

**IBHE 2011
A STRATEGIC PLAN FOR THE
ILLINOIS BOARD OF HIGHER EDUCATION**

Submitted for:

Action.

Summary:

This item details the history and purpose of the process to develop a new strategic plan for the Illinois Board of Higher Education.

Action Requested:

That the Illinois Board of Higher Education approves *IBHE 2011 A Strategic Plan for the Illinois Board of Higher Education* as the strategic plan for the agency.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

IBHE 2011
A STRATEGIC PLAN FOR THE
ILLINOIS BOARD OF HIGHER EDUCATION

If you do not know where you are going, it is difficult to reach your destination.

With that axiom in mind, the Illinois Board of Higher Education (IBHE) embarked on a journey in May 2006 to craft an agency strategic plan to guide the Board and staff in focusing their goals, energies, deliberations, and activities.

The purpose of the planning process was to focus IBHE priorities, define the goals and outcomes the Board seeks to achieve, and to target the agency's resources on a policy, budget, and legislative agenda that best addresses the needs of the citizens of Illinois. A new strategic plan has been viewed by Board members and staff as a needed successor to *The Illinois Commitment*, which is regarded as an important statement of principles and ideals, but inadequate as an explicit roadmap to guide a policy agenda to meet the demands of the global innovation economy, the changing demographic face of Illinois, and the emerging competitive landscape of higher education.

The strategic plan presented in this item for Board approval, *IBHE 2011 A Strategic Plan for the Illinois Board of Higher Education*, is the product of a lengthy, thoughtful, and thorough process to identify the core mission of the Illinois Board of Higher Education and define a set of goals, strategies, and measures to focus the agency's efforts and resources on vital educational needs of Illinois.

The planning process began with a homework assignment for Board members and senior staff: reading *Good to Great for the Social Sector*, a monograph by Jim Collins, based on his popular book, *Good to Great: Why Some Companies Make the Leap . . . and Others Don't*. One of Collins' major premises concerns the notion of the "hedgehog" principle – the idea that an agency should focus on its core mission and responsibilities.

The Board's senior staff met with Dewayne Matthews, senior research director of the Lumina Foundation, to get a perspective on strategic planning and a sense of where such a process could lead the agency. In addition, Dr. Gary Davis, former executive director of the Illinois Community College Trustees Association (ICCTA) was commissioned to assist with the planning process. The staff also reviewed strategic plans from various other states as well as recent studies and reports on higher education needs and performance, including the Spellings Commission, *Measuring Up 2006*, and research by the National Center for Higher Education Management Systems, the State Higher Education Executive Officers, the Education Trust, and the Illinois Education Research Council.

Under Dr. Davis' leadership, the Board staff conducted a series of meetings and surveys of higher education and interested stakeholders to solicit views on salient issues, educational

needs, the role of the Illinois Board of Higher Education, and future directions for the agency and the state's higher education system. Among those surveyed, interviewed, or both were IBHE staff, Board members, college and university presidents, members of the General Assembly, and corporate and business leaders.

The Board first discussed strategic planning at a work session prior to its June 2006 meeting. Based on feedback from Board members, a draft strategic plan was then presented to the Board at an October 2006 work session. Further revisions and refinements were made after Board discussions late in 2006 and early this year.

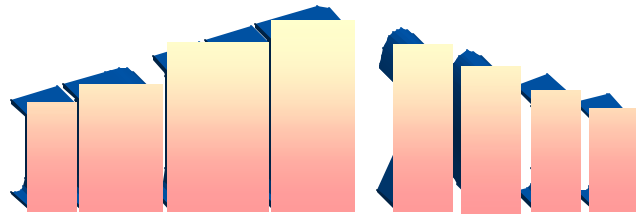
IBHE 2011 provides:

- A statement of mission: Access to an affordable, high-quality postsecondary education to meet the needs of all Illinois residents.
- A statement of vision: Strengthen the state's economic and social fabric through success in postsecondary degree completion for all residents.
- Four goals to guide the agency's policy, budgetary, and legislative focus:
 - Affordability – Help ensure that college is affordable to all Illinoisans.
 - Attainment – Improve educational attainment through a seamless P-20 system of high-quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.
 - Diversity – Work to increase access and success in a more diverse college student body and faculty ranks, including those with disabilities.
 - Efficiency – Promote efficiency and accountability in higher education operations.

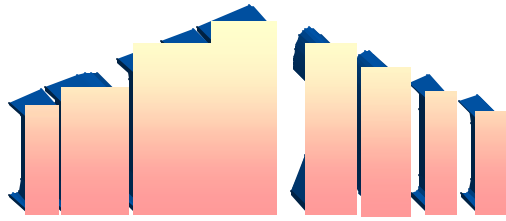
IBHE 2011 also recognizes that a strategic plan is the roadmap, not the destination. The plan concludes with a pledge that the staff shall report annually to the Board on progress in achieving the goals, the actions undertaken, the results of those activities, and recommendations for revising and updating the roadmap along the way.

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby adopts IBHE 2011 A Strategic Plan for the Illinois Board of Higher Education as the official strategic plan for the Board and staff. The staff shall report annually to the Board on activities undertaken and results in achieving the goals outlined in the strategic plan.



A Strategic Plan for the Illinois Board of Higher Education



In 2011, the Illinois Board of Higher Education will mark its 50th anniversary.

Back in 1961 . . .

A 37-pound chimpanzee named Ham was launched into space on January 31 to test the Project Mercury capsule that was to carry U.S. astronauts into space. Four months later, President Kennedy pledged to put an American on the moon before the end of the decade.

On May 4, thirteen Freedom Riders left Washington D.C. on two buses to test racial segregation laws in the South. Ten days later, one of the buses was fire-bombed in Alabama and the civil rights protesters were beaten by a mob.

On October 1, Roger Maris set a new season home run record with his 61st home run. On November 18, 18,000 military advisers left the U.S. for Vietnam.

Barack Obama was born on August 4; Ernest Hemingway died on July 2.

Electric toothbrushes were introduced, the IBM Selectric typewriter was put on the market, and “Barbie” got a boyfriend, “Ken,” on the toy shelves.

And the General Assembly and Governor Otto Kerner created the Board of Higher Education to plan and coordinate Illinois’ system of colleges and universities at a time when enrollments in postsecondary education were beginning a steep climb. The goal was to create an agency with the expertise, credibility, and statewide perspective to map an efficient and orderly course for the dramatic growth of higher education then underway.

Much has changed in the state and the state of higher education since 1961 when the Baby Boom generation was on the doorstep of college. Such as:

- **There are more students in college now.** A lot more. In 1961, there were 3.9 million college students in the U.S. – 216,828 of them in Illinois. In 2005, there were 17.5 million students enrolled in U.S. colleges and universities – more than 800,000 of them in Illinois. Community colleges enrolled 38,022 students in 1961. In 2005, the community college system had nearly ten times as many students.
- **The face of higher education has changed.** The campus is vastly different since Ken and Barbie went off to college. Barbie may now be a single mom,

raising two kids, holding down a job, and taking night classes at her local community college. And Ken's mother may be taking an online course to finish her bachelor's degree. Equally significant, today's classroom increasingly reflects the racial and ethnic diversity of the state.

- **The need for higher education has grown.** In the early Sixties, it was still possible for Ken to find a good-paying job that supported a middle-class lifestyle in industrial America. Today, the global knowledge and innovation economy is unforgiving of the under-educated – some postsecondary experience and credentials are critical for workforce success and social and economic wellbeing.
- **Technology is revolutionizing education.** Barbie no doubt would have found the Selectric typewriter fast and convenient. In a world of laptops, iPods, and WiFi, a typewriter is a quaint holdover of Luddites. Technology not only is transforming teaching and learning, but is opening doors of access to higher education for vast numbers of students – from those seeking certificates to others wanting advanced graduate degrees – who would otherwise find college beyond their reach.
- **There are more choices for students.** Ken and Barbie's grandchildren have a far greater array of colleges and universities available to them than in the early Sixties. The same mixture of institutions in existence in 1961 – public, private, and community college – is available today. But the number, reach, and nature of colleges have changed significantly, led in recent years by the rapid proliferation of for-profit schools and online learning.

So, change begets change. As the economic and demographic environment has changed, as the educational and technological landscape has been transformed, so must the mission, focus, and responsibilities of the agency charged with coordinating higher education shift as well. This document, and indeed the entire process of strategic planning, represents an evolution of the State of Illinois and the Board's priorities.

MISSION STATEMENT

The Illinois Board of Higher Education is dedicated to providing greater access and affordability to a quality postsecondary education for all Illinois residents in an effective and efficient manner to meet the needs of the State.

VISION STATEMENT

In an era of rapid economic, technological, and demographic change, the vision of the Illinois Board of Higher Education is to help build an economically and socially stronger Illinois through increased success in postsecondary degree completion for all residents of Illinois.

To meet this commitment...

The Illinois Board of Higher Education will use its statutory programmatic, budget, and coordinating authority, as well as its leadership position, to advocate and advance increased educational attainment of all Illinois residents.

To realize this vision, the Illinois Board of Higher Education will employ its:

- ***Budgetary authority*** to recommend allocation of resources to meet state priorities, improved educational attainment using performance measures, and improved productivity and efficiency.
- ***Statutory authority*** to approve new institutions, recommend high-quality academic programs, and review existing programs to ensure that Illinois colleges and universities provide academic programming that meets the educational needs of the diverse residents, students, and employers of the State.
- ***Coordination authority*** to foster the unique mission and focus of postsecondary institutions, to strengthen P-20 coordination by education level and sector, and to collect and analyze data to increase educational attainment and improve institutional and student performance.
- ***Advocacy role*** to inform and educate elected officials, the news media, employers, higher education constituency groups, and the general public of the value of postsecondary education completion and the means to attain it.
- ***Leadership*** to promote diversity and success among underrepresented groups and a seamless transition through P-16, removing barriers to student success for all Illinois residents and improving student and faculty diversity.

Goal I – Affordability

The Illinois Board of Higher Education will help ensure that college is affordable for all Illinoisans, particularly low-income students.

Budget:

- Advocate for increased Monetary Award Program (MAP) awards.
- Work with the Illinois Student Assistance Commission (ISAC), the General Assembly, and the Governor’s office to leverage MAP awards grants to improve P-16 academic preparation.
- Work with public and private constituencies to improve the successful persistence, retention, and graduation of low-income students reducing the expense of postsecondary education.
- Work to reward academic college preparation to reduce the need for remedial education and increase likelihood of postsecondary completion.
- Identify barriers to affordability and potential solutions for low-income students, *i.e.*, working adults, place-bound students, and low achievers.

Performance Measures:

- Number of initiatives proposed and implemented by IBHE to/with the Governor’s Office and General Assembly to improve affordability.
- IBHE budget recommendations to the Governor and General Assembly.
- Efforts to improve coordination on affordability measures with ISAC, Illinois Community College Board (ICCB).

Coordination:

- Work with ICCB and public and private postsecondary institutions to improve articulation and alignment of curriculum to reduce need for remediation, reducing college costs.
- Develop and implement measures to increase opportunities for dual enrollment and dual credit, reducing the time-to-degree for students and the cost of postsecondary education.
- Encourage deployment of educational delivery systems to meet the needs of working and place-bound students.
- Foster curricular alignment between associate and baccalaureate degree programs to allow greater access to baccalaureate programs through student/course transfer, enabling students to reduce time-to-degree, and to improve affordability.

Performance Measures:

- Collect and analyze outcomes of articulation agreements between community colleges and four-year institutions.
- Collect and analyze data on dual enrollment and dual credit efforts throughout the State.
- Analyze efforts with the Illinois State Board of Education (ISBE) and ICCB to improve curriculum alignment and academic preparation.
- Number and trend for college students taking remedial coursework.
- Number of MAP recipients improving time-to-degree and graduation rates.

Leadership/Advocacy:

- Work with ISAC to improve the public understanding and appreciation for needs-based financial aid versus other types of financial aid.
- Develop strategies to improve academic preparation for low-income P-12 students to reduce need for remediation and decrease time-to-degree and overall costs of postsecondary education.
- Identify and employ federal, state, and nonprofit resources to help educate students, families, and communities on the availability of financial aid programs.
- Work with ICCB to increase dual enrollment and dual credit participation for low-income students.
- Increase awareness and use of the Course Applicability System (CAS) by students to improve credit transfer and reduce college costs.
- Work with ISAC and other higher education constituencies to develop and disseminate an appropriate “State of College Affordability.”

Performance Measures:

- Review of media placements and position statements by organizations in support of IBHE affordability policies.
- Evaluate efforts to increase dual credit and dual enrollment participation, improve articulation, and reduce remediation.
- Work with ISAC, ICCB, and ISBE to develop common Web-based student outreach resources.

Goal II--Attainment

The Illinois Board of Higher Education will work to improve educational attainment for all Illinois students, through a seamless P-20

system of high quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.

Budget:

- Develop performance- based funding targeted to high-demand careers.
- Increase funding and staff resources to the Course Applicability System (CAS) to improve student access to course transferability information.
- Direct IBHE resources to ensure an effective academic program approval process.
- Direct IBHE resources toward P-20 coordination activities, including data integration, improved articulation, and curriculum alignment.
- Working with ISBE, ICCB, and other education constituencies, direct IBHE resources to improvement of teacher and school leader preparation programs.
- Direct financial resources toward improved P-12 academic preparation.

Performance Measures:

- Performance funding directed toward high need careers.
- Increased funding and support for CAS.
- Leveraged funding to improve P-20 coordination.
- IBHE resources contributed to improved teacher and school leaders preparation programs.

Coordination:

- Improve collaboration with ISBE, ICCB, and other higher education constituencies to implement a P-20 seamless education system improving transition for students, including improved articulation.
- Seek national best practice resources to assist in creating a P-20 education continuum that aligns curriculum and increases expectations for students.
- Expand participation in the Associate of Arts in Teaching programs.
- Support the development of an Illinois P-20 Education Coordinating Council to remove barriers for students in making educational transitions and improving curriculum alignment and academic rigor.

- Improve collaboration with the Department of Commerce and Economic Opportunity, ICCB, ISBE, and ISAC to better align postsecondary education with critical Illinois workforce needs.
- Expand efforts to increase degree completion for high-need careers.
- Develop incentives to improve baccalaureate completion among all students.
- Development of a P-20 student unit record system that includes high school feedback and teacher training information.
- Increase participation in the Course Applicability System.

Performance Measures:

- Decreased participation in postsecondary remedial course-taking.
- Increased enrollment in AAT programs.
- Initiatives undertaken and achieved to develop a stronger P-20 educational system.
- Number and quality of initiatives jointly undertaken with ISBE, ICCB, and ISAC.
- Record of the instances national leaders/organizations were involved in assisting Illinois' P-20 collaboration.
- Increased institutional involvement in the Illinois Articulation Initiative General Education Core Curriculum and Major/Discipline Cores and other articulation agreements.
- Trend in completion of associate's and bachelor's degrees.
- Number of baccalaureate degree completion programs offered by Illinois public institutions in cooperation with Illinois community colleges.
- Percent students served by baccalaureate completion programs.
- Creation of a P-20 student unit record system including transparent high school feedback and teacher training information.

Goal III--Diversity

The Illinois Board of Higher Education will work to increase access and success in more diverse college student body and faculty ranks, including those with disabilities.

Budget:

- Maintain and increase funding to the Diversifying Faculty in Illinois Higher Education (DFI) program.
- Leverage other IBHE resources to improve diversity efforts.
- Direct resources to programs demonstrated to improve educational attainment for minority and non-traditional students.
- Direct funding and programmatic resources to proven strategies to improve access and success for disabled students.
- Leverage ISAC, ISBE, and ICCB funding to improve access and success for minority and non-traditional students.

Performance Measures:

- State appropriations for DFI program.
- Increased participation and success by disabled, minority, and non-traditional students in postsecondary education.

Coordination:

- Work with DFI Board, ICCB, public and private universities, and other resources to employ evidence-based strategies to increase the number of minority faculty in Illinois colleges and universities.
- Improve articulation agreements with ISBE and ICCB to improve educational attainment for disabled, minority, and non-traditional students.
- Enlist national best practices to improve sector coordination to improve educational attainment of Illinois minority and non-traditional students.
- In collaboration with ISBE, ICCB, ISAC, and appropriate state or national partners develop strategies to increase minority and disabled participation in postsecondary education.
- Foster the development of programs in high-need workforce areas serving underrepresented populations.

Performance Measures:

- Number of new programs in high-need areas serving underrepresented groups.
- Number of off-campus programs, particularly baccalaureate completion programs, serving underrepresented populations.

- Number of new minority and disabled faculty employed in Illinois institutions of higher education.
- Number of minority and disabled individuals participating in postsecondary education.

Leadership/Advocacy:

- Promote best practice strategies to close the educational achievement gap for minority, disabled, and non-traditional students.
- Revise the IBHE Underrepresented Groups Report to the Governor and General Assembly, detailing minority and non-traditional participation in postsecondary education to ensure that the report is relevant to informing state policy.

Performance Measures:

- College enrollment, persistence, and graduation for minority, disabled and non-traditional students.
- Placement of DFI graduates in Illinois faculty positions.
- Number and trend of minority faculty ranks at Illinois colleges and universities.

Goal IV—Efficiency

The Illinois Board of Higher Education will promote efficiency and accountability in higher education operations.

Budget:

- Develop a new master plan for Illinois higher education.
- Direct state higher education funding toward the State’s highest priorities.
- In collaboration with the Governor’s office and the General Assembly, develop performance funding for high-need career areas.
- Leverage IBHE program funding with ISBE, ICCB, and ISAC to ensure the most efficient use of state funds.

Performance Measures:

- Appropriation for master planning.

- Inclusion of performance funding in the IBHE approved budget.
- IBHE funds directed to high-need career areas.
- Continuation and improvement of shared services between ICCB and ISAC.

Coordination:

- Work with ISBE, ICCB, and ISAC to examine additional opportunities for shared services among the agencies.
- Leverage intellectual capital of IBHE, ISBE, and ISAC to improve coordination of teacher and school leader training and certification and student academic preparation, easing student transitions through P-20.
- Align the approval of new programs with the documented need and available resources of the State to avoid program redundancies and rationalize the use of resources.

Performance Measures:

- Increased areas of shared services.
- Development of a P-20 coordinating council.
- Emphasis on aligning need and available resources in program review and approved processes.

Leadership/Advocacy:

- Promote the development and use of an Illinois higher education master plan to use limited state resources in a more efficient manner.
- Promote the development of a P-20 education coordinating council.
- Promote greater efficiency in the public college and university purchases including utilities and course redesign.
- Research, promote, and disseminate evidence-based strategies to provide costs savings at colleges and universities.
- Enlist support from colleges and universities on cost savings and efficiency measures.
- Develop performance contracts directly tied to public institutions' academic mission.

Performance Measures:

- Master Plan development for higher education.
- Collect and analyze savings from college course redesign and more efficient purchasing agreements.
- Number of new program approvals linked directly to the institution's focal mission.
- Program modifications/eliminations linked directly to institutional focal mission.

End Notes:

The performance measures contained in this plan represent the yardsticks by which progress can be gauged. However, the Board is committed to developing specific statewide metrics, based on those performance measures, to establish and evaluate the success in achieving the strategic goals of this plan.

Any useful and meaningful strategic plan must be organic – adaptable to changing conditions, shifting needs, fresh agendas. To ensure this plan continues to be relevant and constructive, the staff shall report annually to the Board:

- the progress in achieving the goals of this plan,
- the action steps initiated and completed,
- the results of those activities as quantified through performance measures, and
- recommendations for revising and updating the strategic plan of the Illinois Board of Higher Education.

