

DRAFT STRATEGIC PLAN OVERVIEW

TOWN HALL

ILLINOIS BOARD OF HIGHER EDUCATION

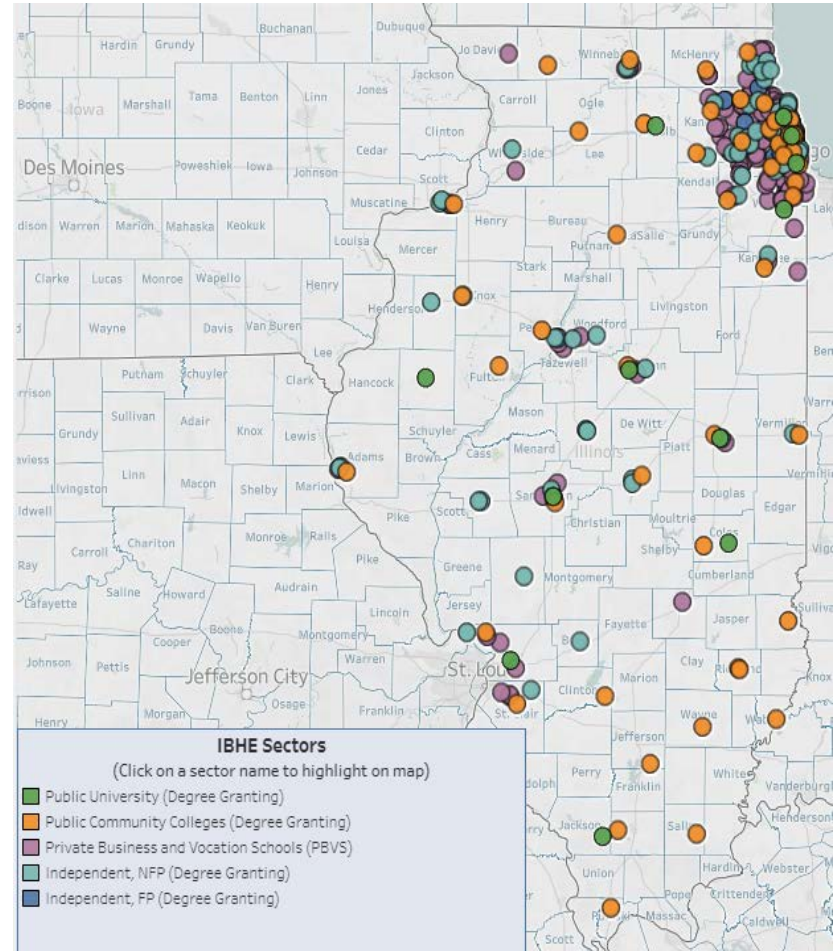
April 27, 2021



Snapshot of Higher Education in Illinois

- **205 institutions of higher education**
 - 12 public universities
 - 92 private, non-profit institutions
 - 11 private, for-profit institutions
 - 42 out-of-state institutions with a presence in Illinois
 - 48 public community colleges
- **680,004** students enrolled Fall 2020

[*IBHE map](#) and [directory](#)



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.

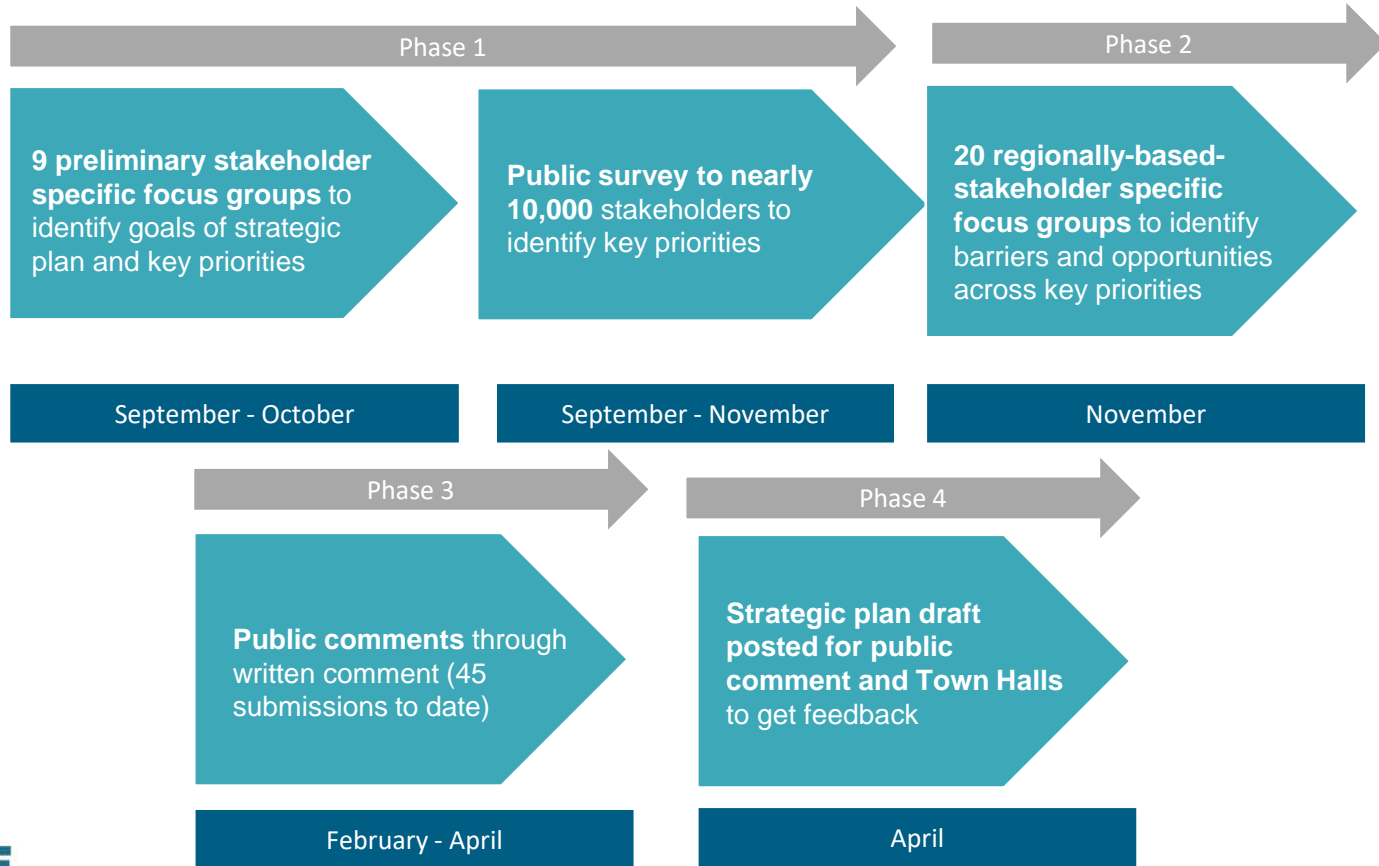
Changes in the nature of work are accelerating.

Innovative disrupters to traditional postsecondary education are growing.

Budget challenges are exacerbated.



Grounded in Engagement



Vision & Core Principles

Vision

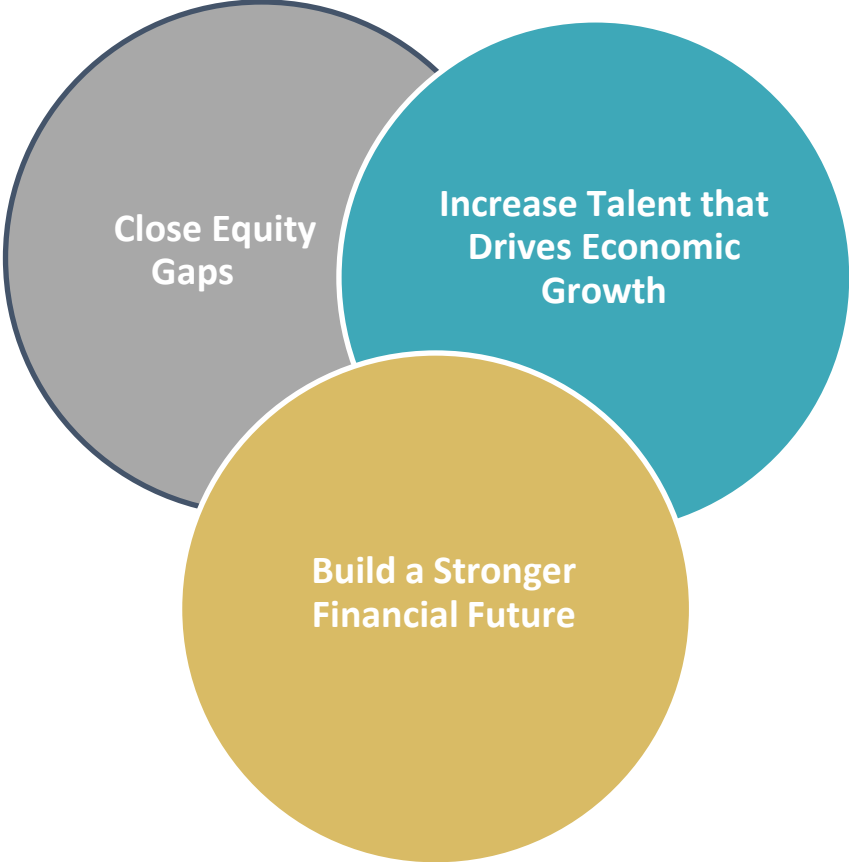
Illinois has a higher education ecosystem that ensures individuals, families, and communities across the state can thrive.

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.**



Strategic Plan Goals

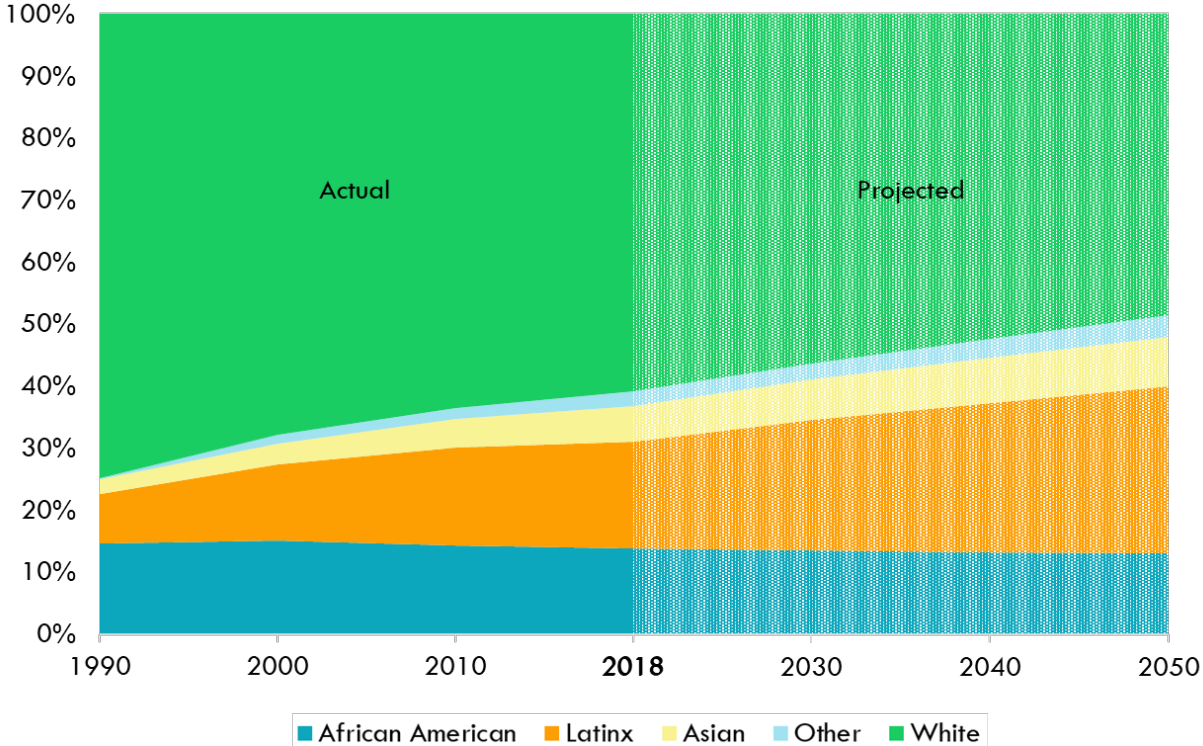




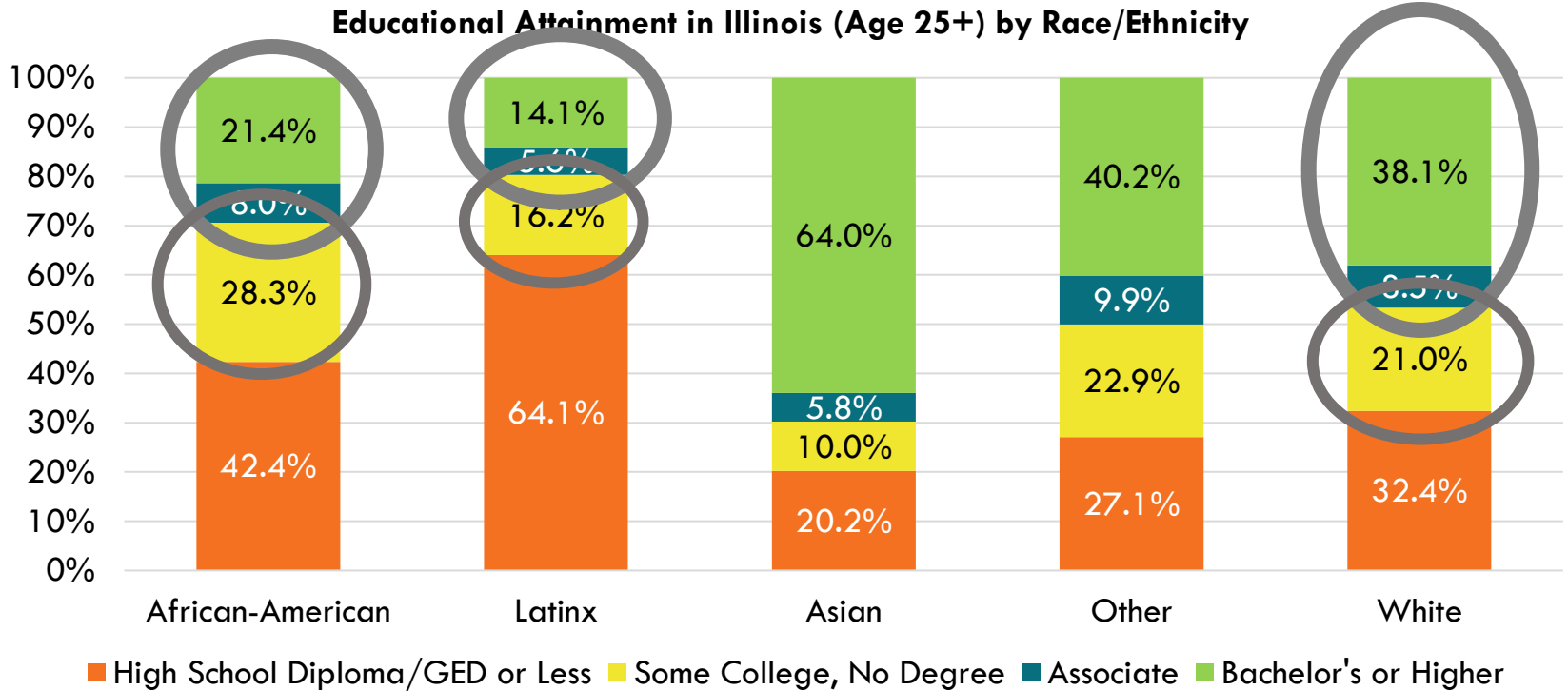
Goal 1: Close Equity Gaps
Equitable Supports

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

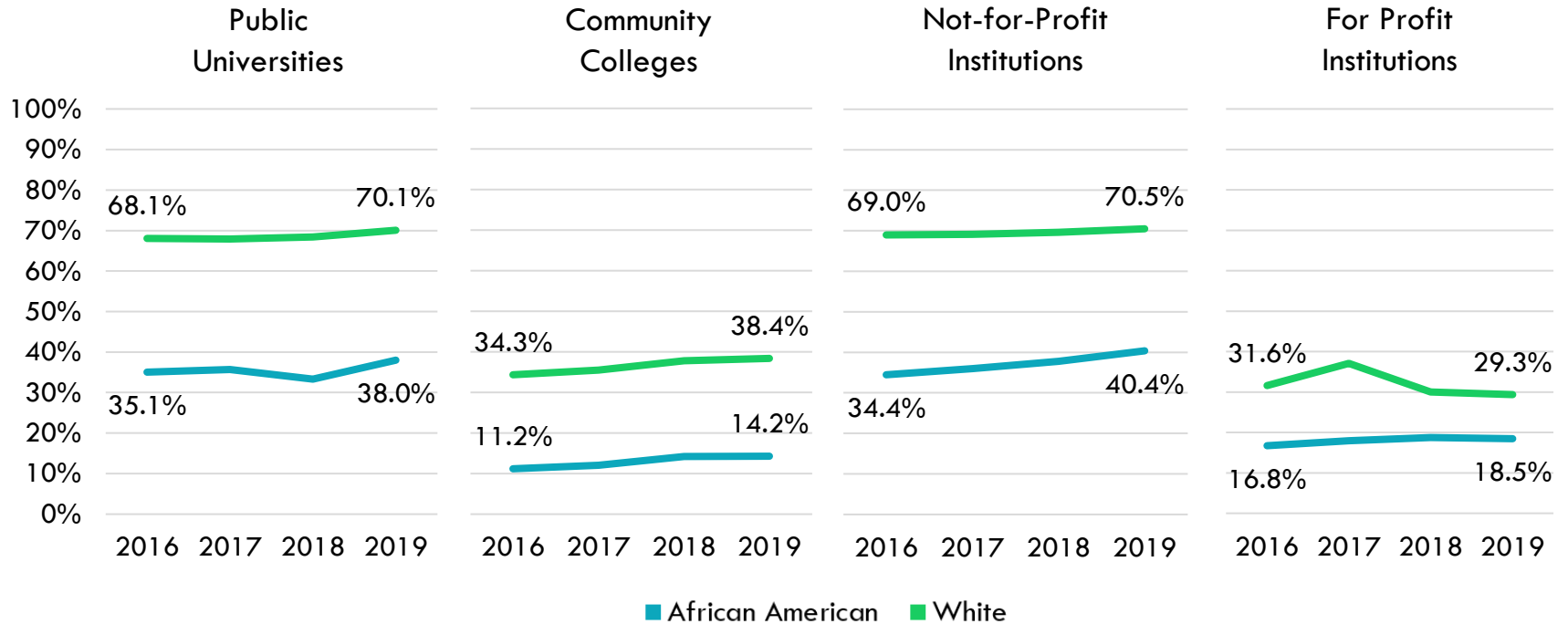
Illinois Actual and Projected Population Distribution



Large attainment gaps between White and African American, Latinx adults

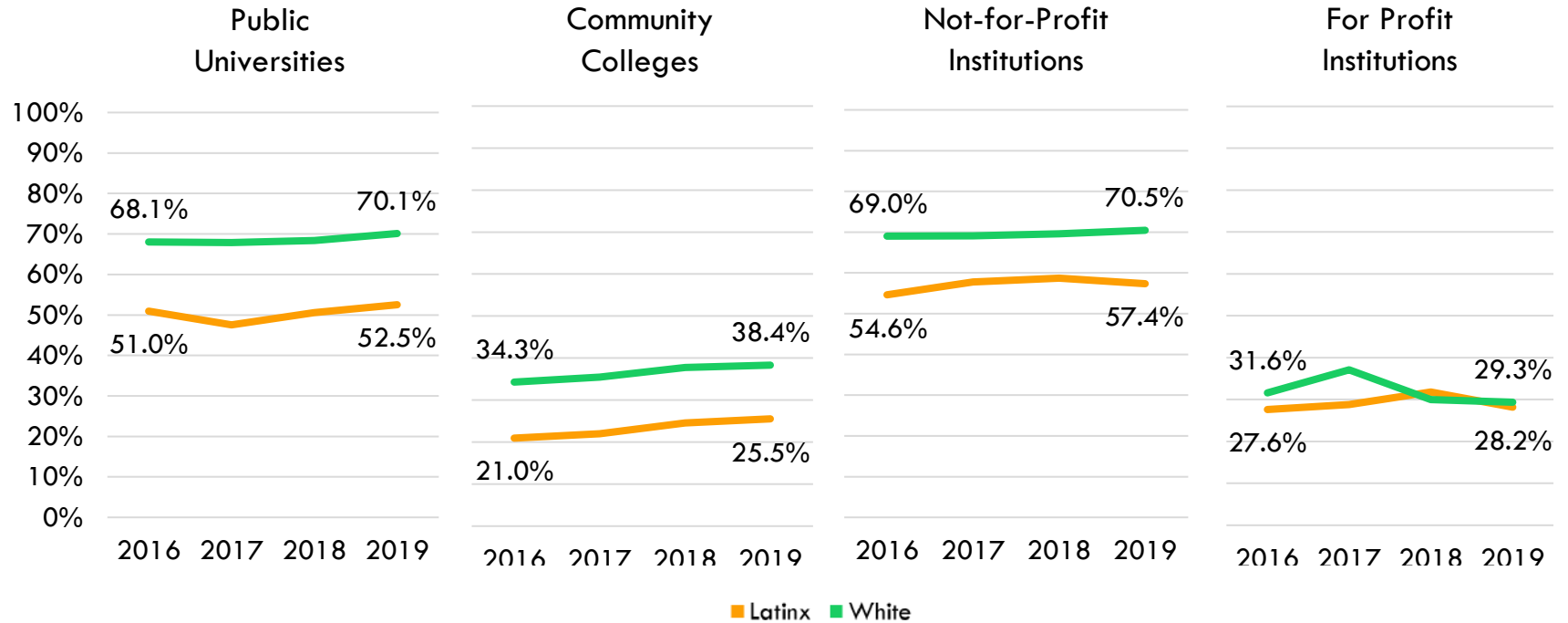


Yet institutions complete white and African American students at different rates



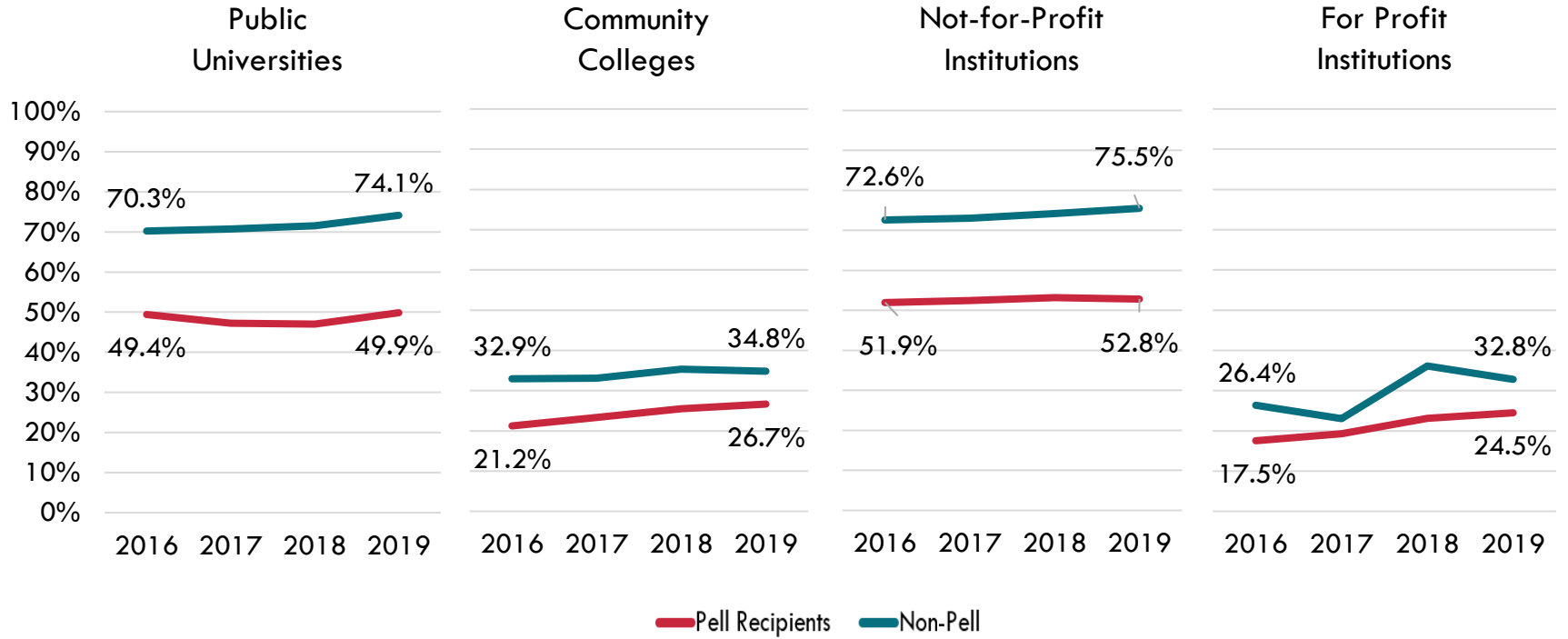
Based on 2016, 2017, 2018, and 2019 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time. The % of full-time undergraduate students varies by sector: 88.4% for Public Universities; 35.4% for Community Colleges; 91.3% for NFP Private Colleges; and 41.1% for For-Profit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

Similarly, institutions have completion rate gaps for white and Latinx students



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And institutional completion rate gaps persist between Non-Pell and Pell students



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Goal 1: Close Equity Gaps

- Establish and implement **institution-level equity plans** to close access, progression, and completion gaps
 - ✓ Revise policies that exacerbate gaps
 - ✓ Conduct regular campus climate surveys
 - ✓ Use disaggregated data and identify points of intervention
 - ✓ Provide professional development, including cultural competency, trauma-informed practices
- Support for **learning and social-emotional renewal**
 - ✓ Summer bridge
 - ✓ Extended learning opportunities
 - ✓ Comprehensive advising, first-year experience, service learning, student research opportunities
 - ✓ Meet basic needs
- Implement equitable talent management to **increase and retain faculty, staff, administrators, and trustees of color**
- Expand equitable access, support, and success in rigorous and strategic **early college coursework**
- Bring **working adults back** with outreach and supports specifically for them



Goal 2:

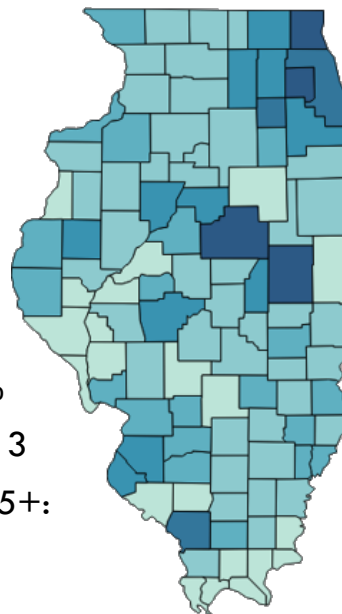
Increase Talent that Drives Economic Growth

Equitable Attainment

Post-secondary attainment varies across the state

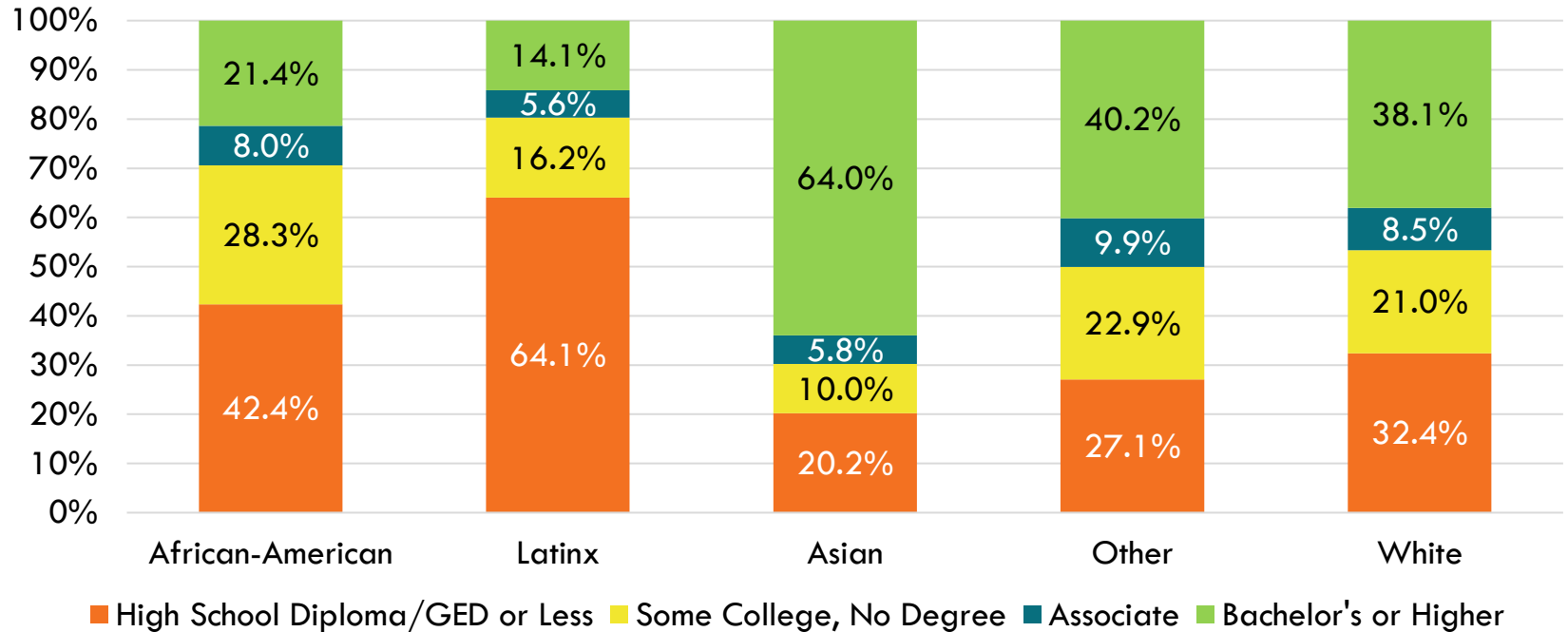
2018 Associate's Degree or Higher

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

Educational Attainment in Illinois (Age 25+) by Race/Ethnicity



Goal 2: Increase Talent that Drives Economic Growth

- Establish a statewide **Business and Employer Advisory Council to the Illinois Board of Higher Education**
 - ✓ Support and partner in the development of diverse talent pipeline
 - ✓ Insights into new jobs, careers, and ways of working to guide academic program development
- Align the state's **economic development plan and higher education strategies**, ensuring both address historic inequities
 - ✓ Respond to regional growth industries
 - ✓ Conduct annual supply and demand analysis to inform institutional and statewide planning
- Provide learning that responds to the future of work: **flexible and portable** learning that builds **over time and across settings**
 - ✓ Online, hybrid, adaptive, self-paced learning
 - ✓ Competency-based approaches for personalized path to completion
 - ✓ High-quality experiential and work-based learning opportunities
 - ✓ Stackable credentials
 - ✓ Support for faculty, staff, and administrators
- Strengthen statewide, coordinated **transfer system**
 - ✓ Seamless paths to build on previous academic learning and earn postsecondary credentials



Goal 2: Increase Talent that Drives Economic Growth

Educator Workforce

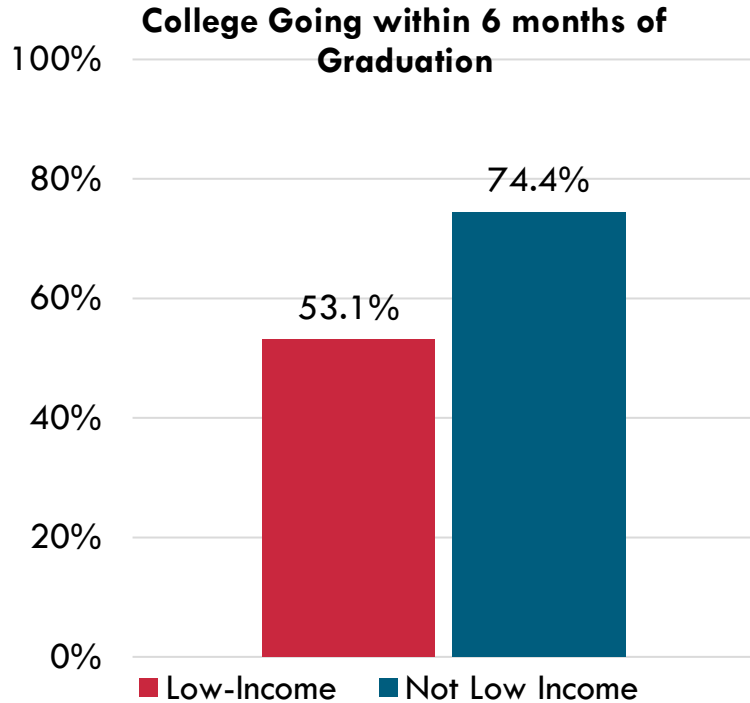
- Scale **transfer pathways with** personalized paths that allow for **flexible progression** and using **technology**
- Build a **consortium of institutions**
- Evaluate strategies to **upskill the early childhood incumbent workforce**



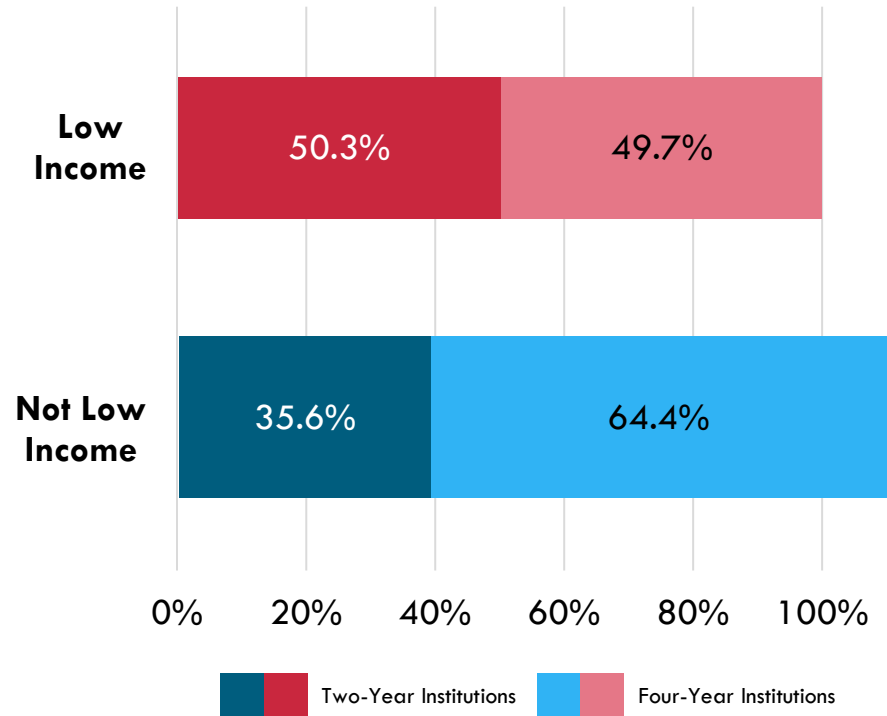


Goal 3: Build a Stronger Financial Future
Equitable Affordability

Low-income high school grads are less likely to go straight to college, and if they go, more likely to go to community college



Enrollment at Two-Year and Four-Year Institutions



Goal 3: Build a Stronger Financial Future

Affordability

- Invest an additional **\$50M** each year to **double MAP** funding over 10 years
- Allow **MAP grants** to be used for year-round study
- Create an **equitable, stable higher education funding system** that provides sufficient funding
- Work with the **Office of the Treasurer to provide low-cost loans** to low-income students to cover costs above financial aid
- Pilot “transfer guarantee” models for a fixed-price bachelor’s degree for students starting at community college
- Reduce institutional administrative costs by piloting **shared services and joint purchasing**



**Educational equity and Illinois' economic future are
inseparable**



Public Comment

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.



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.

