

March 2016

Finish Up Illinois: Strategic Plan and Guiding Principles for Next Steps

Heather N. McCambly and Debra D. Bragg, University of Illinois at Urbana-Champaign

Brian Durham, Illinois Community College Board

Daniel P. Cullen, Illinois Board of Higher Education



The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to provide research, leadership, and service and assist in improving the quality of education in the Illinois Community College System. Projects of this office are supported by the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE), along with other state, federal, and private and not-for-profit organizations. The contents of our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to OCCRL@illinois.edu. This document can be found on the web at: <http://occrll.illinois.edu>. This report was published as part of the *Finish Up Illinois* initiative thanks to funding provided by an anonymous donor.

Recommended Citation:

McCambly, H. N., Bragg, D. D., Durham, B., & Cullen, D. P. (2016). *Finish up Illinois: Strategic plan and guiding principles for next steps*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Copyright © 2016 - The Board of Trustees of the University of Illinois

Finish Up Illinois: Strategic Plan and Guiding Principles for Next Steps

Heather N. McCambly and Debra D. Bragg, University of Illinois at Urbana-Champaign
Brian Durham, Illinois Community College Board
Daniel C. Cullen, Illinois Board of Higher Education



Table of Contents

The Problem in the Context of Completion	1
Target Student Populations	2
About the National Models for Key Strategies	4
Guiding Principles for Pursuing Funding and Project Design	6
Proposal Assets and Potential Exemplars	7
Potential Project Partner List.....	12
Potential Funders	14
Next Steps.....	14
References.....	16
Appendix A: Survey Results of Existing Illinois Initiatives/Programs.....	17
Appendix B: Finish Up Illinois Advisory Council	21



The Problem in the Context of Completion

In the context of meeting its statewide college completion goals, Illinois has focused a great deal of attention on college and career readiness and the secondary-to-postsecondary education transition. To the state's credit, numerous initiatives, many of which were documented for this project, have focused on helping students prepare for and participate in college. However, the state has not yet placed equal priority on helping students to "finish up" college. The state has struggled to coordinate efforts across institutions to identify students who have left college or transferred institutions with enough credits to earn a credential but without having received that credential or to reengage students who got close to the "completion" finish line but have not yet crossed it. This plan seeks to rectify this omission in state policy and practice.

The completion problem is a serious economic issue for the state, but it is also a critical social justice issue for the students. The problem results in both lost human capital in the workplace and neglected opportunities to empower students to engage in work and civic life. Both students and employers are left without a marker for the valuable skills earned through the experiences accumulated across one or more postsecondary institutions (Shapiro, Dundar, Harrell, Wild, & Ziskin, 2014). Creating better systems to recognize students' accomplishments is also an opportunity to leverage Illinois' substantial investment in career pathways.¹ These initiatives have focused on reducing stigma for students who lack preparation for college and for those who have accumulated some college credits but no degree. They have also embedded a "stackable" mindset in the educational attainment conversation, emphasizing associate's degrees and industry-recognized credentials as value-added steps in student progression through pathways.

From a national perspective, more than 31 million students have left higher education in the last 20 years with some credits but no degree or certificate, with perhaps 1.2 million of these individuals leaving having earned more than 60 credits (Shapiro et al., 2014). This results in concern not only about lost human capital, but also the ratio of student indebtedness to actual wage gains. In recent years, several key state-level reports have noted the opportunity and need in areas related to these student populations in Illinois. For example, the state contracted with the National Center for Higher Education Management Systems (NCHEMS) which reported a number of strengths and weaknesses in Illinois that emphasize the need to boost the attention given to underserved and often swirling student populations (Illinois Board of Higher Education, 2014).² Such systems should be designed to recognize student achievements and reengage them as needed across nontraditional attendance patterns. This need echoes the earlier recommendations made by the Illinois Board of Higher Education (2009) to focus efforts to reengage adults and all students with some credit and no degree, to align pathways to improve degree outcomes, and to boost associate's degree completion.

Although many educational leaders write and speak about the so-called changing attendance patterns of today's

¹ Illinois has been the recipient of several large-scale career pathway grants, including the Joyce Foundation's Shifting Gears; the multiple-foundation initiative called Accelerating Opportunity that was led by Jobs for the Future (JFF); and guided pathways projects funded by Complete College America (CCA), to mention only a few.

² Highlights from the NCHEMS report:

- At the postsecondary level, Illinois is losing ground with the greatest loss being among adults with an AA degree.
- At the high school diploma level, Illinois is closing the gap between whites and minorities, but at a rate lower than the US. At the postsecondary level the gap continues to widen. Illinois is losing ground.
- Illinois has improved at every step of the educational pipeline, but remains far behind best performing states at each step.
- Participation rates for low income students have improved in all states. The gain in Illinois is less than the U.S. average.
- Enrollments of adults have increased but at rates well below most states and the US average.
- Earnings of college graduates have increased at rates greater than the US average. The exception is the wage rates of AA holders.

A summary of the report is available online at http://www.ibhe.org/Board/agendas/2014/April/NCHEMSReport_KeyFindings.pdf

students, national data remind us that even two decades ago, half of all bachelor's degree recipients had attended more than one postsecondary institution (McCormick, 2003). In other words, attendance patterns are not only changing now, the truth is, they have been changing for a long time (Goldrick-Rab, 2006). Only recently have system and thought leaders in higher education responded to this change by finding meaningful ways to realign policies that frame how credentials are assessed, awarded, and measured (Anderson, 2015a; Bahr, 2009; Sturtz, 2006; Wang & Pilarzyk, 2009). Moreover, the way institutions themselves are assessed and receive credit for educational impact has been equally slow to adapt (Sturtz, 2006). A loose patchwork has developed around the assumed portability of credits, but a great deal can fall through the cracks as a result of weak connections in shared understanding of student progress, learning, or equivalency; shaky transfer experiences; and an often bulky infrastructure that leaves many students and even educators unsure about their options (McCormick, 2003). These post-traditional attendance patterns are also more common among economically disadvantaged students and may in themselves have a negative pull on likelihood of the student to complete college (Goldrick-Rab, 2006).

Target Student Populations

The above problem statement is broad because of the complexity of the possible ways members of the population come to have some credit, but no credential. The authors and the *Finish Up Illinois* Advisory Council suggest considering a few major types of students before conceptualizing a potential program or multiple programs to address their needs. Any program that might be launched statewide or regionally will likely have multiple components, and those interventions or policies (including modification or elimination of existing policy or implementation of new policy) may also be beneficial to members of populations outside the primary target students. It may be that Illinois would wish to implement one or multiple related projects employing any combination of these, and perhaps other, strategies to address the above problem or, perhaps, collection of related problems.

The proposed initiatives, whether combined under one umbrella project or split into connected but distinct projects, seek to reach the following student populations in Illinois:

1) Those students who transfer early to a four-year institution in Illinois without having earned enough of or the correct credits to be awarded a transfer associate's degree;

Currently, 36.5% of first-time Illinois community college students transfer to a four-year university within four years of beginning their postsecondary studies, although fewer than half of these students receive a transfer or two-year credential prior to transferring (23,239 received a transfer credential in FY 2014, while about 50,000 transferred in FY2014; although students with applied associate's degrees or other non-transfer credentials may also be in the transfer pool). Nationwide, it is estimated that 78% of students who transfer from a two-year to a four-year institution do so without an associate's degree or other credential, despite the apparently positive and significant relationship between receiving an associate's and bachelor's degree completion. Moreover, data from the *Credit Where It's Due*, or *CWID*, initiative indicates that 42% of students who transferred without an associate's degree in twelve participating states had 60 credits or more at the time of transfer.

2) Those students who are within a semester of completing the degree requirements for the associate's or baccalaureate degree, but who left the community college or four year college.

Essentially a subset of the first category, these students are distinctly interesting because they are very close to completion. The number of students in this category in Illinois is unknown, but estimates from *Project Win-Win* suggest that degree attainment rates nationally could be raised by as much as 15% if the existing but unrecognized degree completers and near-completers could be awarded degrees or reengaged, respectively.

3) Those students who leave the community college or four-year colleges with enough credits to earn a degree, but

without the degree awarded for whatever reason (e.g., financial holds, failure to apply for graduation, advising errors, etc.);

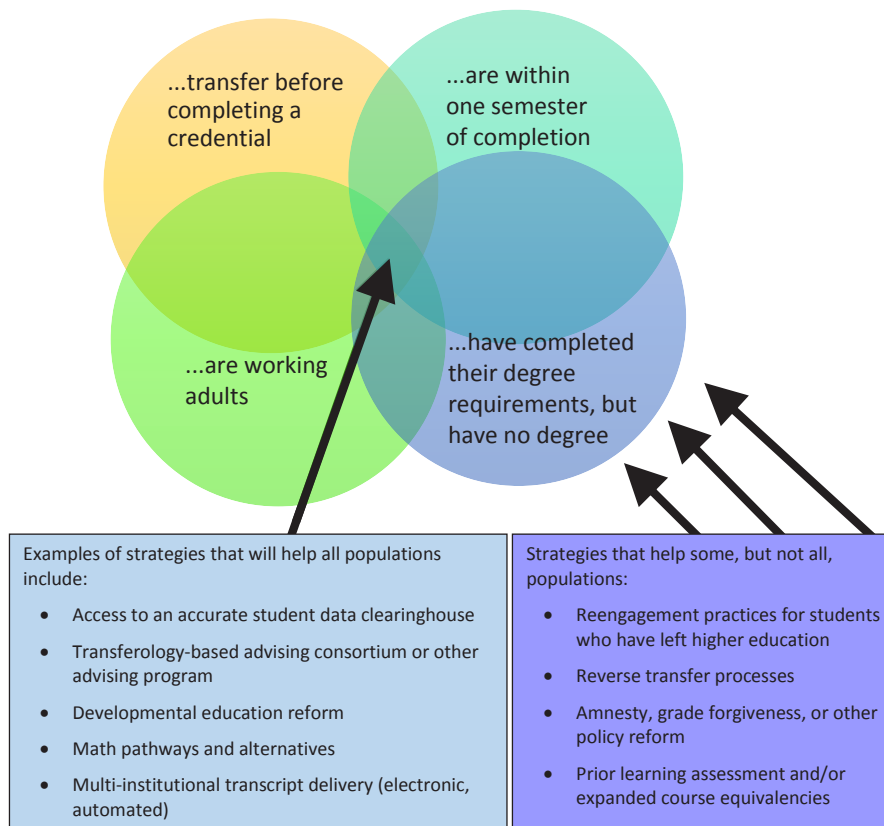
In contrast to the previous two categories, these students have actually completed all academic requirements, but have not yet been awarded the degree. The number of students in this category in Illinois is unknown, but approximately 20,000 first-time, full-time Illinois students leave community and four year colleges without a credential within 150% of their estimated time-to-degree. Anecdotal evidence from individual institutions suggest that the number of students who leave having earned but not applied for or received a credential may be substantial.

4) Working adult students.

Finally, a fourth population characteristic is employment. The strong likelihood is that most of the students in the population that have some college credit, but no awarded degree, are working adults. Managing employment and other adult responsibilities while studying creates additional student pressures that any program developed to move more of the population with some credits but no degree will need to address.

The *Finish Up Illinois* Advisory Council suggested that all possible strategies for pathway improvement be considered in light of how benefits may reach multiple student populations (see Figure 1). Note that the categories were created to help facilitate thinking about what would be beneficial to different types of students, but it is just a crude typology. Categories are not intended to be mutually exclusive nor comprehensive. In fact, the overlapping of the circles indicates the likelihood that any given student may fit in multiple categories. The relative sizes of the circles and the overlaps are not intended to illustrate the populations nor the proportions of students who fit into multiple categories.

Figure 1: Benefits to Distinct Student Populations



About the National Models for Key Strategies

The goal of *Finish Up Illinois* is to capitalize on Illinois' strengths and to build on the best practices that have emerged from Credit When It's Due and Project Win-Win. This section provides a brief overview of the best practices and necessary processes from these initiatives and speculates on secondary benefits that might be achieved as a result of a proposed project.

1) Reverse Transfer Optimization: The goal of the *Credit When It's Due* (CWID) project was to recruit willing institutions, state higher education systems, state government agencies, and policy makers to make systemic changes in policies and processes to enable more transfer students to attain "credit when it's due." Optimization of reverse transfer refers to change at any level—state, system, or institution—that yields the largest number of students who are eligible for and able to benefit from reverse transfer without overextending resources or diminishing the quality of the undergraduate experience (Taylor & Bragg, 2015). It is important to assert that optimization is not about awarding credentials to students without careful scrutiny, but awarding credentials based on credits that students have rightfully earned. Taylor and Bragg's research has shown that the number of associate's degrees has risen precipitously once most CWID states implemented new policies and processes to support reverse transfer. Reporting about 3,000 degrees through reverse transfer in March 2014, and approximately a year later in June 2015, the number of credentials (primarily associate's degrees) had risen to 7,400. Data are being gathered at the present time so an exact count is unknown, but the upward trend in conferred degrees has continued to 2016. System changes are underway in all CWID states to ensure that reverse transfer associate's degree are conferral and counted at regular intervals (semester and/or annual).

Data gathered by OCCRL researchers for CWID identified five critical processes that need to be addressed to bring about systemic change to support reverse transfer. These processes involve:

- a. student identification
- b. student consent
- c. transcript exchange
- d. degree audit
- e. degree conferral and advising

Changes documented in the *Optimizing Reverse Transfer Policies and Processes* (Taylor & Bragg) report include the creation of a viable pool of eligible students, the use of integrated and scalable student consent methods, the investment in electronic transcript exchange, the automation of degree audit processes, the expansion of course articulation and equivalencies, the proactive advisement of near-degree completers, the notification of degree recipients, and the conferral of degrees without added cost to students. All of these processes are being developed, customized, and routinized in the 15 CWID states, providing valuable lessons for others states to follow.

2) Implementing Promising Practices for Awarding Completed Degrees and Reengaging Near-Completers: The Institute for Higher Education Policy (IHEP) led Project Win-Win (Adelman, 2013), an important national initiative that preceded CWID and has important implications for Illinois. Win-WinThis initiative identified a number of critical practices that can help students who have dropped out of community colleges to secure the associate's degree. Through the implementation of processes and templates designed by IHEP researchers and substantial trial-and-error experienced across project states, progress was made in awarding college degrees. These recommendations fall in the following categories and should receive careful attention early in Illinois' planning process for any statewide-large-scale initiative:

- a. Executing Project Win-Win: Get the right team in place, plan to complete first-round implementation within 18 months, utilize the National Student Clearinghouse to progress more quickly, assess and build capacity immediately, assemble the “Universe of Interest” within a week, request feedback from students, record staff time carefully
- b. Specifying and Refining the Universe of Win-Win Students: Plan to track data, ease data sharing, reconcile data across systems, plan to comply with FERPA, refine the parameters to focus the search
- c. Identifying the Eligible and Potential Win-Win Students: Audit the degree audit system, set aside unlikely completers, set more inclusive course requirements, set clear rules for “set asides”
- d. Awarding degrees and re-enrolling Win-Win students: Automatically award earned degrees, remove non-academic barriers, rethink residency and recency, assemble a package of student incentives, and muster a support team.
- e. Do Unto Current Students as Win-Win Students: Make degree audits standard practice, set triggers for degree audits, inform students early of graduation deadlines.³

3) Strategies Identified by the Education Commission of the States (ECS): Based on a review of national college completion initiatives, primarily CWID and Project Win-Win, ECS authors (see Anderson, 2015b) noted the critical role of selecting a primary coordinating agency or agencies to oversee state-specific policy implementation and oversight, funding, and additional issues of sustainability and coordination. ECS also observed the importance of coordinating messaging at the state level to communicate the value of reverse transfer and similar completion programs, track methods of addressing FERPA regulations, and raise the level of conversation about the place of the associate’s degree on the path to a bachelor’s degree.

4) Secondary benefits: While *Finish Up Illinois* centers around a statewide and institutional interest in adopting and bringing to scale the strongest practices from the nationally successful projects CWID and Project Win-Win for the purpose of improving college completion numbers in Illinois, there is an equally powerful set of secondary benefits that are dependent on closed-loop learning. In the case of both of these national initiatives, the necessary project-based work turned out to be a catalyst and a testing ground for deepening permanent and meaningful connections across institutions that already do and will continue to share students. These collaborative groups learned to leverage and advance infrastructure to transform the way data are used to facilitate student success across the post-traditional student pathway, create shared criteria and meaning for awarding earned credentials, develop greater awareness of the value of an associate’s degree, and investigate (and where possible alleviate) common “snags” or “choke points” at which students are commonly lost close to graduation.

In short, these initiatives provide an ideal springboard to energize existing state commitments and investments and to help leaders and practitioners investigate their own systemic processes for changes that reflect the pathways, needs, and attendance patterns of today’s students. One possible way to frame this systemic interest is to connect it with an emerging national dialogue on “connecting credentials” in terms of how higher education systems support learning portability, equity, and communication with industry.⁴

³ This list has been synthesized from *Searching for Our Lost Associate’s Degrees: Project Win-Win at the Finish Line* (Adelman, 2013, p. 12).

⁴ Also see the Lumina Connecting Credentials framework at <http://www.luminafoundation.org/files/resources/connecting-credentials.pdf>

Guiding Principles for Pursuing Funding and Project Design

Advancing one or more statewide projects in Illinois targeting the promising practices of the CWID, Project Win-Win, and Illinois' Pathways initiatives will not only unite several strong investments in the state relative to transfer and completion to boost immediate student outcomes, it will also provide the opportunity to enhance Illinois' capacity to meet the needs of today's students who do not attend in linear or traditional fashions. Illinois has many of the core building blocks in its developing longitudinal data system, Illinois Articulation Initiative, MyCreditsTransfer infrastructure, and more (see Section V on proposal assets). However, the state needs a spark to ignite and unite these efforts to enhance infrastructure, policy, and incentives; to secure cross-institutional commitments; and to build professional capacity that will, in turn, open doors to achieve efficiencies and enhance performance in the conferral of college degrees.

As part of this *Finish Up Illinois* endeavor, an Advisory Council of leaders with knowledge of this topic from across two-year and four-year institutions, government, and NGOs came together over a 6-month period to reflect on the specific needs in Illinois. Their investment of time and talent has produced ideas to launch and scale an initiative to address the college completion gap in policy and practice in Illinois. Their observations have been used to create a set of guiding principles for the next stage of seeking funding and crafting a project to further these strategies in Illinois.

These guiding principles are listed below and include, as appropriate, lessons taken from the national projects—CWID and Project Win-Win:

- **Build on existing strengths.** Some higher education institutions in Illinois have experience with reverse transfer wherein they have reengaged stopped out students, or built career pathways models for diverse youth and adult learners. Any plan should learn from, unite, and recognize these examples rather than start from scratch. As such, strong regional leadership, goal-setting, and engagement is a necessity for this project.
- **Encourage statewide coordination and infrastructure/technology development.** States that have invested in technology infrastructure enhances are seeing their completion efforts result in long-term benefits, efficiency, and effectiveness. To achieve this goal, coordinated support is necessary to improve state infrastructure related to technology for the purpose of following student progression through the education system, sharing data and transcripts, auditing student records and transcripts for degree conferral, and sustaining FERPA-compliant student identification. This includes the advancement of flexible and robust course equivalency tables, electronic transcript exchange and SIS integration, and automated degree audits.
- **Reform institutional policies and build capacity.** States that have achieved progress with awarding college credentials through CWID, Project Win-Win and other college completion initiatives have led reforms of such policies as: transfer and articulation, graduation fee requirements, college advising, Institutional Technology (IT) applications, and personnel and other infrastructure resources. Illinois has invested considerable time and resources in the Illinois Articulation Initiative (IAI) and other transfer and articulation policies and processes, and these earlier initiatives should provide a strong foundation to build new college completion initiatives in the state.
- **Create pathways.** The advanced pathways model in Illinois offer a solid foundation for Illinois' Finish Up initiative. Widespread implementation of academic and career planning, curriculum alignment that provides students with stackable credentials, and strengthened linkages between postsecondary education and employment has benefited institutions and partner organizations throughout the state.
- **Prioritize student empowerment and address student subgroup needs.** A project will need to be focused in partnership with a funder around select strategies that meet the highest-need student populations' needs. It should also support the agency of students in their pathway by offering flexibility, choices, and an electronic portal for understanding and accessing transfer, reenrollment, and reverse transfer opportunities.

- **Integrate research.** The Project Win-Win and CWID initiatives have been implemented throughout the country with a very strong research and evaluation component. In order to engage in this work, institutions have to know which students are eligible to participate, and they also need to measure the impact of programs on student outcomes. Without these analytical activities, it is unclear whether investment is worthwhile. A strong state role in research that can assist colleges to identify near-completers or reverse-transfer eligible students may also reveal barriers to access and completion, problematic advising processes, curriculum alignment needs, or even inadequate learning outcomes assessment.
- **Commit to Continuous improvement.** At the institutional level, it will be important for colleges and universities to build research and evaluation processes that provide data on an on-going basis regarding recruitment, access, participation, and completion. Operating in coordination with the state and also regional partnerships, there is potential to align continuous improvement efforts with other institutional or state initiatives such as Achieving the Dream (ATD), Pathways to Results (PTR), and also coordination with other state and regional accrediting processes of the Higher Learning Commission (HLC), such as AQIP.
- **Enhance communications and build awareness to improve college completion.** Major changes of the sort considered with Finish Up require carefully constructed communications campaigns. For example, most states affiliated with CWID have built student-friendly websites that advocate for college completion and enable students to log-in to get information about college completion initiatives, consent to participate, and gather additional institutional and program-related information. Marketing campaigns that engage students in speaking to the benefits of reverse transfer and college completion have been produced by state agencies, sometimes employing students who have participated in the initiatives. These are important communications strategies that Illinois will need to deploy in order to bring the full benefits of the Finish Up Illinois agenda to fruition.

Proposal Assets and Potential Exemplars

The following initiatives illustrate the investment across the state in building capacity for such initiatives and create a baseline infrastructure for expediting this work. One or more grant projects to unite these efforts could provide the incentive dollars to move the state forward to leverage existing infrastructure for immediate student benefit.

Moving forward, it may be strategically valuable to document exemplars in terms of the state's assets, as well as existing, local efforts and programming to create reverse transfer and related pathway and re-engagement strategies. Cultivating these exemplars would provide an opportunity to deepen support and strengthen the state's case for a significant foundation investment. The Finish Up Illinois Advisory Committee has already identified resources in the form of the groups and initiatives documented below, including the Illinois Articulation Initiative (IAI) and transfer coordinators group. The group also discussed several strong regional efforts exemplified by the South Metropolitan Higher Education Consortium, the Chicago Public Schools Compact, the Illinois 60 by 20 Regional Network, and the multidimensional reverse transfer efforts already underway at Northern Illinois University and the City Colleges of Chicago. These relationships and initiatives may provide the basis for documenting not only what can happen to enhance college completion, but how the change should be structured for success.

The following table based on council recommendations and the information gathered via the *Finish Up Illinois* survey (see Appendix A) administered as part of this planning grant provide a strong foundation for identifying exemplars.

Initiative or Asset	Description
Accelerating Opportunity	<p>Illinois was one of 11 states to be recently funded for the Design Phase of the Accelerating Opportunity: A Breaking Through Initiative. The <i>Accelerating Opportunity</i> initiative is designed to fundamentally change the way Adult Basic Education is delivered, moving from a system designed for an earlier age, when a GED credential alone could lead to a family supporting career, to one expressly structured to transition students to postsecondary credential programs. It seeks to significantly increase the number of lower-skilled students that achieve at least one “stackable,” credit-bearing, postsecondary credential. The initiative is based on the belief that postsecondary credentials are the gateway to family supporting wages and are critical to alleviating the transgenerational cycle of poverty and to ensuring equity in America.</p>
Career pathways	<p>The Illinois Programs of Study (POS) framework uniquely positions the state to achieve the goal of fully articulated curriculum from secondary to postsecondary education. In 2009, the Office of Community College Research and Leadership (OCCRL), in collaboration with the Illinois Community College Board (ICCB) and the Illinois Center for Specialized Professional Support (ICSPS), created the Illinois Programs of Study Guide to provide information to stakeholders on the implementation of career clusters, pathways, and Programs of Study. It also serves as a resource in understanding Illinois’ adoption of the National Career Cluster Framework. Career Pathways are multi-year programs of academic and technical study that prepare students for a full range of postsecondary options within each of the 16 clusters. Currently, there are 79 nationally recognized pathways, each with specific knowledge and skills.</p> <p>Illinois has also adopted CLASP’s Alliance for Quality Career Pathways framework, with its emphasis on stackable credentials and progressive entry and exit points. The Alliance framework provides a clear set of criteria and indicators for what constitutes a quality state and local/regional career pathway system, as well as metrics to assess participant progress and success. The framework is designed to help career pathway partners continuously improve their systems. It also can serve as a collaborative, comprehensive strategy for policymakers and funders to align and enhance their investments, technical assistance, and guidance for building, scaling, and sustaining career pathway systems.</p> <p>Illinois has also seen continued growth and demand for postsecondary CTE in both higher completion rates and increased program offerings. Last year roughly two-thirds (66.9%) of all Illinois community college graduates earned a CTE degree or certificate and 615 new CTE programs were approved to meet workforce demands. In this context, Illinois has been engaged in adapting its workforce system, including CTE to a career pathways approach. A career pathway is a combination of rigorous and high quality education, training, and other services that— aligns with the skill needs of industries in the economy of the State. Through alignment and integration of new and existing career pathway policies and procedures, state, regional and local partners will promote opportunities that can lead to career and economic advancement in critical and in-demand industries and occupations for students and workers, including those that face college credit deficits. This approach specifically acknowledges those students that need to re-enter the education and training system without starting over, and they can continue to build on the foundation they’ve already established.</p>

Initiative or Asset	Description
Credit for Prior Learning and Prior Learning Assessment	The state is engaged in significant work around prior learning assessment (PLA) including the development of a single institutional portal for portfolio assessment that will allow community colleges in Illinois to offer PLA credit to students. A partnership between the CAEL and Harper College has Harper serving as the centralized hub, relying on CAEL's LearningCounts™ to both teach portfolio development courses and manage the portfolio assessment process for Illinois students. All Illinois community colleges are eligible to participate in the system, within the terms of their institutional PLA policies. Faculty assessors from the participating community colleges will provide the primary pool of assessors for the project, supplemented as needed by the CAEL assessor network. Webinar-based training will be provided by CAEL to prepare advisors and other staff to support the project.
Dual credit/enrollment	Dual Credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. Illinois has a robust dual credit program that enrolls approximately 88,000 students per year across the community college system. Additionally, beginning in fiscal year 2015, the ICCB supported 35 community colleges with efforts to expand dual credit by implementing new offerings, utilizing innovative instructional models, and through curriculum alignment efforts related to new dual credit offerings. Though the current budget year has prohibited the continued funding of this effort, the ICCB intends to continue this project in fiscal year 2017.
Extensive Local Reverse Transfer, Degree Audit, and Related Initiatives	See Appendix A for a complete inventory based on a statewide survey. As an example, the reverse transfer agreements between Northern Illinois University (NIU) and multiple community colleges in Illinois. NIU annually reviews the transcripts of its community college transfer students and contacts the community college to review the transcripts and possibly award an associate degree.
Illinois Articulation Initiative	<p>The Illinois Articulation Initiative (IAI) is a statewide transfer agreement on courses transferable among more than 100 participating colleges or universities in Illinois. IAI works best for students who know they are going to transfer but are undecided on the college or university that will grant their baccalaureate degree.</p> <p>All colleges and universities participating in the IAI agree to accept a “package” of IAI general education courses in lieu of their own comparable lower-division general education requirements. Keep in mind, the IAI General Education transfers as a <i>package</i>. Course-to-course transfer is not guaranteed.</p> <p>IAI also includes major recommendations for the first two years of college in several popular majors. Faculty panels, which have expertise in the major field of study, created these recommendations. IAI major recommendations work best for students who have chosen their majors, are going to eventually transfer, but are undecided on the college or university that will grant their baccalaureate degree.</p> <p>The IAI has created a “backdoor” Common Course Numbering System which eases course equivalency discussions.</p>

Initiative or Asset	Description
Illinois Longitudinal Data System	<p>The system, when fully deployed, will provide data to help to track the outcomes of Illinois students as they progress from Pre-K through Postsecondary education, and as they enter the workforce. Longitudinal data supports an in-depth, comprehensive view of students' progress and will ultimately help guide policymakers on where to invest time and energy to most effectively improve student achievement in our State.</p> <p>The ILDS is defined by Public Act 96-0107 and enabled through federal funding, and instructs the State Board of Education to link student test scores, length of enrollment and graduation records over time. The system also will connect students to career planning and resources, with the potential to facilitate the application process for financial aid and records for transfer students.</p> <p>For more information on the current state of the ILDS, see: http://www.ibhe.state.il.us/ILDS/materials/ILDSReport052815.pdf. This initiative illustrates major investment in intra-agency infrastructure and interagency cooperation with an expectation that the Master Client Index will be complete this Fall with a series of milestones proceeding from there.</p>
Illinois Pathways/STEM Learning Exchanges	STEM Learning Exchanges were formed for selected career clusters to improve the coordination and delivery of resources, work based learning opportunities, career guidance, and partnerships that support local STEM programs. Each STEM Learning Exchange is overseen by a lead organization responsible for coordinating a statewide network of businesses, employer associations, education, and other partners.
Math/Developmental Education reform	Developmental education reform, which is happening at both the state level and at individual institutions, can help solve the problem of students missing one or two critical but difficult/barrier course(s). (Many examples can be provided, especially as the ICCB leads an effort with the IBHE, colleges, universities and other stakeholders to reform developmental education. One illustrating example is that NEIU recently began offering stretch courses in math and English that can be useful as students who have been out of the educational system return with rusty skills). Math pathways reform will likely be a key strategy necessary to successfully reengaging students with some college but no degree.
MyCreditsTransfer powered by Transferology	<p>MyCreditsTransfer (formerly u.select Illinois) is a statewide initiative designed to facilitate transfer within Illinois using the nationally available tool, Transferology. Within Transferology find the courses that transfer between institutions, degree requirements your courses satisfy and different majors that institutions offer.</p> <p>Many Illinois institutions participate in Transferology and it is free for anyone to use.</p>
National Student Clearinghouse	A standardized process to enable four- and two-year institutions to transfer student credits more efficiently, securely, and successfully. According to the NSC, there will be no fees for the service. The Clearinghouse is the largest education electronic data exchange service provider, performing more than one billion exchanges annually with its over 3,600 participating institutions.
STEM Guided Pathways Project	Illinois was selected to participate in Complete College America's (CCA) Guided Pathways to Success (GPS) in STEM Careers Initiative supported by the Leona M. and Harry B. Helmsley Charitable Trust. The technical assistance grant gave Illinois access to national experts in establishing innovative course scheduling, improved academic advising, and career counseling and guidance towards degree completions for STEM programs being offered by Illinois community colleges and universities.

Initiative or Asset	Description
<p>Workforce Data Quality Initiative</p>	<p>The IL Longitudinal Data System (ILDS) and the IL Workforce Data Quality Initiative (WDQI) are two Federally-funded statewide projects that have been charged with putting those pieces of our life together and framing them so that educators, researchers, and economic trending experts can see a full picture of life-long pathways and achievements in order to identify what works best for who. The experts focusing on these two side-by-side efforts are bringing all of the workforce and education data currently stored in separate state agencies together—to better understand the Return on Investment of taxpayer-funded programs.</p> <p>Sharing data, within a completely private and secure data structure, will enable the State to analyze career trends and pivot faster on both macro- and micro-levels. From targeting dollars, to training for in-demand industries, to local staff being able to apply these lessons to their individual clients, the project promises more efficiency overall, and a better lifelong experience for employers and the job seekers.</p> <p>There are seven Illinois state agencies that participate in the ILDS and oversee the WDQI via the ILDS Governance Board. The seven participating state agencies are: Illinois Department of Commerce, Illinois Department of Employment Security, Illinois State Board of Education, Illinois Community College Board, Illinois Student Assistance Commission, Illinois Board of Higher Education, and the Illinois Department of Human Services.</p>
<p>Workforce Strategic Plan</p>	<p>As the largest provider of public workforce training in the state, the system of 48 community colleges ensures that all Illinois residents have educational and training opportunities leading to high wage and high growth employment. Responding to the needs of the community is a core mission of the Illinois Community College System.</p> <p>A five-year Workforce Education Strategic Plan in development by a partnership between the Illinois Community College Board and the Illinois Council of Community College Presidents, with engagement from representatives of various stakeholders, such as other Illinois State entities and interested parties.</p> <p>The overall intent of a community college system-wide strategic plan is to continue to be a leader in the field of workforce training and education. Additionally, the plan will strengthen and build upon the existing foundation for future workforce initiatives in the state. These efforts will expand and enhance Illinois’ ability to attract businesses and develop educational opportunities to support students’ success as they prepare to enter the workforce.</p>

Potential Project Partner List

The *Finish Up Illinois* Advisory Council also recommended assembling a broad partnership as the initiative moves forward consisting of state agencies, higher education groups or institutions, and associations and advocacy groups. The groups identified during the planning process are documented below.

State Agency Partners

- **Illinois Board of Higher Education (IBHE).** The Illinois Board of Higher Education (IBHE) is responsible for planning and coordinating the state’s system of higher education. The Board’s statutory responsibilities include: Master Planning, budgeting, program approval, institutional review, and grants administration and information systems for Illinois Higher Education.
- **Illinois Community College Board (ICCB).** The ICCB oversees the 48 public community colleges in the 39 community college districts and one community college center and has statutory responsibility for the statewide planning and coordination of the community college system. The Illinois Community College System is the third largest in the nation. Nearly one million students attend Illinois community colleges each year.
- **Illinois Student Assistance Commission (ISAC).** ISAC is the financial aid administrator for the state of Illinois, including connections with federal financial aid and the Monetary Award Program.
- **Illinois Department of Employment Security (IDES).** The IDES encourages economic growth and stability in Illinois by providing Employment Services to Illinois residents and employers, analyzing and disseminating essential Labor Market Information, and administering Unemployment Insurance programs. Their mission is to connect Illinois’ talented workforce to the education, training, and jobs necessary to keep Illinois’ economy strong.
- **Illinois Department of Veteran’s Affairs (IDVA).** IDVA is the department of the Illinois state government that assists veterans and their families in navigating the system of federal state and local resources and benefits, provides long-term health care for eligible veterans, and helps veterans address education, mental health, housing, employment, and other challenges.
- **Illinois Department of Commerce.** The Department of Commerce engages in economic development activities and is the primary administrator of the Workforce Investment and Opportunity Act (WIOA) that is focused on implementing a robust career pathway system in the state of Illinois.
- **P-20 Council.** The Illinois P-20 Council was established by the legislature in 2009 to foster collaboration among state agencies, education institutions, local schools, community groups, employers, taxpayers, and families, and to collectively identify needed reforms to develop a seamless and sustainable statewide system of quality education and support.
- **The South Metropolitan Higher Education Consortium (SMHEC).** SMHEC is a unique partnership of 12 higher education institutions that fosters new and enhanced educational services and programs to citizens, businesses and other institutions in the Chicago metropolitan southland region. Through institutional collaboration, the Consortium focuses on programs that promote college readiness, support college completion, enhance educational opportunities and identify economies and efficiencies that result in streamlining and cost savings. SMHEC has been a leader in Reverse Transfer efforts in the state of Illinois.

Higher Education Partners

- **Chicago Higher Education Compact (CHEC).** CHEC is a collaboration dedicated to developing solutions to increase college enrollment, persistence and completion for CPS graduates, with the goal of increasing the college graduation rate for CPS students to 60 percent by 2025.

- **Illinois 60 by 25 Regional Network.** This effort is engaging local communities in regional strategies to meet the state's 60 by 2025 completion goals.
- **Illinois Community College Admissions And Records Officers Organization (ICCAROO).** ICCAROO is a professional organization which: provides a vehicle for better communication among Illinois community college admissions and records officers; provides a forum for discussing common issues uniquely related to the functions performed by Illinois community college admissions and records officers; and, fosters the professional development of admissions and records personnel in public Illinois community colleges.
- **The University of Illinois' Office of Community College Research and Leadership (OCCRL).** OCCRL's mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners at the state, national, and international levels.
- **Midwest Higher Education Compact (MHEC).** The purpose of the MHEC is to provide greater higher education opportunities and services in the Midwestern region, with the aim of furthering regional access to, research in and choice of higher education for the citizens residing in the several states which are parties to the compact.
- **Transfer Coordinators of Illinois.** A statewide organization consisting of all transfer coordinators across public and private higher education institutions.
- **The Illinois Association for College Admission Counseling (IACAC).** IACAC is an organization of counseling professionals dedicated to serving students as they explore options and make choices about pursuing post-secondary education.
- **Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO).** IACRAO is a professional organization whose function is to educate its members, promote professionalism and professional development and represent its members and their views through interaction with other professional groups and advocacy.

Associations and Advocacy Groups

- **Advance Illinois.** Advance Illinois was founded to be an objective voice in supporting a healthy public education system that prepares all students for college, career, and democratic citizenship. Advance monitors and report on how well Illinois' public education system is performing, and they develop and support research- and evidence-based policies to drive student achievement.
- **The Illinois Community College Trustees Association (ICCTA).** The ICCTA is an organization whose constituents are the individual members of the local boards of trustees of each of the community college districts. They advocate for community college policies and initiatives throughout the state.
- **The Illinois Council of Community College Presidents (ICCCP).** The ICCCP is an organization consisting of all chancellors and presidents of the public community colleges in Illinois. The Council meets on a monthly basis to discuss common problems of concern and issues in community college education. The Council works closely with the Illinois Community College Trustees Association and the Illinois Community College Board.
- **Women Employed.** Women Employed is a nonprofit advocacy organization based in Chicago, Illinois. Founded in 1973, Women Employed's mission is to improve women's economic status and remove barriers to economic equity. They promote fair workplace practices, increase access to training and education, and provide women with tools and information to move into careers paying family-supporting wages
- **Council for Experiential Learning (CAEL).** CAEL is a nonprofit that works at all levels within the higher education, public, and private sectors to make it easier for people to get the education and training they need.

Potential Funders

Many promising efforts related to the larger interests of the *Finish Up Illinois* project exist in pockets throughout Illinois' institution of higher education. Enacted through MOUs, articulation agreements, formal student support programs, and informal and ongoing strategies to support students to return to college after having stopped out, there is an inspiring array of activities and a great deal of effort supporting this general framework for improving pathways and access to credentials. Indeed, the efforts may be too great for the current level of return in terms of credentials awarded and students reenrolled in a quality pathway to completion. By their very nature, the strategies at the center of *Finish Up Illinois* hold the most promise when implemented at scale and when supported by an innovative and functional infrastructure in terms of technology and policy. Given this need to learn from and expand local efforts, and to transform the larger network in terms of connections, infrastructure, and technology, there are important roles for both large and small foundations in this work.

Large foundations such as Lumina, Joyce, Kresge, and others may be enticed to play a role in supporting connections across regional hubs and relationships and accelerating the state's ability to study, implement, and evaluate major changes in policy, technology, and identifying and growing best practices. However, smaller, regional funders with priorities related to increasing college credentials may also play a key role in terms of their ability to support convenings and building critical connections across pathways inclusive of regional employers and students.⁵ Continued partnership and feedback from our anonymous donor is welcomed to help inform engagement with regional funders. Moreover, it is likely that a strategy inclusive of regional funders would benefit from a strategic approach that creates parallel efforts across participating regional funders.

Next Steps

In the current political climate, it is critical to place the recommendations of this plan in a timeline that contribute to long-term success. To that end, the next steps detailed below are organized in terms of immediate, short-term, and long-term action steps sensitive to the current climate.

Immediate Action

These steps can be accomplished or initiated within a month of the publication of this report. Responsibility for these actions rests primarily with the Finish Up leadership group.

- Prepare a two-page executive summary to post alongside this longer plan.
- Post this plan and executive summary to the Illinois Board of Higher Education and Illinois Community College Board websites.
- Share the executive summary with a link to this plan, offer follow-up presentations to key agencies (e.g. Department of Commerce, Illinois State Board of Education), and conduct open statewide webinar(s) that present this final plan to the *Finish Up Illinois* Advisory Council as well as leadership from other stakeholder groups and key agencies discussed in this plan. See the *assets* and *potential project partners* for a full list of groups and agencies that would receive this report and be invited to participate in the related webinar.
- Deliver this plan and offer to give follow-up presentations to the executive directors and staffs at the three state higher education-related boards: the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois Student Assistance Commission.

⁵ See The Grantsmanship Center's list of Illinois' community funders at <https://www.tgci.com/funding-sources/illinois>.

- Disseminate two-page executive summary with link to the plan to the chairs of all public boards of trustees of all 2- and 4-year colleges in the state; as well as to private institutions.

Short-term Action

These steps can be accomplished in the next six months and may be led by current *Finish Up Illinois* leadership group in collaboration with key agency staff and interested leaders from the *Finish Up Illinois* Advisory Council.

- Support and leverage the currently evolving transfer coordinator survey as a means to more deeply engage with the transfer coordinator group and to gain a deeper operational understanding of existing on-the-ground capacities and processes related to *Finish Up Illinois* strategies.
- Develop strategic goals for a diverse set of local, regional, and national funders, including coordinated campaigns to engage Chicago-based and other regional funders with advice and continued support from the anonymous donor of Finish Up. These goals should align with a deepening understanding of how aspects of these strategies can best be supported regionally and at the statewide level.
- Explore how the state higher education agencies can connect to workforce, for example by engaging the Department of Commerce and other entities.
- Identify potential employer partners who can identify and support employees who fall into the “completer but no degree” and “near-completer” categories and develop an “ask” for this group.
- Encourage and support regional collaboratives such as the South Metropolitan Higher Education Consortium (SMHEC) to pursue funding to move their current college completion agendas forward and to use these examples to engage others in the state (e.g., attractive related projects might focus on regional urban areas with high density of citizens of color).
- Develop a communications strategy to document and disseminate exemplars of *Finish Up Illinois*’ key strategies to the field, including hosting webinars that provide description of what the higher education community is already doing to encourage and support college completion.

Long-term Actions

These tasks will likely be initiated and completed six months or more after the completion of this report at a time when the political climate in the state maximizes the potential for institutional and funder engagement. The *Finish Up Illinois* leadership group and leaders who have emerged from the planning process will need to work collaboratively to move these actions forward.

- Prepare “ask” statements that address a range of needs to continue the state’s campaign to improve college completion, ranging from small funds to help host convenings of key stakeholders to large grants targeting statewide infrastructure, policy, evaluation, and dissemination needs from national foundations that are deeply committed to the college completion cause (e.g., Lumina Foundation, Kresge Foundation, USA Funds, the Bill & Melinda Gates Foundation).
- Continue to follow the national conversation on Project Win-Win, CWID, and Pathways to ensure that Illinois is well positioned to be competitive in securing funds from local, regional and national funders.
- Continue to follow the evolving national grant activity (which includes PWW) such that the state is ready and able to compete successfully if/when RFPs are released that target additional states (e.g., JPMorgan Chase Career Pathways application, CWID 2.0 with Lumina and Kresge).
- Pursue an employer campaign targeting major corporate foundations to launch an employer-focused *Finish Up Illinois* campaign.

References

- Adelman, C. (2013). *Searching for Our Lost Associate's Degrees: Project Win-Win at the Finish Line*. Washington, D.C.: Institute for Higher Education Policy. Retrieved from http://www.ihep.org/sites/default/files/uploads/docs/pubs/pww_at_the_finish_line-long_final_october_2013.pdf
- Anderson, L. (2015a). *Reverse transfer: Paving the pathway*. Denver, CO: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/01/20/70/12070.pdf>
- Anderson, L. (2015b). *Reverse transfer: The path less traveled*. Denver, CO: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/01/18/77/11877.pdf>
- Bahr, P. R. (2009). College hopping: Exploring the occurrence, frequency, and consequences of lateral transfer. *Community College Review*, 36(4), 271–298.
- Goldrick-Rab, S. (2006). Following their every move: An investigation of social-class differences in college pathways. *Sociology of Education*, 79(1), 61–79.
- Illinois Board of Higher Education. (2009). *The Illinois public agenda for college and career success*. Springfield, IL. Retrieved from http://www.ibhe.state.il.us/masterPlanning/materials/070109_PublicAgenda.pdf
- Illinois Board of Higher Education. (2014). *The public agenda: Five years later assessing Illinois' education progress*. Springfield, IL. Retrieved from http://www.ibhe.state.il.us/Board/agendas/2014/April/NCHEMSReport_KeyFindings.pdf
- Taylor, J. L., & Bragg, D. D. (2015). *Optimizing reverse transfer policies and processes: Lessons from Twelve CWID states*. Champaign, IL: Office of Community College Research and Leadership. Retrieved from <https://www.luminafoundation.org/files/resources/optimizing-reverse-transfer.pdf>
- McCormick, A. C. (2003). Swirling and double-dipping: New patterns of student attendance and their implications for higher education. *New Directions for Higher Education*, 2003(121), 13–24. <http://doi.org/10.1002/he.98>
- Shapiro, D., Dunder, A., Harrell, A., Wild, J., & Ziskin, M. (2014). *Some college, no degree: A national view of students with some college enrollment, but no completion* (Signature Report No. 7). Herndon, VA: National Student Clearinghouse Research Center. Retrieved from <http://nscresearchcenter.org/signaturereport7/>
- Sturtz, A. J. (2006). The multiple dimensions of student swirl. *Journal of Applied Research in the Community College*, 13(2), 151–158.
- Wang, Y., & Pilarzyk, T. (2009). Understanding student swirl: The role of environmental factors and retention efforts in the later academic success of suspended students. *Journal of College Student Retention: Research, Theory & Practice*, 11(2), 211–226.

Appendix A: Survey Results of Existing Illinois Initiatives/Programs

65 Unique Responses

Institutional Type	Response Percent	Response Count
Primarily associate-granting public	38.5%	25
Primarily associate-granting independent not-for-profit	0.0%	0
Primarily associate-granting proprietary	6.2%	4
Primarily baccalaureate-granting public	15.4%	10
Primarily baccalaureate -granting independent not-for-profit	26.2%	17
Primarily baccalaureate -granting proprietary	4.6%	3
Other (please specify)	9.2%	6
<i>answered question</i>		65

My college has (or is a partner in) a program that audits student records to identify students (whether currently enrolled, already transferred to a four-year institution, or otherwise left the institution) who may have already fulfilled the requirements for a certificate or degree, but who have not yet applied for graduation/degree conferral. For example, "Reverse Transfer" initiatives or "Credit When It's Due."

Answer Options	Response Percent
Yes	52.3%
No	35.4%
Unsure/Other	12.3%

Program Name

Qualitative responses: Most programs either do not have a specific name or are called “reverse transfer,” with some exceptions including “Awarding Degrees” and “Auto Completer.”

Please identify the degree to which this program has been implemented at your institution:	
Answer Options	Response Percent
Planning stages	5.4%
Pilot or temporary program	24.3%
Permanent or ongoing program	62.2%
Unsure/Other	8.1%

Program Launch Date

Qualitative responses: Most programs have launched between 2011 and 2015, with some outliers launching as far back as 2007 or “over ten years ago.”

Number of Degrees Awarded

Qualitative responses: Responses to this question varied. A number of the respondents referred to contact information for individuals who might have this information. Others indicated that such records are not kept. Those who did provide responses, range from between 0 up to 4,054.

Please describe the student populations included in the program’s audit criteria. (select all that apply)	
Answer Options	Response Percent
Current students (indicate in comments if only students from particular programs are included)	62.2%
Students who have already transferred to a four-year institution (indicate in comments which institutions)	45.9%
Students who have stopped or dropped out (indicate in the comments section specific academic years included in the audit)	32.4%
Other or additional criteria and comments.	40.5%

Additional Criteria and Weblinks

Qualitative responses: Some additional criteria for student eligibility, including enrollment in certain programs, as well as weblinks to informational pages were included by some respondents and are available as needed for future exploration.

To your knowledge, is there or has there ever been interest at your institution in launching a program intended to award degrees to: 1) Those students who transfer early to a four-year institution in Illinois without the associate degree credential; Or 2) Those students who leave the community or four year colleges with enough credits to earn a degree but without the degree awarded for whatever reason (e.g., financial holds, failure to apply for graduation, advising errors, etc.).	
Answer Options	Response Percent
Yes	67.2%
No	17.2%
Unsure/Other (please specify)	15.5%

Barriers to Implementation or Interest

Qualitative responses: Respondents highlighted concerns about four-year partner commitment or interest in collaboration; time, resource, personnel, and technology limitations; and faculty resistance to such an initiative.

My college has (or is a partner in) a program that searches student records in order to identify and contact students who have stopped out or dropped out just short of fulfilling the requirements for a degree or certificate. For example, "Project Win-Win."		
Answer Options	Response Percent	Response Count
Yes	35.7%	20
No	41.1%	23
Unsure/Other	23.2%	13

Some respondents noted here that they may not have a formalized program or process, but they do try to reengage students who stop out.

Program Name

Qualitative responses: Most programs do not have a formal name. A few programs still fall under the “reverse transfer” moniker. Other names used include: “Win Back – Stop Outs,” “Graduation Audit and Returns Initiative,” “Awarding of Degrees,” “Finish Line,” and “Degree Evaluation.”

Please identify the degree to which this program has been implemented at your institution:	
Answer Options	Response Percent
Planning stages	3.7%
Pilot or temporary program	25.9%
Permanent or ongoing program	59.3%
Unsure/Other	11.1%

Program Launch Date

Qualitative responses: Most programs have launched between 2008 and 2015, with some outliers who are “unsure,” “ongoing,” and one that launched “20 years ago.”

Number of Students Reengaged

Qualitative responses: Responses to this question varied. A number of the respondents referred to contact information for individuals who might have this information. Others referred vaguely to “hundreds” or “not tracking.” Specific responses varied from “1-2 per year,” to up to “127” and “200” students.

Additional Criteria and Weblinks

Qualitative responses: Some additional criteria for student eligibility, including enrollment in certain programs, as well as weblinks to informational pages were included by some respondents and are available as needed for future exploration.

To your knowledge, is there or has there ever been interest at your institution in launching a program like “Project Win-Win” to reenroll students who are 9 – 12 hours from the required credit hours for the associate’s or baccalaureate degree, but who left the community college or four year college.	
Answer Options	Response Percent
Yes	58.5%
No	24.5%
Unsure/Other (please specify)	17.0%

Appendix B: Finish Up Illinois Advisory Council

Malinda Aiello, Illinois Board of Higher Education

James Applegate, Illinois Board of Higher Education

Ashley Becker, Illinois Community College Board

Lois Bishop, DePaul University

Genny Boesen, South Metro Higher Ed Consortium

Deborah Bordelon, Governors State University

Michael Boyd, Kankakee Community College

Debra Bragg, University of Illinois at Urbana Champaign

Daniel Cullen, Illinois Board of Higher Education

Brian Durham, Illinois Community College Board

Rick Eddy, Carl Sandburg College

Alfredo Estrada, City Colleges of Chicago

Karen Hunter Anderson, Illinois Community College Board

Dena Lawrence, Illinois MyCreditsTransfer, University of Illinois

Marilyn Marshall, University of Illinois

Heather McCambly, Office of Community College Research and Leadership

Sam Nelson, Illinois Student Assistance Commission

Rick Pearce, Heartland Community College

Jess Ray, Illinois State University

Jonathan Rosenthal, Illinois State University

Liz Sanders, DePaul University

Barbara Sherry, Northeastern Illinois University

Tyler Solorio, Illinois Board of Higher Education

Tina Stovall, Lake Land College

Eric Zarnikow, Illinois Student Assistance Commission

Illinois Board of Higher Education
1 N. Old State Capitol Plaza,
Suite 333
Springfield, Illinois 62701-1377
www.ibhe.state.il.us

Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711
<http://www.iccb.state.il.us/>

Office of Community College
Research and Leadership
University of Illinois at Urbana-Champaign
51 Gerty Drive, 129 CRC
Champaign, IL 61820
occrl@illinois.edu
occrl.illinois.edu
(217) 244-9390



COLLEGE OF EDUCATION AT ILLINOIS