higher income students. Does that perpetuate then the barriers to low-income students going to that institution?
Ginger: The expected tuition revenue concerns a TOTAL amount—it's not about an amount across the board for each student; some have PELL and MAP. Think of it as buckets: some students pay zero. We are building a *pro forma* of what's expected from institutions. We are not sure it will translate into a sticker price. Larry: do you build in the expected revenue from PELL and MAP? Ginger: Yes, it helps with how the expected tuition gets built.

Amy asked two questions: Is deferred maintenance factored into the notions of adequacy? And how might you respond to Jen Delaney's critiques of the "adequacy" approach [see recent FAC minutes for a description of them]? Ginger: University presidents bring up deferred maintenance concerns. We won't address the backlog—that happens through the capital budget process. On Jen Delaney's critiques: the Funding Commission is trying to develop a sense of what fully funding means; using an Evidence Based Formula has worked well in K-12 and community college contexts. Adequacy is not about the vague idea that a HE institution just says "we need more," but about something to aspire to: to do an adequate job, we need X.

Gay: We don't talk about "adequacy" at UIUC; we think about "excellence." That includes RESEARCH and costs at UIUC. The values research brings are huge. I just hope that in the process of developing these formulas we think about the value of INVESTMENT in HE that's way beyond adequacy, incorporating costs of different types of programs. Graduate programs differ from undergraduate ones. STEM programs differ from humanities vs. applied one-on-one instruction. How does a tool like the idea of "adequacy" end up being used? All models are just tools; they don't really give you the answers, just hints or recommendations. Ginger: "Adequacy" is trying to get at total need, the whole bucket we need to fill to excellence. The Commission is trying to incorporate different institutional missions into the formula, including graduate students. How we use the model once it's built: 1) we work with a sense of total need to fully fund all of HE, and of what's the glide path to get there over 10-12 years; 2) we figure out what each institution's gap is to total funding, and filling it in an equitable way. The goal is to drive how the state funds institutions, rather than just saying, "we have \$30 million to give out, let's just distribute it out equally across the board." The aim is also to get rid of the volatility of funding HE.

Mike: A general concern is that the (HE) administration gets the money from the formula rather than it going to teaching and research. HE institutions will say they need more administrators to do all the paperwork. How will IBHE ensure that institutions don't game the formula, maximizing what they try to get from the state? Ginger: We need to build in the right incentives: serve more students of color, working adults, other historically underserved populations. That's the main goal, along with fully funding total costs. On making sure dollars go the right place: we would not direct institutions where to spend the dollars that they get, once appropriated. But we have equity plans, data; we'll be studying the outcomes. If we're not seeing progress on the metrics, that's where that conversation comes in. Where are those dollars going? Why aren't we seeing increased enrollment of underrepresented students? Etc. All the strategies come together on multiple fronts. Mike: Expected administrative costs might be included along with expected tuition. "Well-run institutions have *this* size of an administration"—to communicate an appropriate size of an administration. Ginger said she'd share that with the workgroup.

Dan: There's a reason why other states don't use this adequacy model. There are significant differences between K-12 and HE. The whole [adequacy] approach isn't the correct approach, I think. In addition, Dan said he has been attending all the Funding Commission's working group and Commission meetings, and that the tie between the strategic plan and what they're doing is not as tight as he would have liked to have seen. He wouldn't be surprised if we're not seeing improvements down the line regarding the strategic plan. What Mike brought up is a good observation as well. As the model gets more and more complicated, it will get easier to gain the system. Dan does mathematical modeling for a living, and *his* head is spinning at the end of the meetings. He worries too that the existing inequities will be ossified. Ginger: We recognize HE is not like K-12, but are trying to take what we think worked from K-12. It helped accelerate investment in K-12. Yes, we're leading the nation in trying out the adequacy

model, and lots of people are interested in what we're doing. We don't expect it to be perfect; we don't have enough research. We want though to start from a place that's solid and build out from there. Trying to take concepts and translate them into a model without starting with numbers is hard; so we start with what we have. You can look also at benchmarks: where institutions are serving underrepresented students as a model. We're in this messy place of figuring out the funding formula. We're trying to build it out from the bottom up. Ginger added that she's happy to keep talking more about what Dan sees, and other things he and others think we should be incorporating.

Nataka said she appreciates the effort. Is there anything that can be done on the front end to be sure the funding is used appropriately? How does it actually get to educating students? We're seeing a lot of universities struggling financially. How can there be transparency so that we can know how the money is allocated coming in, and how it can be funded well? Ginger: Making things transparent is key, but also separately thinking about the front-end piece: what practices should be invested in? How do we encourage institutions to be doing that? She appreciates Nataka's flagging that. We should think about it also with equity plans, because they will need investments.

Update by FAC Legislative Liaison

Mike sent out a list of legislators on HE committees and some HE bills. Yesterday the HE Appropriations Committee had a subject matter hearing and was talking to folks in HE about history courses, to be sure they continue to reflect reality. This is a response to initiatives in other states that are attempting to remove DEI (diversity, equity, and inclusion) from curriculum. See https://www.wandtv.com/community/illinois-house-committee-discusses-accuracy-of-american-history-taught-in-colleges/article_2f96e940-ae4f-11ed-80c0-bb9bda4f9367.html

If there's a bill you're concerned about, go into the webpage for the committee hearing. You can click a button for a witness slip. You can submit comments. Keep them short and to the point. Ask Mike if you'd like guidance.

The list of bills Mike sent out is just a sampling. There are more HE bills than are on his list, but they don't all necessarily affect faculty. If you see a bill, let him know. A lot of bills don't go anywhere; some are just making a statement. Others get better (in newly filed bills); others are shell bills used to edit an existing law. For example, there's a dual credit shell bill out right now. DO provide feedback to legislators. My experience is they generally want to do what's best, and they are always interested in getting more information. So let them know about implications the sponsor might not assume or understand.

Mike will update the bill list as the bills go forward. All are in committee or waiting to be assigned to committee right now. In May, we'll try to come on Thursday before the meeting to meet legislators at the Statehouse.

Let Mike know if you're interested in shadowing him and doing more of this kind of work.

Each working group might follow certain bills and bring questions up for consideration to FAC—even if the bills don't move forward. Perhaps we can pass around to legislators some of our work from the past.

Dan: Where we can find out who's been assigned to what committee? Mike replied that he sent out an email with a table with just the two HE committees. Go to <https://ilga.gov/> and click on House or Senate to see a full list of the committees, their members, the bills, and any hearings in that committee.

Cyndi: Earlier this week, Chapin Rose was touring Route 1 and stopped by Lincoln Trail College. She did invite him to meet with us at some point. He would love to.

Mike noted that the spring legislative session is scheduled to end on the Friday or Saturday of our meeting, but could be extended to end of May or end earlier.

We moved to caucus meetings at 11:28 am.

Old Business

Dan moved, Ken seconded approval of the minutes from January 20, 2023. The motion passed.

New Business

Dan moved, Ken seconded approval of the Early College Consideration document. Lichang asked why the reference in the sixth footnote didn't have a complete bibliography; Amy clarified that this was because the same source was listed in full in the first footnote. The motion to accept the document passed. Shawn will send it to the IBHE Staff and to the Board for the March IBHE meeting.

We then broke into our working groups.

Caucus Reports

About half of FAC representatives remained for reports.

Public Universities: Dan reported that the caucus did not support inviting a teacher at IMSA (a high school) to be represented on FAC. Lane will serve on the nominating committee. No one volunteered to serve on a by-laws committee. Julie Peters is interested in legislative shadowing. Lane's document on academic freedom will recirculate and be discussed in March. Lane gave an update on ISU president's firing. Amy brought up SB 2288 which would require IAI courses to be accepted for majors as well.

Community Colleges: Cyndi reported that only John Cooksey is currently running for an at-large position at the end of the year. John also volunteered to work with Mike. Ken volunteered to serve on the by-laws committee. Julie Clemens mentioned the caucus had been going to discuss that FAC had never gotten back to updating procedures. Steve Miko agreed to serve on the nominating committee. On IMSA: the caucus would like to hear IMSA's perspective and concerns, since they are funded by the IBHE. What are their opinions on dual credit and dual enrollment? Ken and Mike noted that IMSA doesn't have dual credit currently. High schools can learn from colleges – they could do better at what

they're doing when they hear from us. Then they know what the colleges find missing in the high school students. The caucus thought a representative from IMSA should have a vote. On other topics, the caucus wondered: what are other institutions doing for their DEI plans? Julie C. noted many institutions don't have those plans yet. The caucus also discussed the push for co-curricular assessments.

Julie Clemens noted that policy & procedures are part of the by-laws; she can send everyone the documents. Andrew Howard and she were working on them, and she'd passed them to him in fall of 2020. She's not sure if he did more work with them at that point.

Shawn: SWIC, Malcolm X, and Joliet community colleges will receive invitations for next year.

Nataka asked: how long is your caucus' at-large position? Cyndi replied that they have four at-large positions, each four years long, one rotating off each year. A representative can serve two terms in an at-large position.

Shawn said that the biggest concern for the privates is that the 4 year terms include at least one for a non-proprietary and one for a non-profit institution, plus two others.

Cyndi said the community college caucus used to have only two at-large positions, but they changed this three years ago. Six years ago, some in at-large positions had to stay on an extra year because there was no one to take their places. Then the caucus realized they were going to have an entirely new membership in their caucus if all the at-large members rotated off. So they came up with this plan. By having 4 at-large and 8 regular representatives, the caucus can guarantee that they will always have experience.

Privates: Shawn reported that they are still sorting out who'll be rotating out. Angela is open to working with Mike. Nataka volunteered for the by-laws committee (but not as chair). Joao volunteered for the nominating committee (but not as chair because he is traveling April-June). On IMSA: the caucus is against having an IMSA representative on FAC, because it just sets a precedent that might have other institutions down the road thinking they could join. But the caucus *is* interested in inviting some of their admin or faculty to join us at an upcoming meeting. Angela is working on an issue at St. Francis on faculty workload and how it's computed; please share any policy info from your institution with her.

Working Group Reports

Equity: Julie Clemens reported that they focused on formulating what they want to present at the March IBHE meeting. The WG is looking for tools/resources from IBHE for how FACULTY can be engaged in these plans, from belonging to inclusion and curriculum and teaching and climate surveys to determine where gaps are and to curate useful faculty development for faculty. They want to make sure we have *good* climate surveys, as well as accountability and assessment pieces. It's challenging to engage faculty in DEI work and to build value, so that faculty *want* to attend.

Student Debt and Affordability: Pete reported that Linda suggested in January that they compile what their group has been doing. They had looked at SB310 [on requiring public universities to "implement the Illinois College Promise program to provide grant assistance" to eligible students], which they had

looked at as a really big deal, but once they got into the weeds, **they saw that the definition of middle class is \$50,000 in income and assets. It had been the WG's consensus that it's the middle class that ends up getting left out of a lot of financial aid.** They looked at bills in other states. **The WG would recommend Illinois define middle class at \$150,000**, especially if two people are working. Second, **what explains why certain income groups have more or less debt?** The WG started exploring this. The greatest amount of debt is among those with higher income. The WG would like to have Senator Murphy's bill take a look at that income threshold for the middle class. They also plan to take some proactive measures to gain more info by contacting their own financial aid offices, to see where the greatest amount of aid and debt is from their student population. The most important thing the WG discussed was looking at other states to copy from and model after them, and they settled on Tennessee and Nevada, because they have clauses that the Illinois proposal does not have. You'd increase the eligibility of people, opening up applications to people more in the middle (e.g., \$100,000-\$150,000). This also allows more eligibility for applying for FAFSA. One final element: **programs the WG likes require work from the people who get Promise grants, a 10-12 hour a week commitment.** If students can't get a job with their college/university, they might be able to do community service to meet that requirement.

Cyndi said there had been a 130% increase in student debt from 2020-2021. "People of color and women are the most likely groups to have student loan debt. A quarter (24%) of Black adults have federal student loan debt compared to 14% of white adults. Women hold 58% of all student loan debt, compared to 42% for men." There has also been a 54% increase in tuition over the last 11 years. See <https://www.self.inc/info/student-loan-debt-statistics/#debt-by-state> and <https://educationdata.org/student-loan-debt-by-income-level> CT and NH saw a decrease in student loan debt over the past five years.

Amy asked: Are you hoping to present your ideas to legislators as a WG, or by seeking FAC approval first? Peter said the latter.

Mike said that there were many HE bills not included in his list. He might be able to help the WG look through some of those bills and decide which ones they might want to pay attention to regarding student debt.

Gay said she really appreciates the work this group is doing, and the overlap with the equity WG. For example, women have higher educational debt loads; some of that might be due to child care expenses by unmarried women.

Higher Ed Funding: Dan discussed concerns about the public university Funding Commission's work. The WG looked at the Commission's timeline and when the Higher Ed WG might be able to get input into what they were doing, and what their approval procedures might be. The WG is concerned, after hearing Ginger, that state money wouldn't be earmarked and could go to the administration. They would like more info about what exactly is going into the funding formula. Dan will touch base with Simón Weffer on the Technical Modelling WG. Dan said that in March the Higher Ed WG will be discussing in March their draft of principles for any funding formula. Some public good/service that HE provides is one of many things that can't be captured in the proposed funding formula. The Technical Modeling WG meetings occur every other Thursday, and FAC's Higher Ed Funding WG will keep attending them.

Student-Faculty Mental Health: Nataka reported that Sue and she put on finishing touches to their presentation to FAC for next month. They will be meeting again before next month.

Early College and Online Remote Learning: Amy reported that the WG recognized that its broader concerns are about academic quality. They discussed a Higher Learning Commission proposed update to assumed practices regarding who qualifies for teaching a dual credit course, which would allow someone to teach on the basis of “equivalent experience” (rather than a graduate degree in the field), *and* would normalize the teaching of dual credit courses by high school teachers who are *working towards* a Master’s degree; see https://download.hlcommission.org/Proposed-AssumedPractices_2022-12_POL.pdf What might count as equivalent experience that would allow someone without a Master’s degree to teach a dual credit course? The WG also sorted out possible future topics. Laura said she found that students who met the prerequisites for the SAT, ACT, Accuplacer, or GPA were failing at a rate of 2/3 vs. those who’d taken the prerequisite math class (their fail rate was only 15%).

Prior Learning Assessment: Lane said they had no report.

Gay move to adjourn; Larry seconded. The meeting ended at 2:47 pm.

Minutes written by Amy Carr, FAC Secretary.