

STRATEGIC PLAN UPDATE
ILLINOIS BOARD OF HIGHER EDUCATION
April 14, 2021





Strategic Plan: Statutory Responsibility

IBHE in cooperation with ICCB shall...

- Analyze present and future aims, needs, and requirements of higher education
- Prepare “Strategic Plan” for development, expansion, integration, coordination, and efficient utilization of facilities, curricula, and standards in teaching, research and public service
- Include affordability and accessibility measures
- Give consideration to problems & attitudes of private junior colleges, colleges, and universities, other educational groups and institutions
- Formulate the “Strategic Plan”
- Prepare and submit legislation to effectuate the plan
- Engage in continuous study, analysis, and evaluation and make recommendations to amend the Strategic Plan as needed



Context for Strategic Plan

We recognize that this Strategic Plan is being developed in a time where:

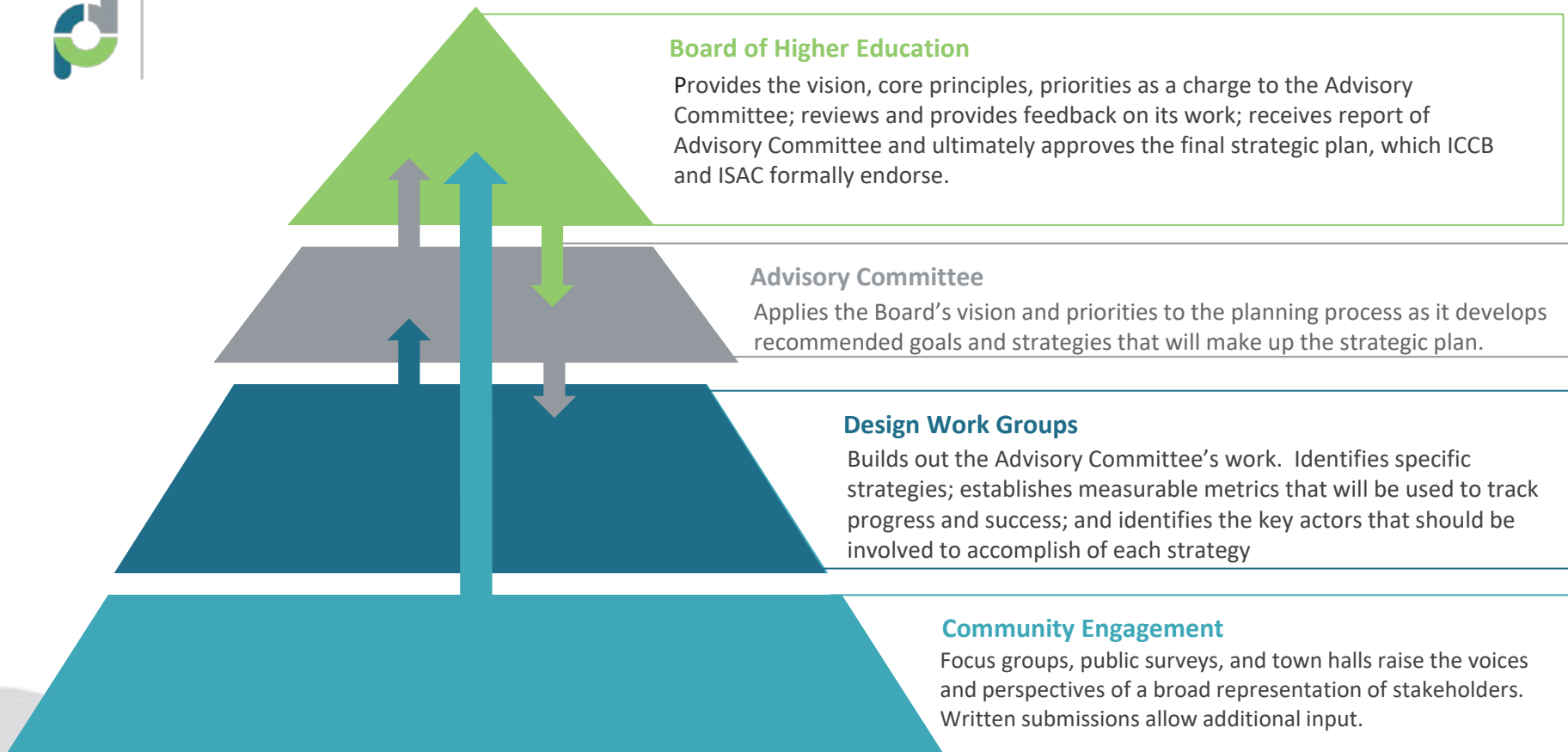
COVID-19 has shaped and will continue to reshape the educational experience.

Racial injustice can no longer be ignored.

Changes in the nature of work are accelerating.

Innovative disrupters to traditional postsecondary education are growing.

Budget challenges are exacerbated.



Board of Higher Education

Provides the vision, core principles, priorities as a charge to the Advisory Committee; reviews and provides feedback on its work; receives report of Advisory Committee and ultimately approves the final strategic plan, which ICCB and ISAC formally endorse.

Advisory Committee

Applies the Board's vision and priorities to the planning process as it develops recommended goals and strategies that will make up the strategic plan.

Design Work Groups

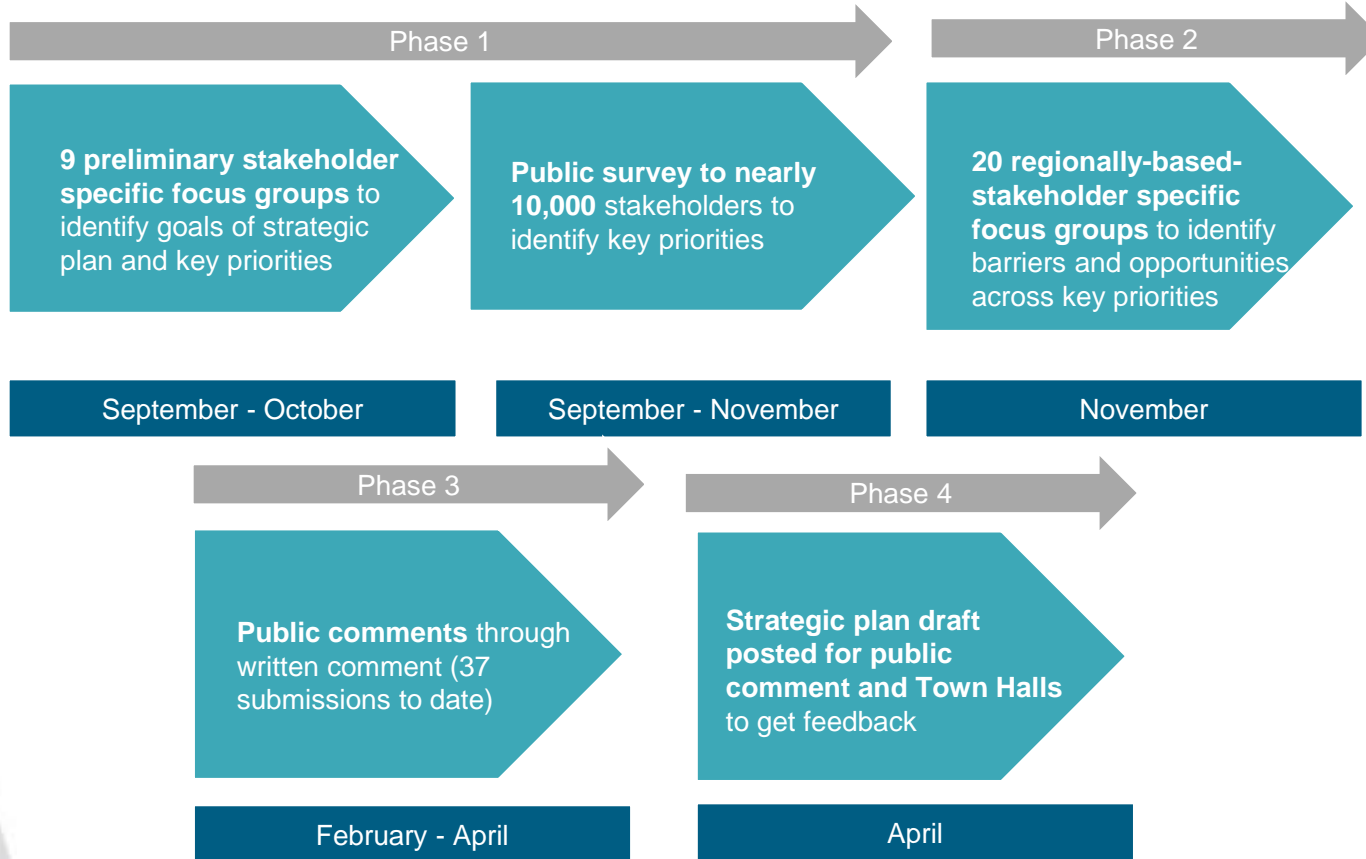
Builds out the Advisory Committee's work. Identifies specific strategies; establishes measurable metrics that will be used to track progress and success; and identifies the key actors that should be involved to accomplish of each strategy

Community Engagement

Focus groups, public surveys, and town halls raise the voices and perspectives of a broad representation of stakeholders. Written submissions allow additional input.



Engagement Overview



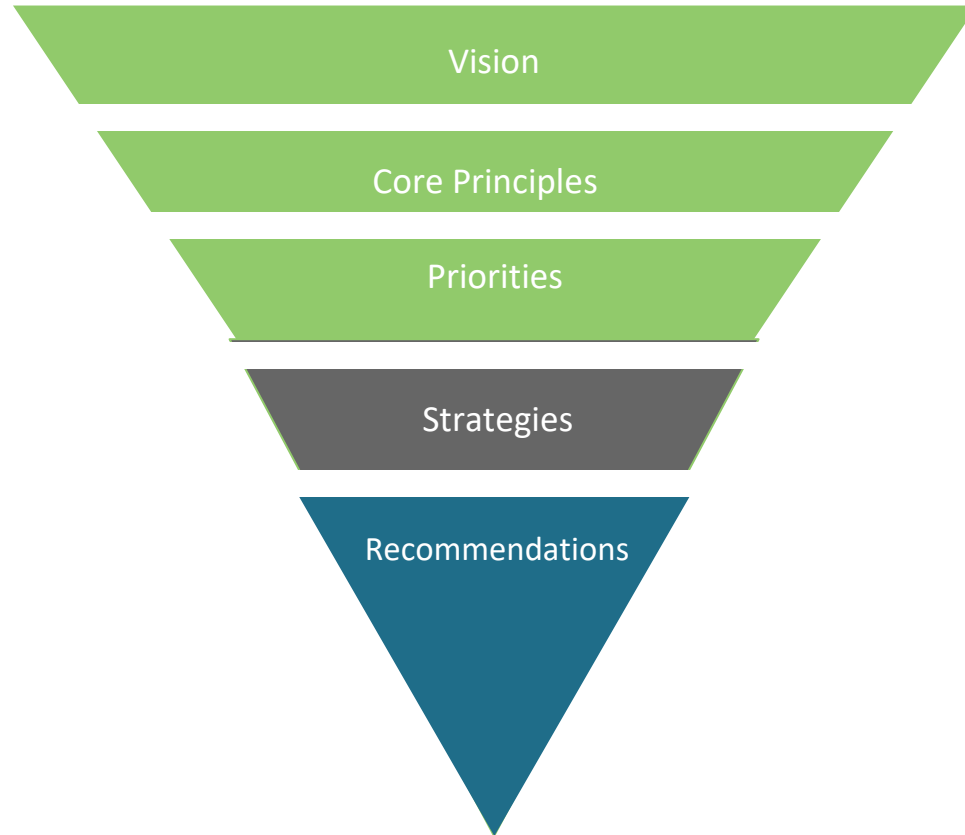


Flow of Content Development

Board of Higher Education

Advisory Committee

Design Work Groups





Vision & Core Principles

Vision

Illinois has an equitable, accessible, innovative, nimble, and aligned higher education ecosystem that ensures individuals, families, and communities across the state can thrive.

Core Principles

- Students are our priority.
- Equity drives our system.
- Higher education is a public good that enriches life.
- Our diverse institutions work in concert.
- We reinforce the P-20 education continuum.
- Talent, research, and innovation drive our economy.

Full statement of Core Principles follows



Core Principles (p. 1)

- **Students are our priority.** We exist to serve students – at whatever age and stage – and provide them with an excellent, well-rounded education and supports that meet their needs, give them access to careers and enhanced upward mobility, and foster their civic engagement and leadership potential.
- **Equity drives our system.** We make equity-driven decisions, elevating the voices of those who have been underserved, and actively identify and remove systemic barriers that have prevented students of color, first generation college students, low-income students, adult learners, rural students, and others from accessing and succeeding in higher education. Access and affordability are embedded in our definition of equity.
- **Higher education is a public good that enriches life.** We depend on higher education to preserve, expand, and transmit knowledge, offer solutions to society's challenges, serve as a civic partner, and enrich life. Research at our institutions expands understanding and drives innovation and economic development. Learning is enhanced when students participate in research and hands-on experiences. Liberal arts and humanities ensure we support the whole student and better understand the human condition. Institutions are vibrant anchors of communities.



Core Principles (p. 2)

- **Our diverse institutions work in concert.** We seamlessly serve the educational and workforce needs of our life-long learners across the state's institutions. We value the diversity of our institutions and programs including public and private, research and regional, four-year and two-year institutions, and credential and certificate programs. We will operate as an aligned and articulated system to meet student and state needs.
- **We reinforce the P-20 education continuum.** We are connected to all parts of the education system, reinforcing relationships so that students have a seamless educational experience independent of where they enter or transfer. We embrace our role in developing the educator workforce.
- **Talent, research, and innovation drive our economy.** We see a strong, nimble, and innovative higher education system, including career education, as essential for the state's talent development, innovation, job creation, and economic growth.



Summary of the Equity Analysis

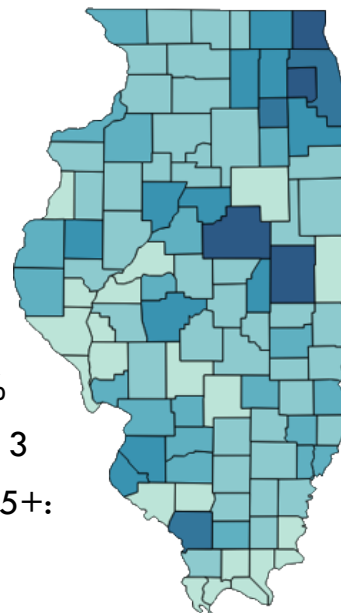


Post-secondary attainment varies across the state

Interactive maps available at:

<https://www.ibhe.org/Equity.html>

2018 Associate's Degree or Higher

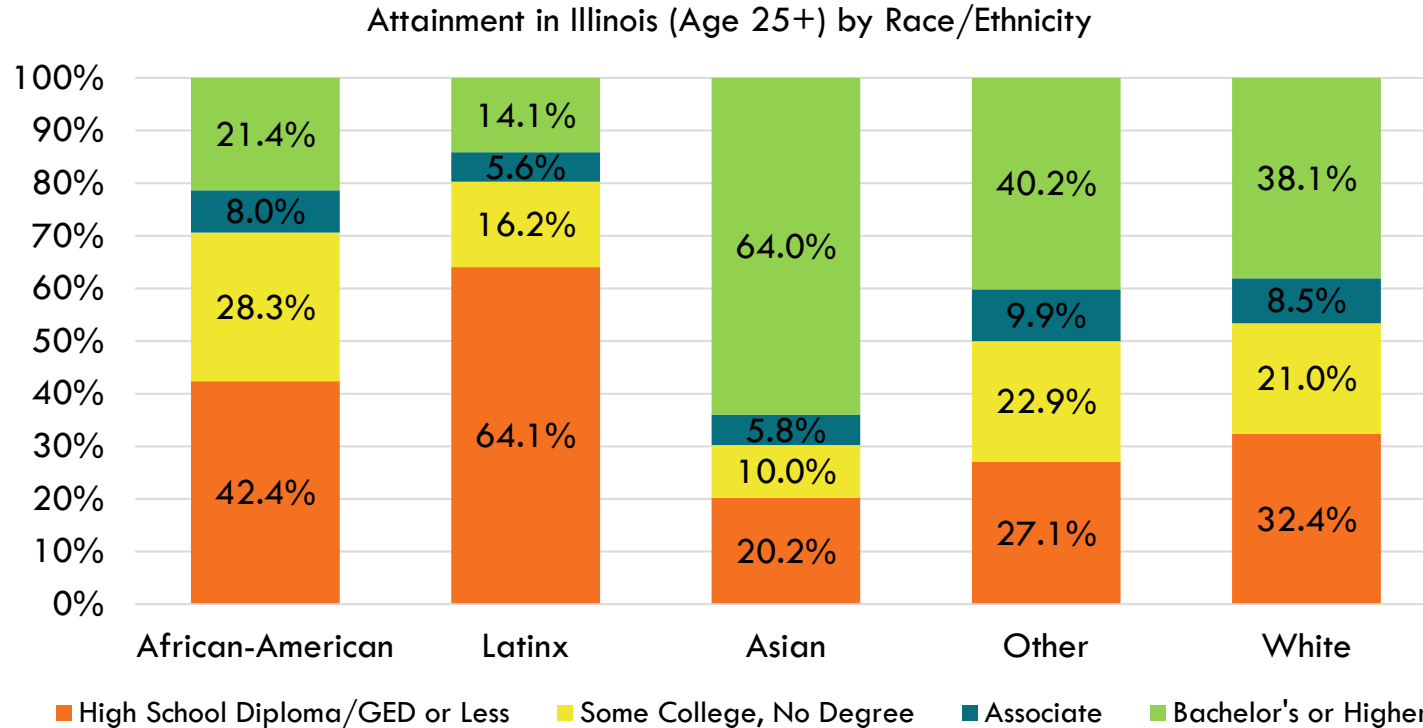


State Average: 42%
State Count: 3,650,413
Total State Population 25+:
8,682,343





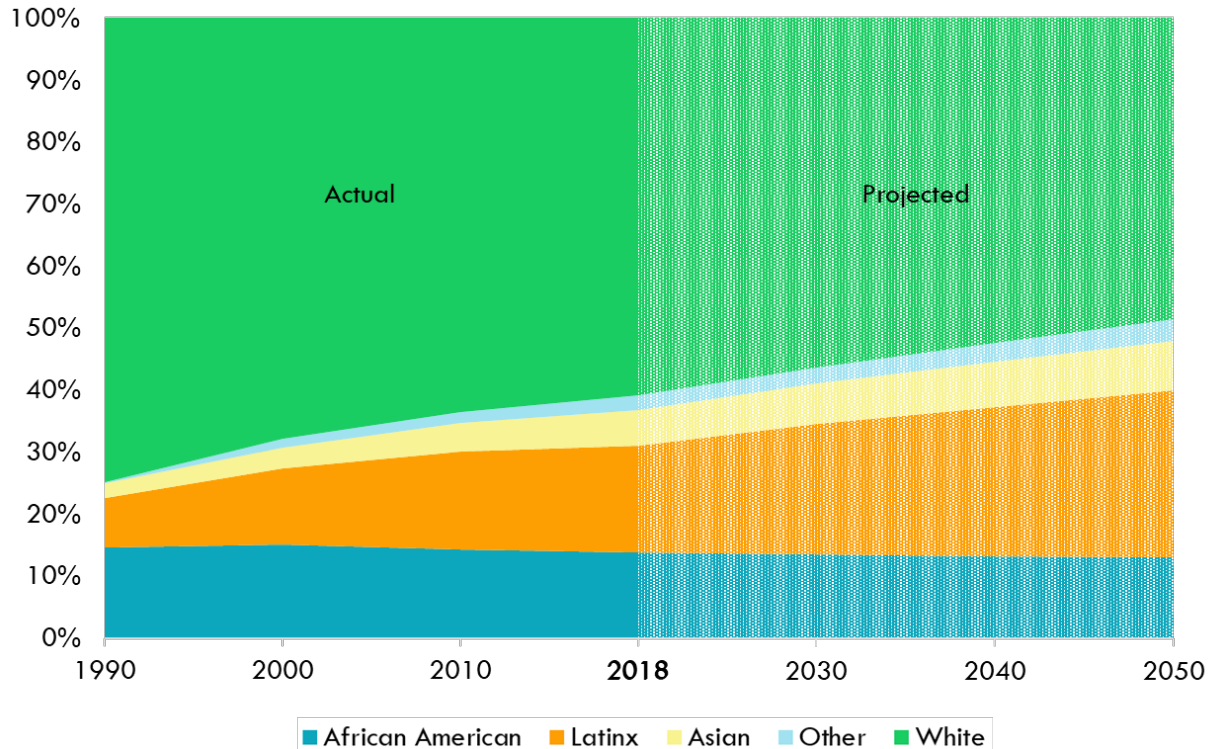
Large attainment gaps between White and African American, Latinx adults





Illinois has become more diverse and will be even more so in the future

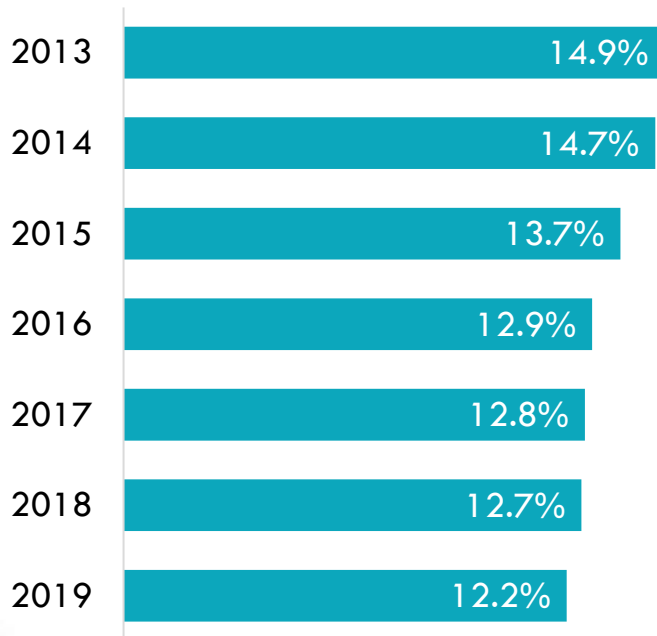
Illinois Actual and Projected Population Distribution



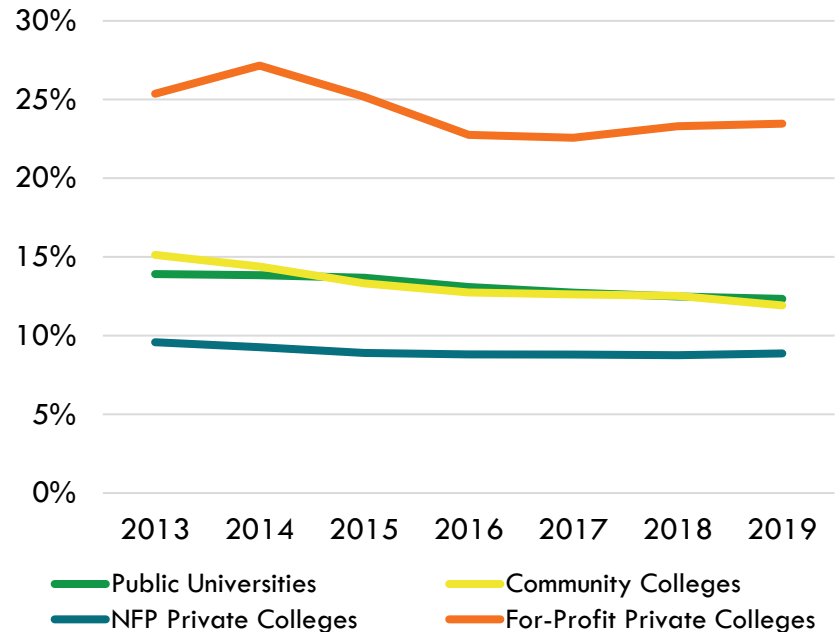


African-Americans make up a declining share of undergraduate enrollment, despite remaining a steady share of the population

African American undergraduates as a % of all undergraduates



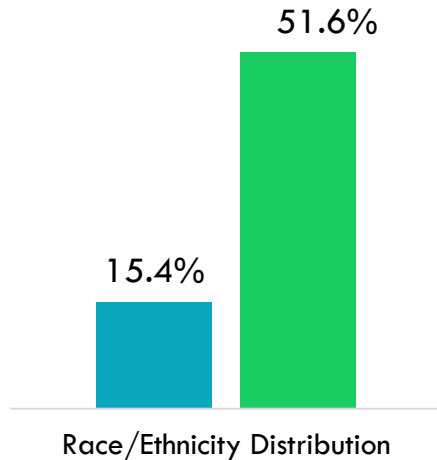
As a % of undergraduates in each sector



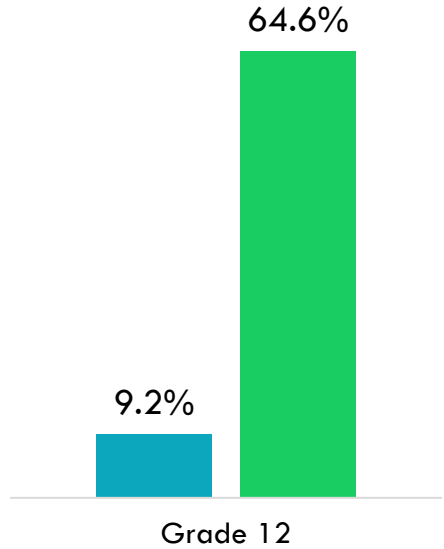


African-Americans have less access to AP and Dual Credit while in high school

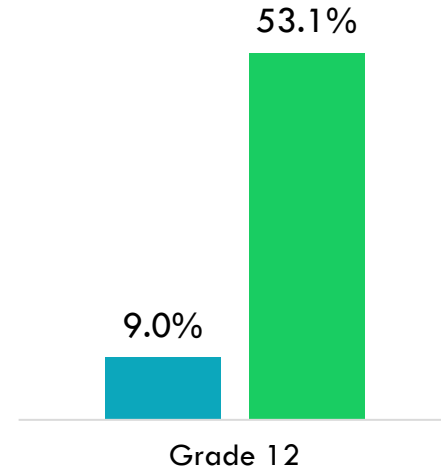
2018 Illinois Public High School Graduates



% of Participants in Dual Credit by Race/Ethnicity



% of Participants in AP by Race/Ethnicity

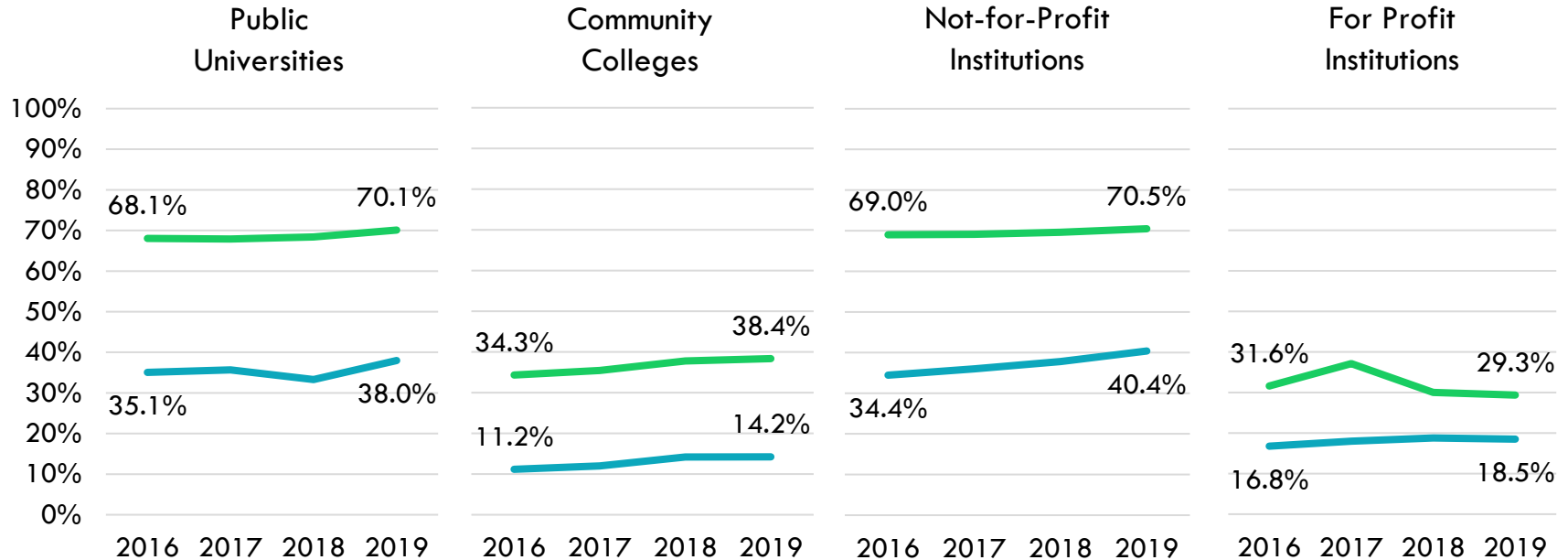


■ African American ■ White

Source: ISBE Report Card



Institutional gaps in college completion rates are dramatic and persistent

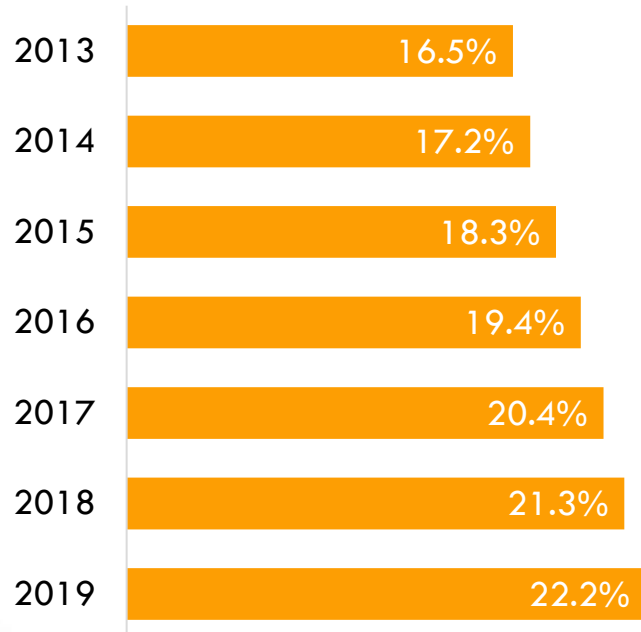


Based on 2016, 2017, 2018, and 2019 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time
The % of full-time undergraduate students varies by sector: 88.4% for Public Universities; 35.4% for Community Colleges; 91.3% for NFP Private Colleges; and 41.1% for For-Profit Private Colleges.

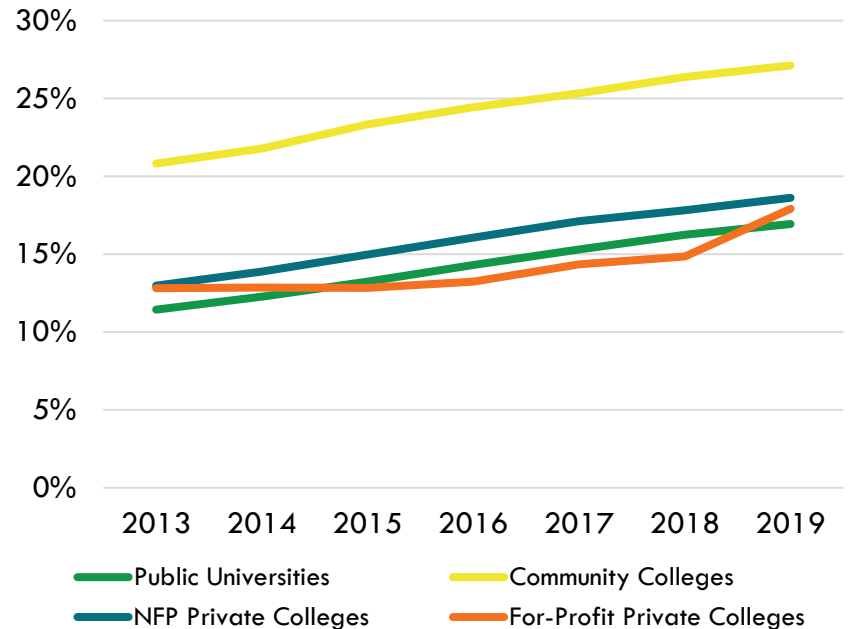


Latinx students are increasing as a share of undergraduate enrollment

Latinx undergraduates as a % of all undergraduates



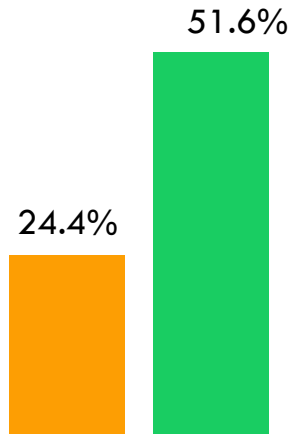
As a % of undergraduates in each sector





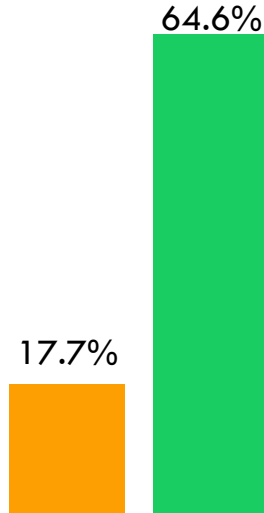
Latinx students have less access to dual credit but proportionate access to AP

2018 Illinois Public High School Graduates



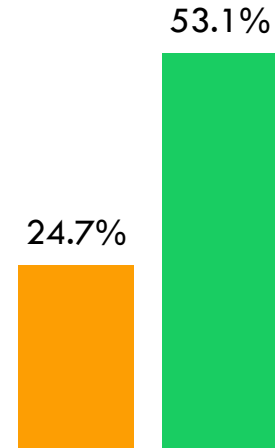
Race/Ethnicity Distribution

% of Participants in Dual Credit by Race/Ethnicity



Grade 12

% of Participants in AP by Race/Ethnicity



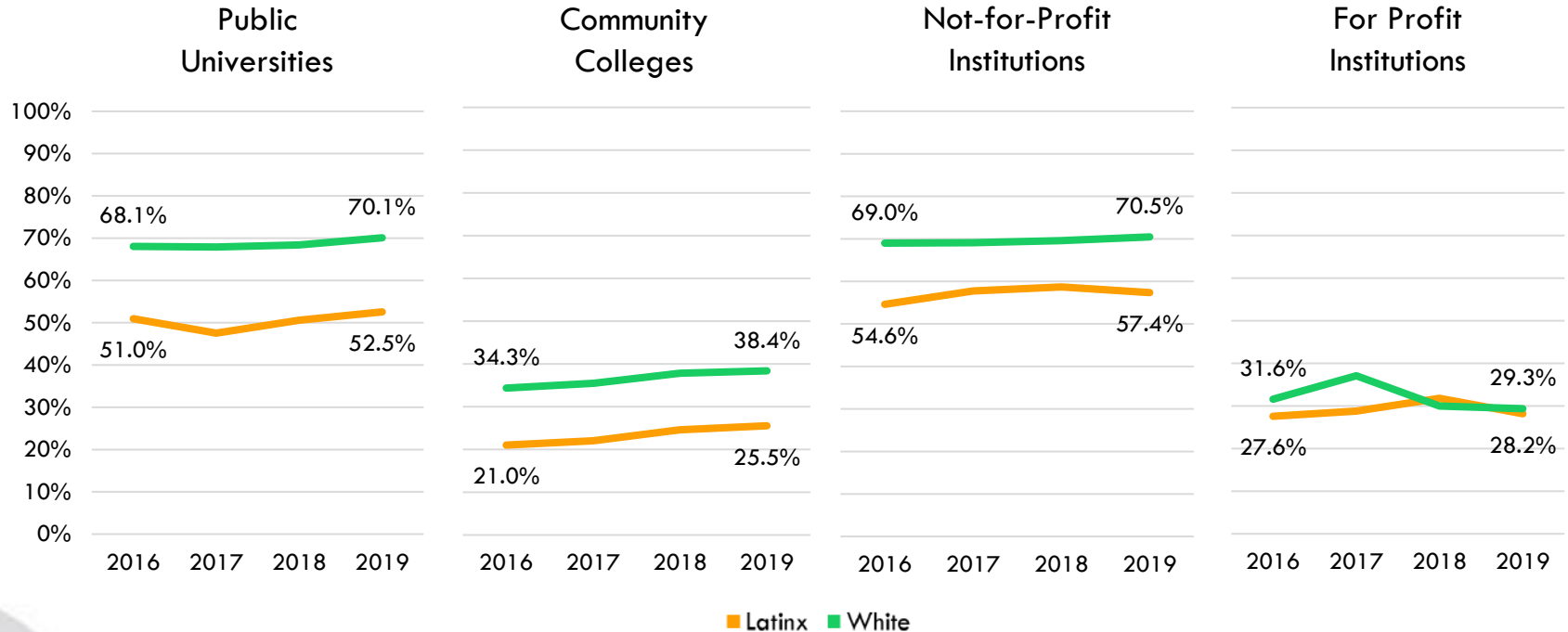
Grade 12

Latinx White

Source: ISBE Report Card



Institutional gaps in college completion are significant and persist over time

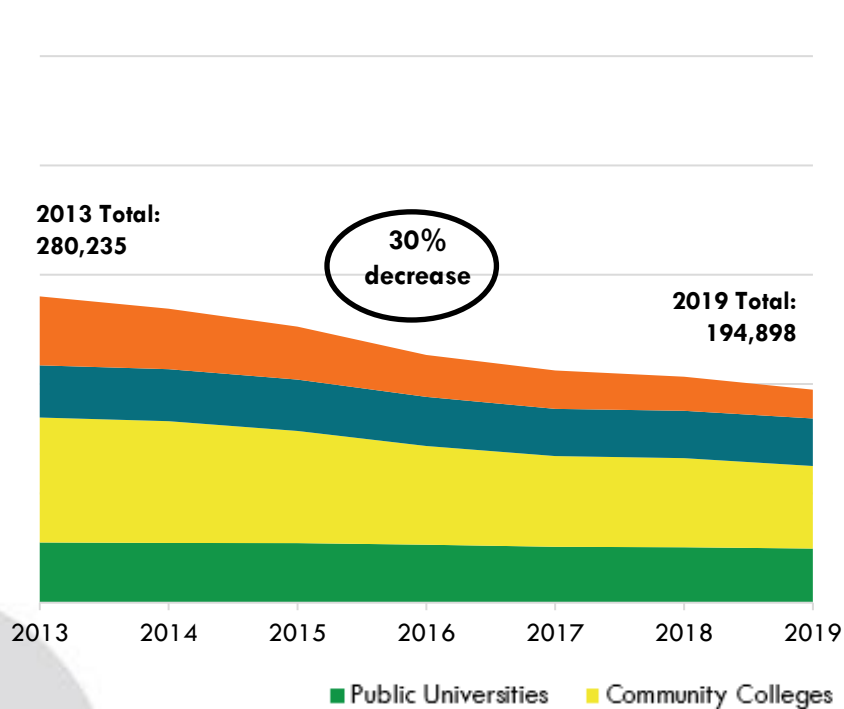


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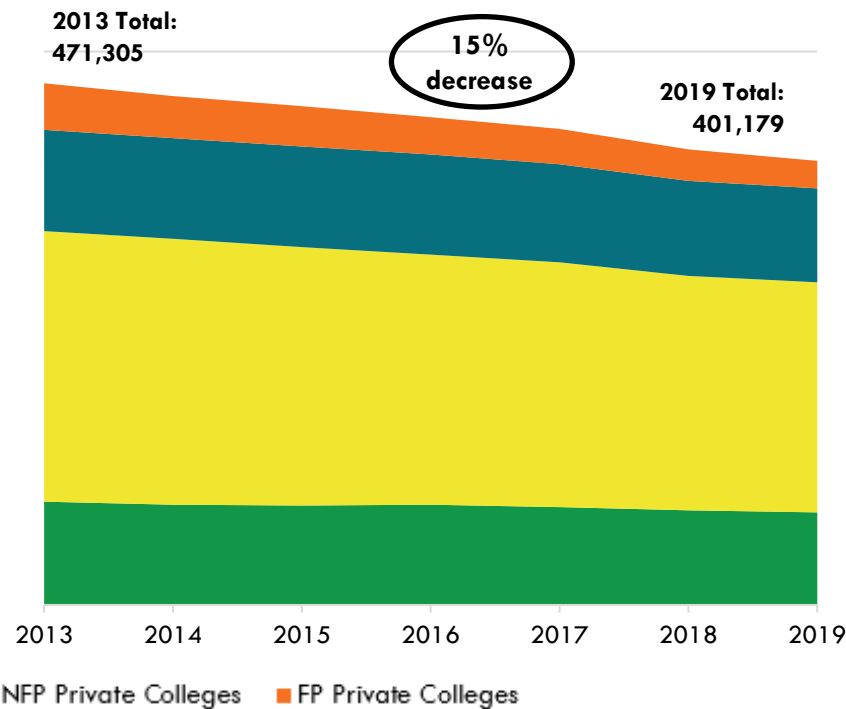


Illinois colleges lost over 85,000 low-income undergraduates between 2013 and 2019

Undergraduate Low-Income Students by Sector



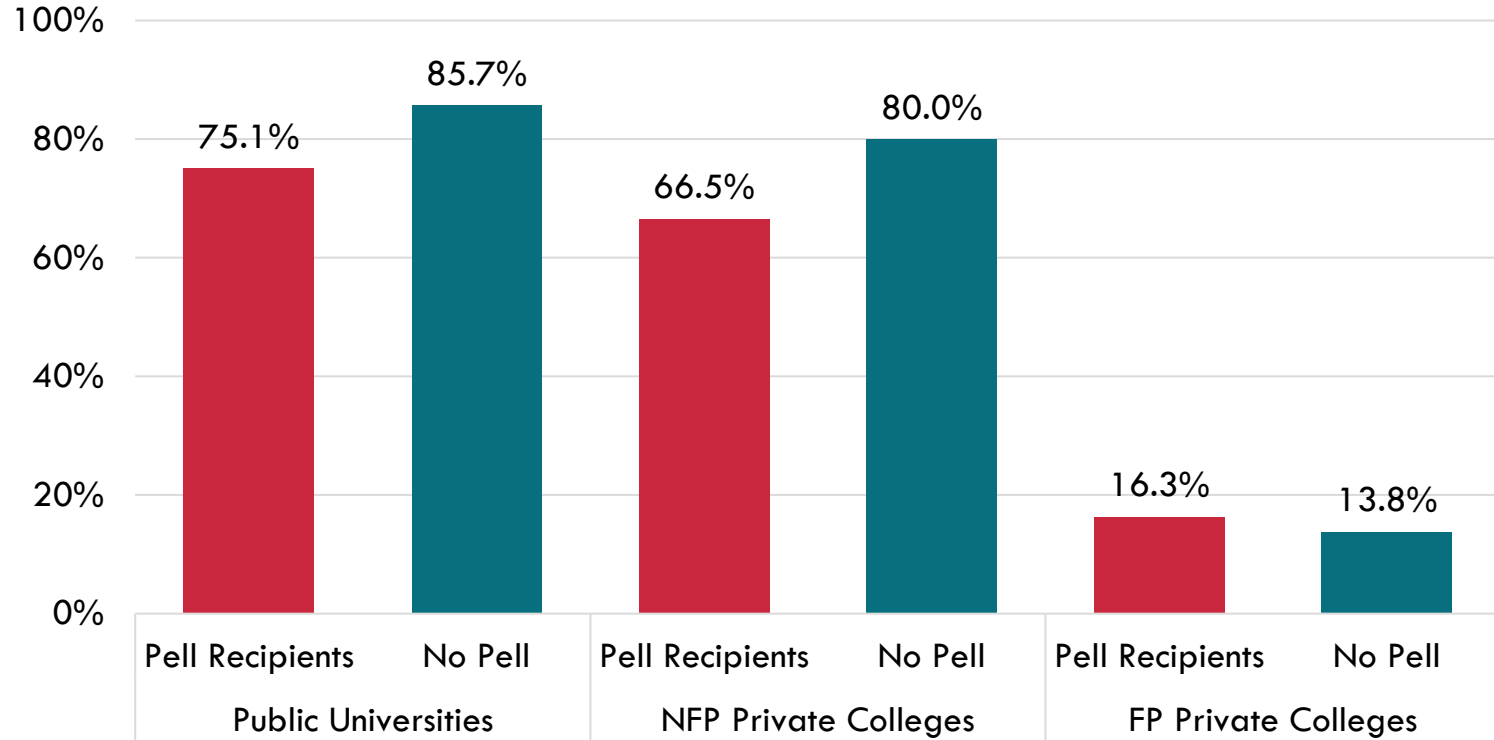
Non-Pell Students by Sector



Source: 2013 to 2019 IPEDS Student Financial Aid Survey



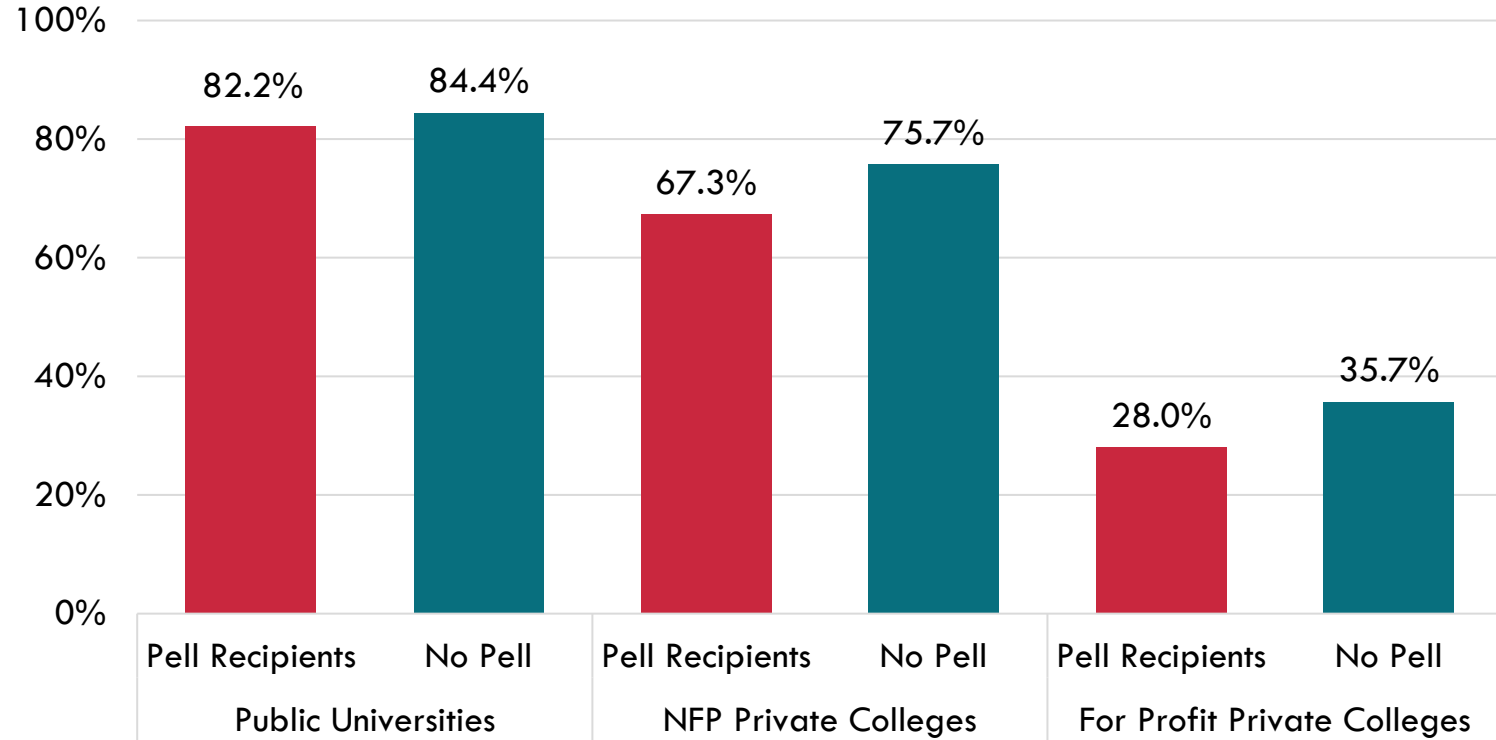
Low-income freshmen are retained at lower rates



Source: Fall 2018-2019 IHEIS Enrollment



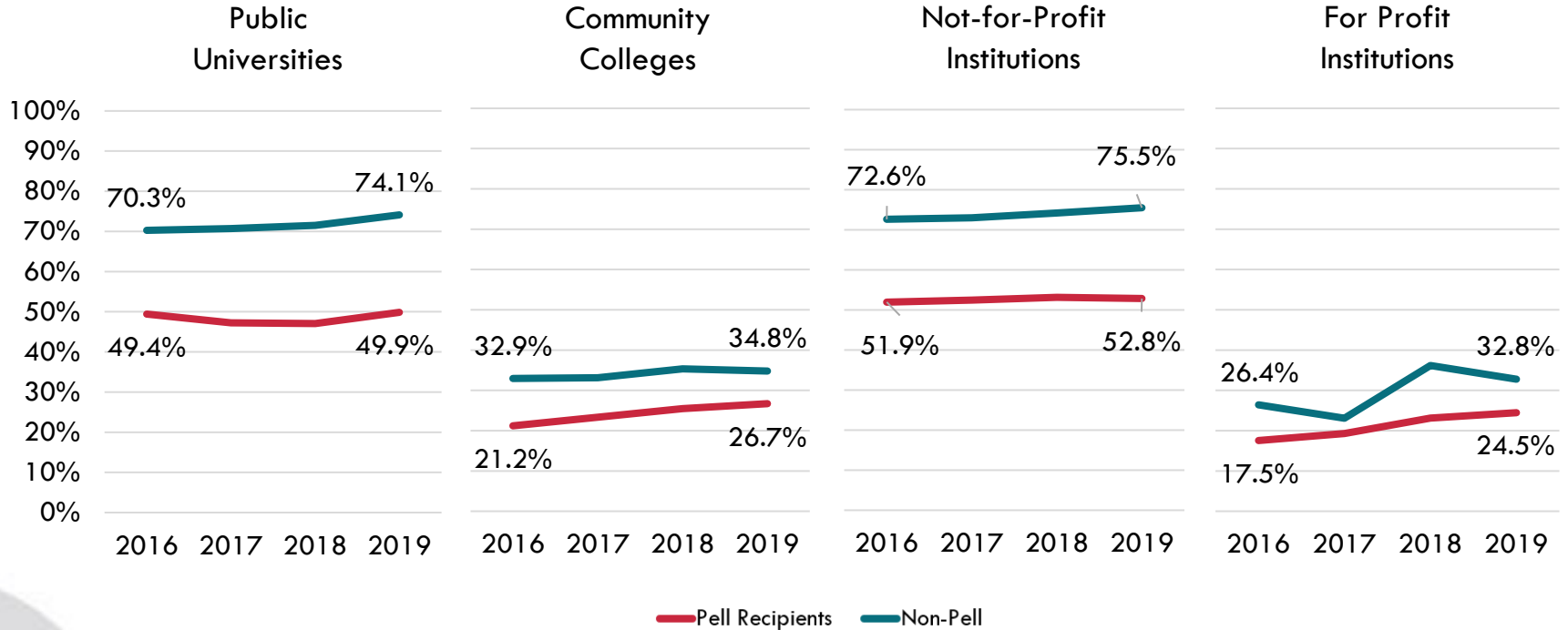
Better retention of low-income transfer students



Source: Fall 2018-2019 IHEIS Enrollment



Institutional gaps in completion rates persist

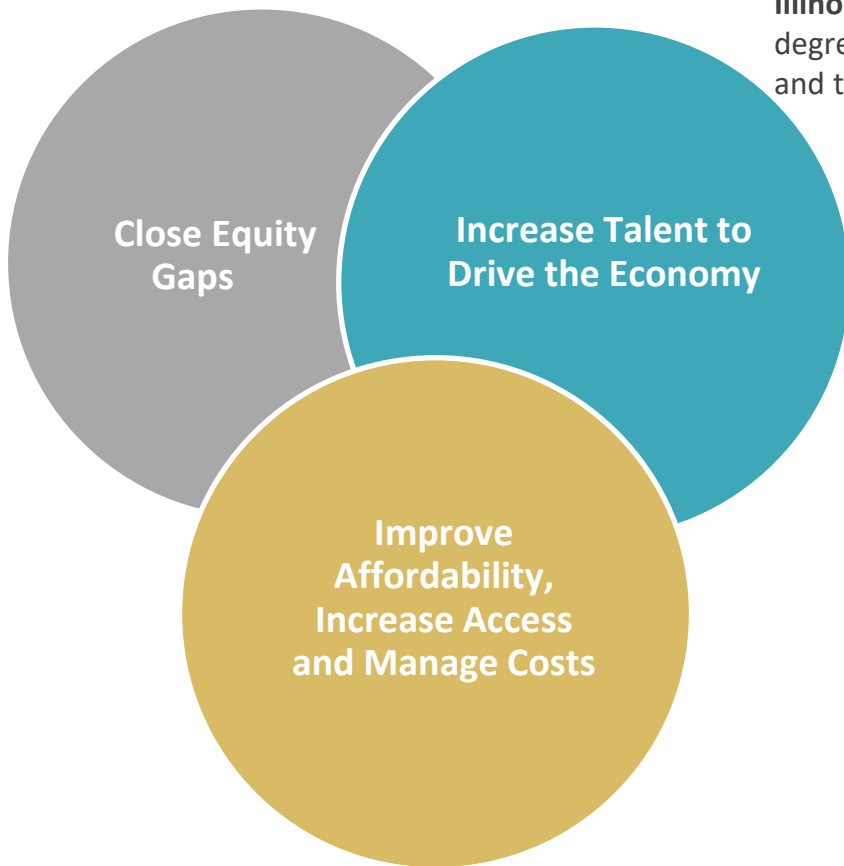


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Strategic Plan Goals

Too many students are left behind by our current higher education system – particularly students who are African American, Latinx, low-income, first generation, rural, adults, or have disabilities. We have a **moral imperative**, and with the changing demographics of the state, an **economic imperative** to adapt our system to meet their needs.



Estimates are that over **60% of jobs in Illinois** will require postsecondary degree or credential by the year 2025 and that need will only grow.

Affordability is too often seen as the biggest barrier to access and attainment. To increase attainment and close equity gaps we must **ensure access**, address the underlying affordability issues, and consider the **cost structure** of higher education. This includes opportunities to improve **efficiency** and **equitable and adequate** ways to **fund** the system.




Design Work Group and Advisory Committee Update



High-Impact Strategies Under Development

 *Affordability*



 *Attainment & Talent*



 *Equity*





Close Equity Gaps: A Learner-Ready System

DRAFT Strategies under development

Learner-Ready System

- Support the on-going learning renewal of students as education moves beyond the pandemic and builds on the lessons learned.
- Expand equitable access, support, and success in rigorous and strategic early college coursework.
- Establish and implement institution-level equity plans to close access, progression, and completion gaps.
- Attract and serve working adults through outreach and supports specifically for them.
- Support systematic implementation of evidence-informed student support practices.
- Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color.
- Continue the developmental education reform underway.
- Expand the role of college access and support models.
- Build upon transfer articulation between community colleges and universities to serve all students, including working adults.



Increase Talent to Drive the Economy: A Future-Ready System

DRAFT Strategies under development

Future-Ready System

- Align the state's economic development plan and higher education strategies, ensuring both address historic inequities.
- Establish a statewide Business and Employer Advisory Council to the IBHE to support and partner with higher education in the development of a diverse talent pipeline and to describe the work of the future.
- Expand models of teaching and learning (“future of learning”) that mirror and create new access points to the skills needed to succeed in the work of the future
- Develop strategies to encourage high school graduates to enroll in the Illinois higher education system and keep talent in Illinois.
- Network and support institutions to create and embed within degree programs shorter-term, industry-recognized credentials of value that stack and provide learners supported on-ramps and off-ramps to employment and higher education.



Increase Talent to Drive the Economy: Educators Ready DRAFT Strategies under development

Educator Workforce

- Scale transfer pathways for educator preparation allowing students to complete courses at a community college and transfer seamlessly to a university.
- Create personalized paths that allow for flexible progression to completion for individuals with work experience in education and specific content areas.
- Build a consortium of institutions to make educator preparation coursework available in targeted areas of need.
- Enhance access to educator preparation programs through technology

Early Childhood Workforce

Work is ongoing



Improve Affordability: DRAFT Strategies under development

Affordability

- Develop core principles to guide a higher education funding system
- Invest in MAP
- Build programs to address challenges of “holds” on student accounts.
- Implement creative options for building savings through Illinois’ 529 savings plans.
- Pilot and expand shared services and joint purchasing to reduce institutional administrative costs.



Accountability System

The Strategic Plan will set a path for Illinois to achieve its attainment, equity, and affordability goals.

How do we hold ourselves accountable to achieving these goals?



Strategic Plan Timeline (Revised as of Feb, 2021)

September

- Held **nine** focus groups with key stakeholders
 - IBHE and ICCB Board (5), Public University Presidents, Private University Presidents, Community College Presidents and Legislators
- IBHE staff collected input from Faculty Advisory Council, Student Advisory Council, Community College Presidents' Council, Legislative Higher Education Working Group, ISAC Commissioners, Academic Leaders
- IBHE Board discussed strategic plan overview (9/15)
- Administered Survey. As of 10/1– **3,147** participants

October-November

- IBHE Board Reviews phase one engagement (October 26)
- Exec Comm confirms vision, core principles, priority areas (November 16)
- Phase 2 engagement: regional and stakeholder-specific focus groups (170 participants)
- Advisory Committee established
- Survey Closed: **9,761** participants

December-January

- Board receives full engagement report (12/8)
- Launch Advisory Committee to identify preliminary strategies
- Hand-off to Design Work Groups

Regular updates/feedback from Board

February – mid-April

- Design Work Groups develop recommendations for strategies, accountability metrics, timeframes
- Advisory Committee provides feedback to Design Work Groups
- Advisory Committee synthesizes recommendations into draft strategic plan/report
- Regular updates/feedback from Board

Late April - May

- Solicit public feedback on draft plan
- Finalize and IBHE approves strategic plan
- ICCB and ISAC endorse



More Information and Submit Comment



ABOUT US

STRATEGIC PLANNING

ACADEMIC AFFAIRS

FISCAL AFFAIRS

RESEARCH & DATA

OUTREACH

CONTACT

Illinois Board of Higher Education Strategic Planning

<https://www.ibhe.org/IBHE-Strategic-Planning-meetings.html>



Thank you!



Appendix





Context for Strategic Plan (p. 1)

We recognize that this Strategic Plan is being developed in a time where:

- **COVID-19 has shaped and will continue to reshape the educational experience.** It has made inequities more evident; yet, shown us we can be nimble. It means that teaching and learning has been more challenging but opened us to ways to be better. It means that student voice is more important than ever before so that we can respond to what students need in the current and future environment. We can be certain that even post-COVID, we won't return to business-as-usual. We must take what we learned through the pandemic to strengthen the educational experience.
- **Racial injustice can no longer be ignored.** Higher education is examining its role as contributor to systemic racism while recognizing its place in providing opportunity and upward mobility. There is no doubt that higher education must be a powerful actor in dismantling systemic racism.
- **Changes in the nature of work are accelerating.** We already were in a time when the nature of work was changing. COVID-19 has accelerated and perhaps redirected the trajectory of that change. We also anticipate that the jobs of the future will continue to change rapidly. Our higher education must help drive and prepare people for this future.



Context for Strategic Plan (p. 2)

- **Innovative disrupters to traditional postsecondary education are growing.** corporate training, badges, micro-credentials, and other new models that pair with degree programs delivered in flexible formats have entered the postsecondary space to meet students' current and life-long learning needs. Just as many industries have been disrupted by new models, higher education is poised for similar changes. We must create an environment for our higher education institutions to lead such innovation.
- **Budget challenges are exacerbated.** Illinois had just begun to reinvest in higher education and now long-term economic uncertainty abounds. While we must be cognizant of the fiscal condition, we do not want to let it dim our vision but make our efforts more focused.



Increase Attainment: DRAFT Accountability Metrics

Increase Attainment to Develop the Talent that Drives the Illinois Economy

1. Postsecondary attainment rate for adults aged 25 - 64
2. Enrollment, retention, progression, transfer (for community colleges), and completion rates
3. Number of adults enrolled, persisting, and completing credential/degree
4. Percentage of high school students who stay in Illinois for college and work
5. Percentage of high school students who go to college within 6 or 12 months after graduation
6. Percent of high school graduates enrolling in college with early college credit or a career credential
7. Percent of Dual Credit/Enrollment accepted by four-years
8. Employers engaged with higher education through statewide Business Advisory Council to IBHE and through regional councils, partnerships, and relationships
9. Students' economic mobility pre- and post- program completion
10. Workforce gaps shown by unfilled jobs at the state and regional levels compared to credential/degree production
11. Employer demand for and graduate satisfaction with credentials
12. Innovative delivery options that are valued by students and employers



Close Equity Gaps: DRAFT Accountability Metrics

Close Equity Gaps

1. Enrollment and successful completion of early college programs; number of early college credit hours carried into college
2. Proportion of students placed in developmental education
3. Gaps in enrollment, retention, advancement, and 100% and 150% completion rates
4. Implementation underway of robust institutional equity plans and aligned strategies
5. Campus climate, including changing attitudes and practices in the workplace, as measured by campus Climate and Culture survey, conducted no less than every three years.
6. Diversity of faculty, staff, administrators, trustees of color, including new hires and their retention rates. Also, compare to demographics of state's student population.
7. Improving success of programs to develop pipeline of diverse faculty talent.
8. Proportion of students on-track, based on the "higher ed on-track" predictive tool



Improve Affordability: DRAFT Accountability Metrics

Improve Affordability, Increase Access and Manage Costs:

1. Percent of median income required to attend college
2. Percent of students with loan debt
3. Student debt as a % of first-year earnings
4. FAFSA completion rates
5. Number of MAP-eligible students in “suspended status” (i.e. eligible but MAP funds have run out).
6. Percent of weighted average tuition and fees covered by MAP grant
ALTERNATIVE 1: Income of families who can attend community college free of tuition and fees using MAP and Pell.
7. MAP claim rate
8. Number of students using of Treasurer’s loan product to cover the costs above MAP, Pell, and Direct Student Loans.
9. Minimum annual equitable, sufficient, and stable state investments for institutions through a new higher education funding system
10. Expenditures on each “service” per FTE employee (e.g spending on HR/FTE employee)
11. Spend on procurement before and after joint purchasing