



IBHE Strategic Planning Board Meeting

October 26, 2020



Agenda

- Review Strategic Plan
- Introduce Emerging Themes
- Present Phase I Data Results
- Align Core Principles and Vision Statement
- Identify Priorities for Strategic Plan
- Next Steps
- Public Comment



Review Strategic Plan



Statutory Language: 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

**Statute calls for a Master Plan. We are using Strategic Plan instead*



Board of Higher Education

Provides the vision and charge to the Advisory Committee; periodically reviews and provides feedback on its work; and ultimately approves the final strategic plan.

Advisory Committee

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

Design Work Groups

Develops a theory of action for key goals; identifies and articulates specific strategies that supports the theory of action; 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

Phase 1: September 8 - October 19, 2020
Phase 2: October 19, 2020 - November 25, 2020
Phase 3: November 25 - February 1

Community Engagement and Focus Groups

Focus groups will be regionally-based and will raise the voices and perspectives of a broad representation of stakeholders based, along with a public survey. Social media and written submissions allow additional input.



Strategic Plan Update

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-- **3147** participants

October-November

- IBHE Board
 - Reviews phase one engagement (October 19)
- Board finalizes vision, priority areas, charge to Advisory Committee
- Phase 2 engagement
- Advisory Committee established
- Advisory Committee receives charge
- Additional focus groups convened and social media engagement initiated

December-January

- Convene Advisory Committee to identify goal areas, strategies, and outcome measures
- Phase 3 engagement

Regular updates/feedback from Board

January- February

- Develop specific recommendations to support strategic goal areas through design work groups and advisory group draft strategic plan
- Phase 3 engagement

Regular updates/feedback from Board

February-March

Solicit public feedback on draft plan; finalize and IBHE approves strategic plan; ICCB and ISAC will endorse



Emerging Themes





Overview of Phase 1 Engagement

First phase of engagement included:

- over IBHE 3,000 stakeholders who participated in a survey (see Appendix for detailed results);
- focus groups with Board members, Public University Presidents/Chancellors, Community College Presidents, and Legislators
- input using focus group questions from the IBHE Faculty Advisory Council, Student Advisory Council, Legislative Higher Education Working Group, ISAC Commissioners, Community College Presidents' Council



Phase 1: Emerging themes from the preliminary focus groups



Equity

- How do we ensure **affordability, accessibility, and postsecondary attainment (enrollment and completion)** for underrepresented students?
- How can we use **evidence-based funding practices** and **data-driven metrics** to close equity gaps?
- How do ensure the **student supports** and **culture and climate** necessary for underrepresented students and faculty?
- How do we create **inclusive definitions of success** across institutions?
- How are institutions held **accountable** for the success of all students, especially those that are underrepresented or historically underserved?



Costs

- How do we create a **funding strategy** that provides stability to the offset unpredictability of funding cycles?
- What can the state realistically **afford**? How do we address student debt?



Operating Structure

- How might we **restructure the size, scale, and mix of delivery models** to meet community needs and available resources?
- What is an effective **governance structure** that will create a **resilient** and **nimble** higher education system?
- What is the **role of IBHE** relative to the state of higher education and other partners?
- How will the higher education system **collaborate** and build on **diversity of institutions** and **regional differences** in Illinois?



Instruction

- How do we create instructional practices that are **student-centered** and **flexible** to the needs of 21st century learners?
- How do we address the **out-migration** of students from Illinois?



Workforce/Talent Development

- How do we continuously meet the state's **workforce/talent development needs**?
- How do we use **successful scalable models** to enable all learners to have access to education experiences of their choice, that empowers them to **access careers** and **become civically engaged**?



High School Transition

- How do collaborate with the **K-12 system** to develop stronger **partnerships** to **support college pathways**?
- What is the **role of early college**?



Themes from Board Meeting (September 15, 2020)

- **Value of higher education** to expand knowledge, offer solutions to society's challenges, develop talent for workforce needs, and address non-market benefits (e.g. citizenship)
- **Closing equity gaps** so that all **students, families, and community members** have the opportunity to thrive
- **Improve affordability** and **cost structure of higher education** to increase attainment and close equity gaps
- **Diverse pathways** to meet the needs of **all learners** and address the **regional differences of communities**
- Clarity around **role of IBHE**
- Communicating the strategic plan and **getting buy-in of different institutions**
- Need for a **resilient** and **nimble higher education system**



Review Phase I Data Results



Phase 1: Survey Overview

Design

- Participants selected up to 3 issue areas that were most important to them (out of 8 categories)
- Participants selected specific issues that were most important to them out of their top 3 issue areas
- IBHE directly sent to key stakeholders across the P-20 education continuum, business, community-based organizations and advocacy organizations; all were encouraged to distribute to their networks



Top Survey Results

Costs (19%)



Equity (17%)



Enrollment (16%)



Equity was the most important issue for BIPOC (Black, Latinx, Asian, and indigenous people) with over 25% who selected this item.

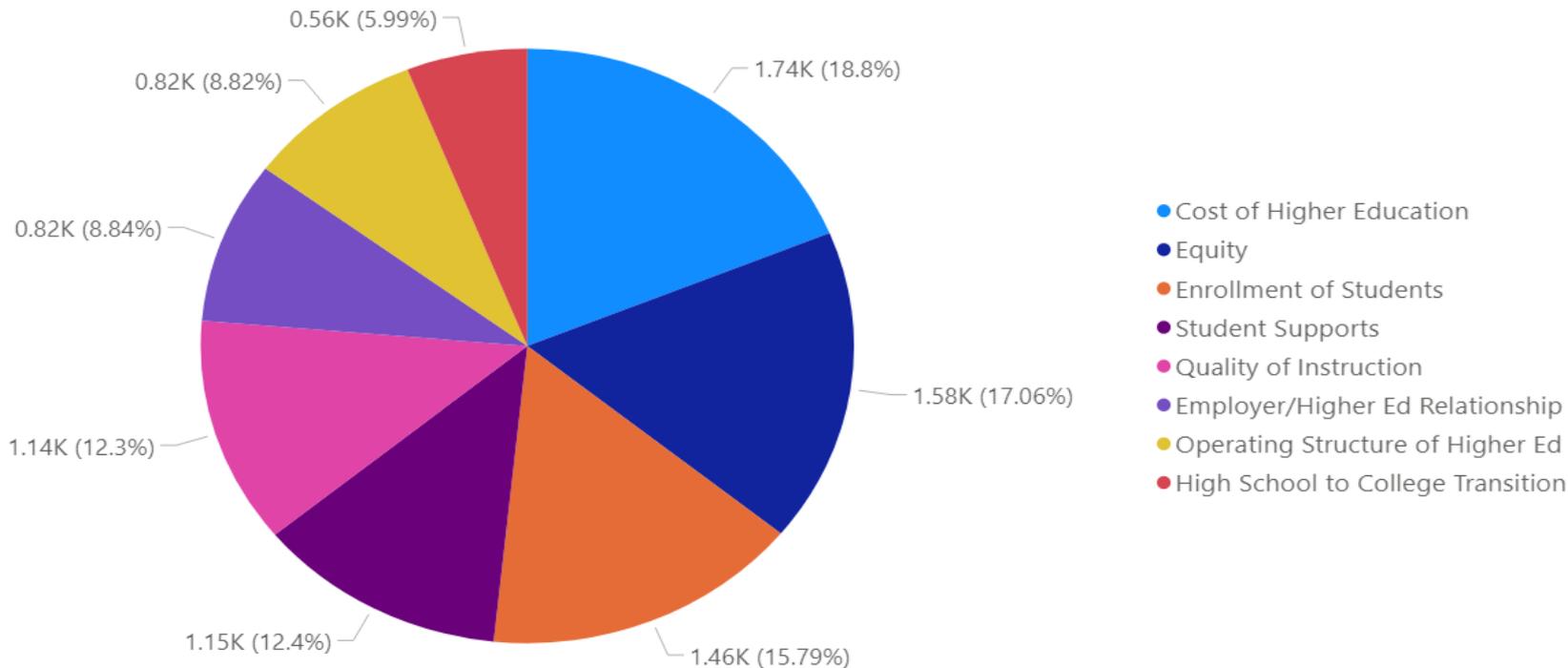
Participants selected up to 3 issue areas that were most important to them (out of 8 categories).



Detailed Survey Results: Major Issue Areas

Which issues are most important to you?

N = 3147





Next steps for engagement

Phase 1: September 8 - October 19, 2020

Phase 2: October 19, 2020 - November 25, 2020

Phase 3: November 25 - February 1

Community Engagement and Focus Groups

Focus groups will be regionally-based and will raise the voices and perspectives of a broad representation of stakeholders, along with public survey. Social media and written submissions will allow for additional input.



Align Core Principles and Vision Statement



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.** 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. We can be certain that even post-COVID, we won't return to business-as-usual.
- **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.
- **Innovative disrupters to traditional postsecondary education are growing.** Badges, micro-credentials, corporate training 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.
- **Budget challenges are exacerbated.** Illinois had just begun to reinvest in higher education and now 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



Proposed Working Vision Statement

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

That means it:

- provides student-centered education experiences
- prepares students for careers and civic life
- increases postsecondary credential and degree attainment to drive the state's economy
- contributes to growth in human knowledge



Proposed Higher Ed Core Principles (Part 1)

- **Students are our priority.** We exist to serve students—at whatever age and stage--and provide them with an excellent education and supports that meet their needs, give them access to careers and upward mobility, and foster their civic engagement
- **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, and rural students from accessing and succeeding in higher education
- **A varied system is essential for success.** We embrace and foster the diversity of the state's institutions, including public and private, four-year and two-year, and credential programs, within an aligned higher education system that well serves the varied needs of our life-long learners



Proposed Higher Ed Core Principles (Part 2)

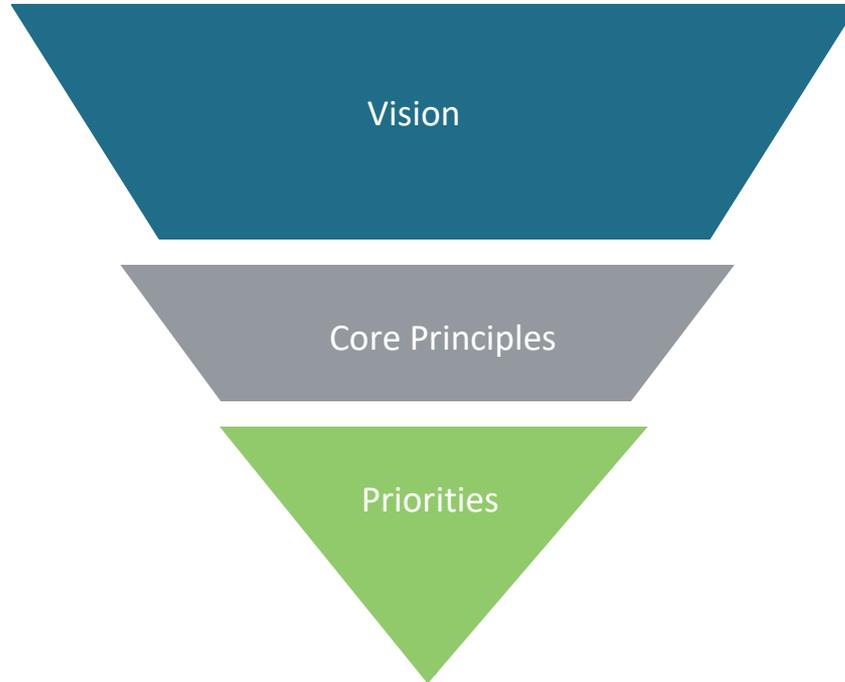
- **We are part of the P-20 education continuum.** We are connected to all parts of the education system, reinforcing relationships so that students have a seamless experience independent of where they enter and embracing our role in developing the educator workforce
- **Higher education enriches life.** 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
- **Talent drives our economy.** We see a strong higher ed system as essential for the state's talent development, job creation, and economic growth and therefore for residents to thrive



Identify Priorities for Strategic Plan



Strategic Direction





Proposed Priorities for Strategic Plan

In order to fulfill this vision, over the next ___ years, Illinois must:

- **Increase Postsecondary Credential/Degree Attainment and Develop Talent to Drive Illinois's Economy:** Estimates are that over 60% of jobs in Illinois will require a postsecondary degree or credential by the year 2025 and that will only grow. To achieve this we must:
 - Embed equity in our attainment goal, meet the needs of the many adults without a credential or degree, and strengthen the connection to the P-12 pipeline.
 - Continuously identify what employer demand will be across the state and create innovative, responsive educational opportunities for students to be prepared for the jobs of today and in the future.
 - Address resource needs, institutional alignment, and accountability of our higher education system to ensure it remains responsive to these evolving needs.

- **Close Equity Gaps:** 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.

- **Improve Affordability and Access and Manage Costs:** Affordability is too often the first issue identified when asked about higher education. To increase attainment and close equity gaps we must ensure access and address the underlying affordability and cost structure of higher education, including opportunities to improve efficiency and equitable and adequate ways to fund the system.



Next Steps

- Website engagement for feedback on vision and priorities
- Executive Committee finalizes vision and priorities
- Phase 2: Continued focus group and survey engagement



Public Comment



Appendix



Appendix: Focus Group Feedback



Why is the Strategic Plan important to you?



Charts a shared vision for higher education in Illinois that acknowledges the regional differences, the diversity of institutions, and the massive changes that have changed student and workforce barriers to access quality education



Provides a pathway to equity in higher education access, attainment, and affordability with a focus on those who are most underserved and **elevates their voices** in this process



Creates opportunity to **restore public confidence in Illinois higher education system**, especially given the large number of students who leave the state for continued education



Addresses **statewide labor force needs, non-market benefits** of higher education beyond individual student and institutional goals, and **evolving role of higher education**



How do focus group participants suggest closing **equity** gaps?

- **Alignment around priorities** and how resources are being allocated at the state-level
- **Meaningful collaboration** across colleges, universities, and IBHE/ISAC/ICCB/ISBE
- **Use of successful scalable models, high impact practices, and data** to see how to **best invest funding** to improve access and attainment (e.g. Freshman on Track, Partnership for College Completion, PaCE)
- **Effective governance system** with shared understanding of the value of the strategic plan to drive decision-making and processes
- **Comprehensive approach to resource allocation** that reflects intention to close equity gap and a **focus on data to drive decisions**
- **Consideration of the *full* educational pipeline** (e.g. not just higher education access, but also K-12 and secondary completion and retention) and the **cultural climate** and **wraparound supports** needed for students, faculty, and staff to be successful
- **Analysis of technology gaps to understand disparities in access**, especially for rural and inner city communities
- Recognition of **diversity of needs of community colleges** and the need for **wraparound services**
- Strong partnerships to support **high school to college pathways and student assistance programs**
- **Accountability mechanisms that hold institutions accountable** for not meeting equity standards
- Analysis of the **barriers to achieving equity** (e.g. MAP funding)
- Adopt **state-wide metrics/requirements** for cost-per-FTE, administrative-to-FTE ratios, and placing caps on year to year enrollment increases



What do focus groups suggest success looks like?

- **Enables** all learners to have access to **student-centered** education experiences of their choice, that empowers them to **access careers** and **become civically engaged**
- **Inclusive definition of success** that acknowledges the the diversity of institutions and changing nature of a higher education landscape
- **Reordering of the size, scale and mix of delivery models** to match lived experiences of students, workforce needs, availability of funding and **responds to out migration** of students
- **A resilient system** that recognizes the **challenges of implementing a strategic plan** in an evolving political and economic landscape
- **Equity-driven decisions** about programs, structures, and funding that is based on the voices and perspectives of all stakeholders, especially those that are underserved
- **Use of metrics** to track landscape, forecast trends, and measure outcomes
- **Clear evidence-based funding structure** that is backed by data and tied to desired outcomes of the state
- Clarity around **role of IBHE** and its partners

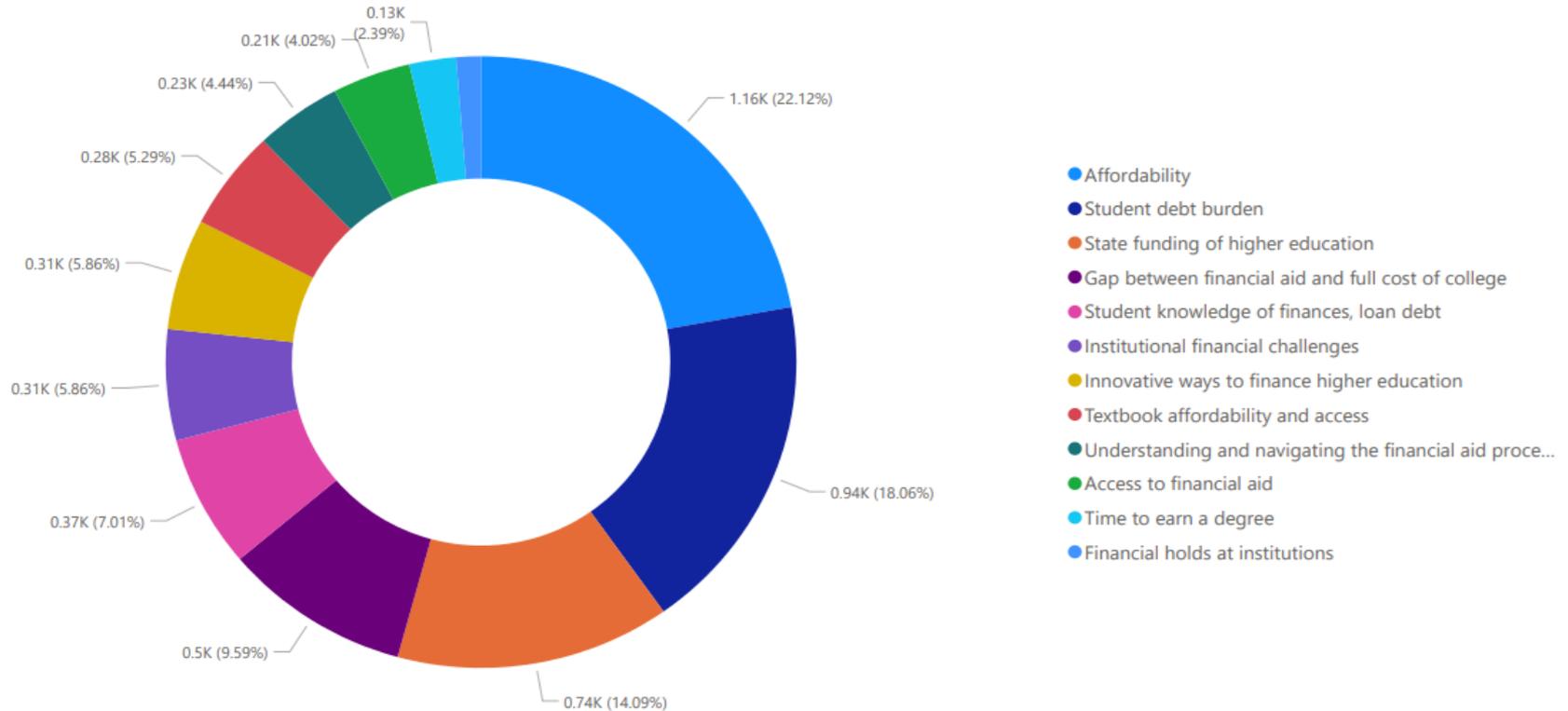


Appendix: Initial Survey Results

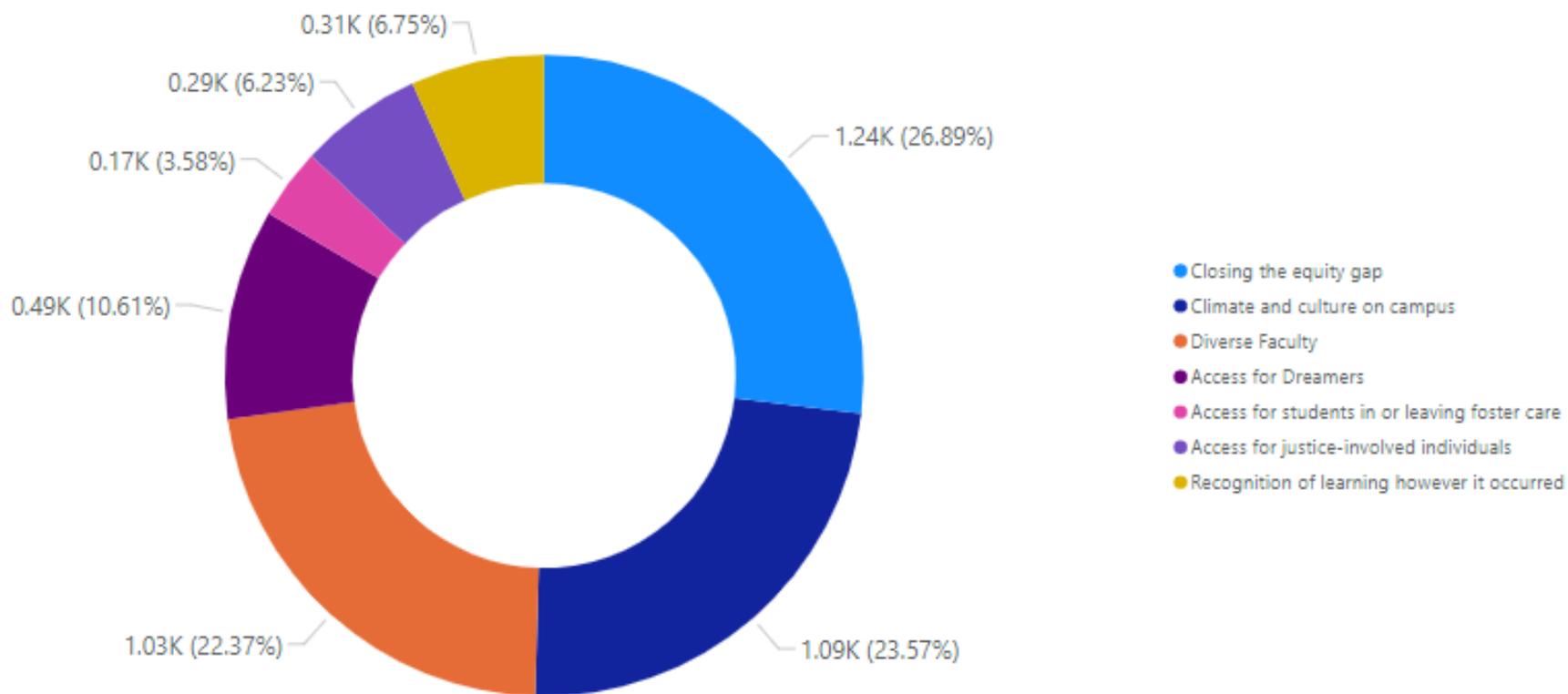


Initial Survey Results

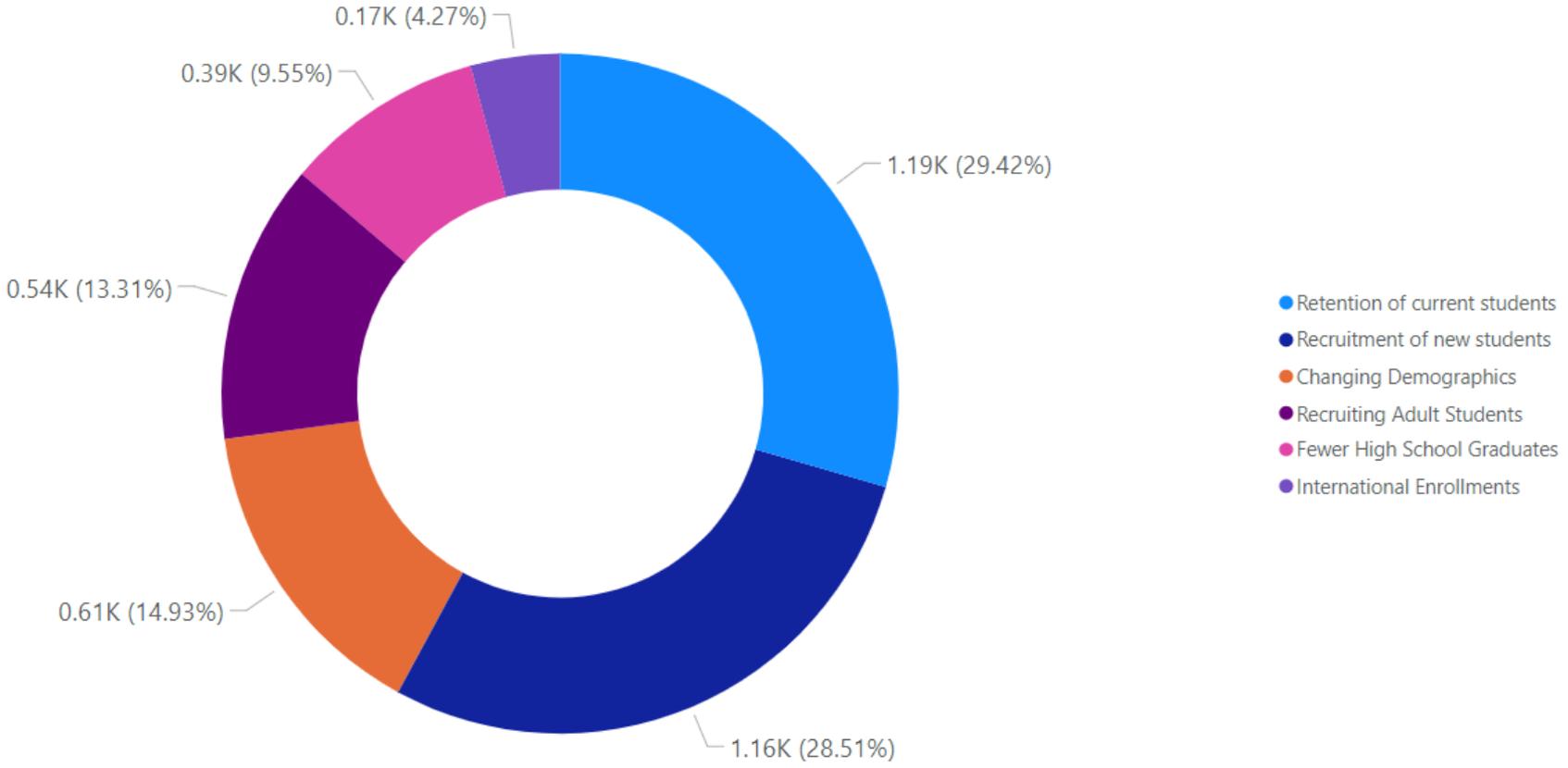
What areas within the cost of higher education are most important?



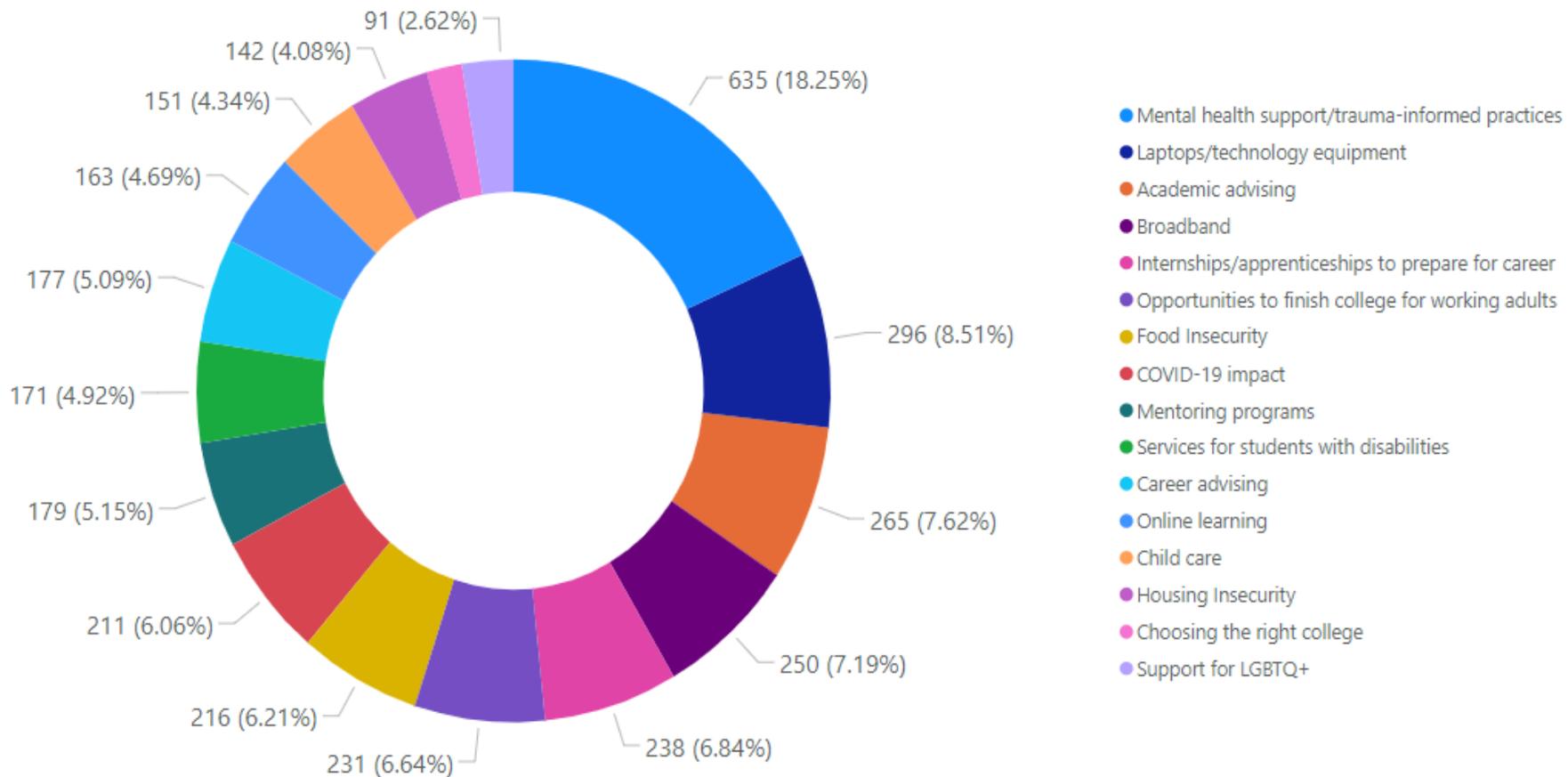
What areas across equity are most important?



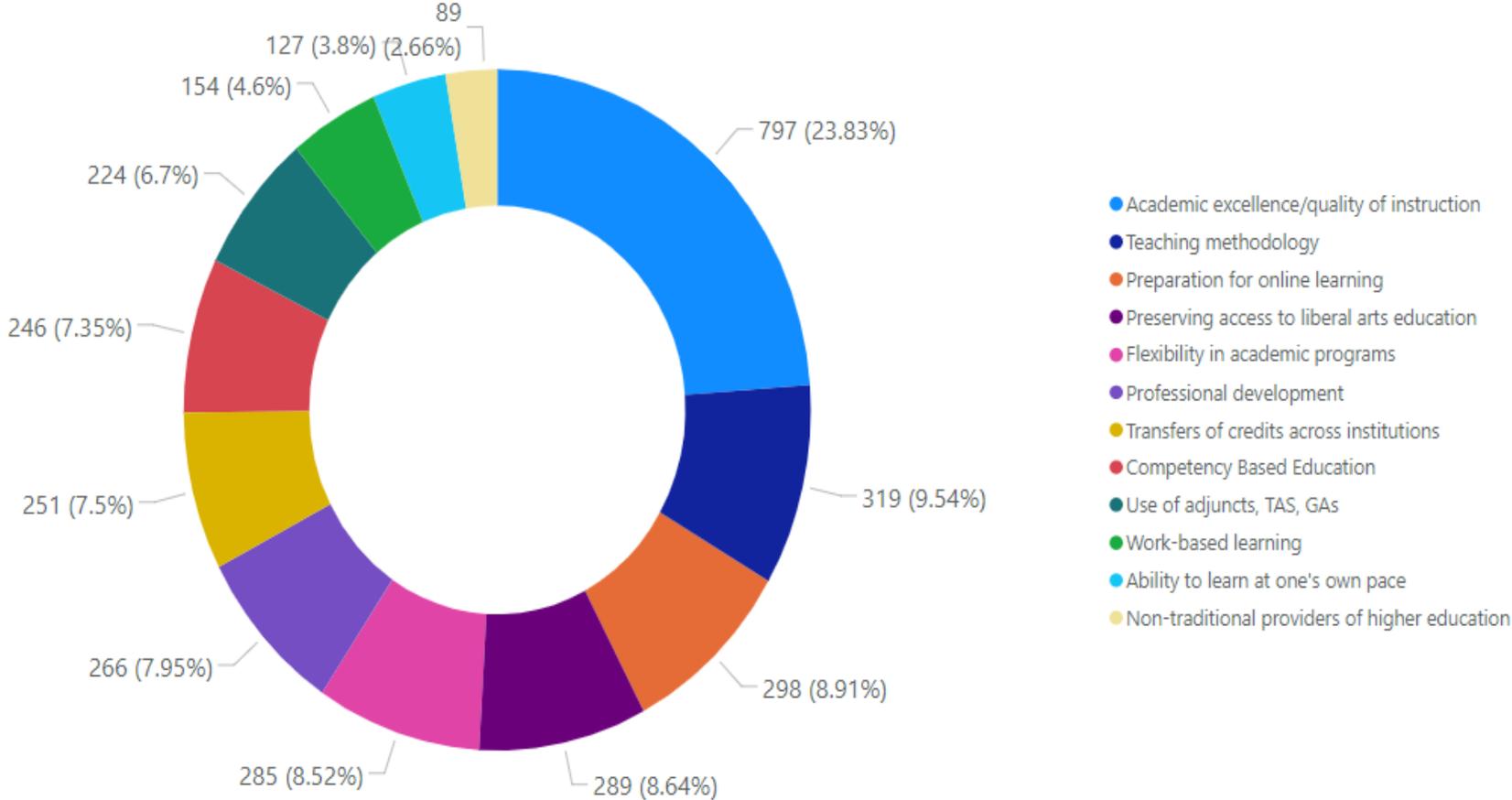
What areas across enrollment are most important to you?



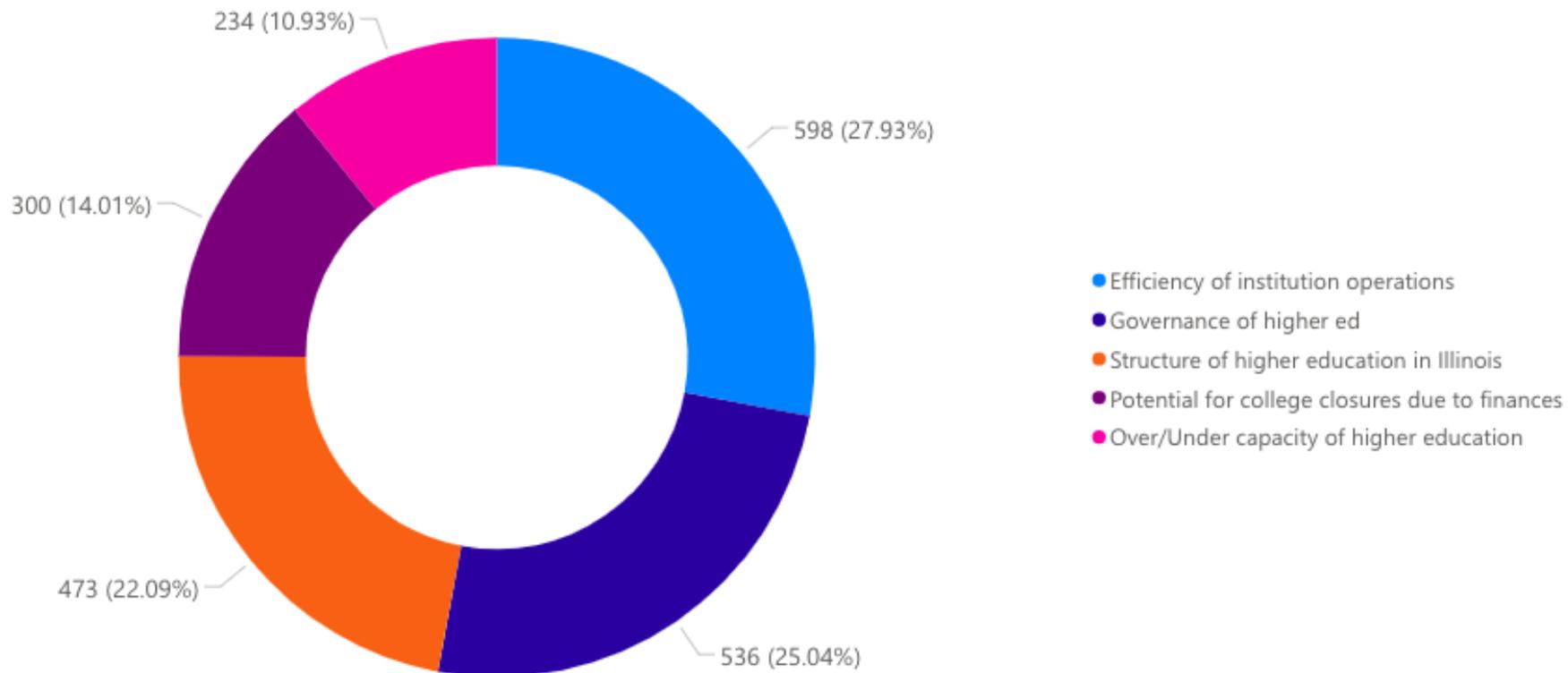
What areas across student supports are most important to you?



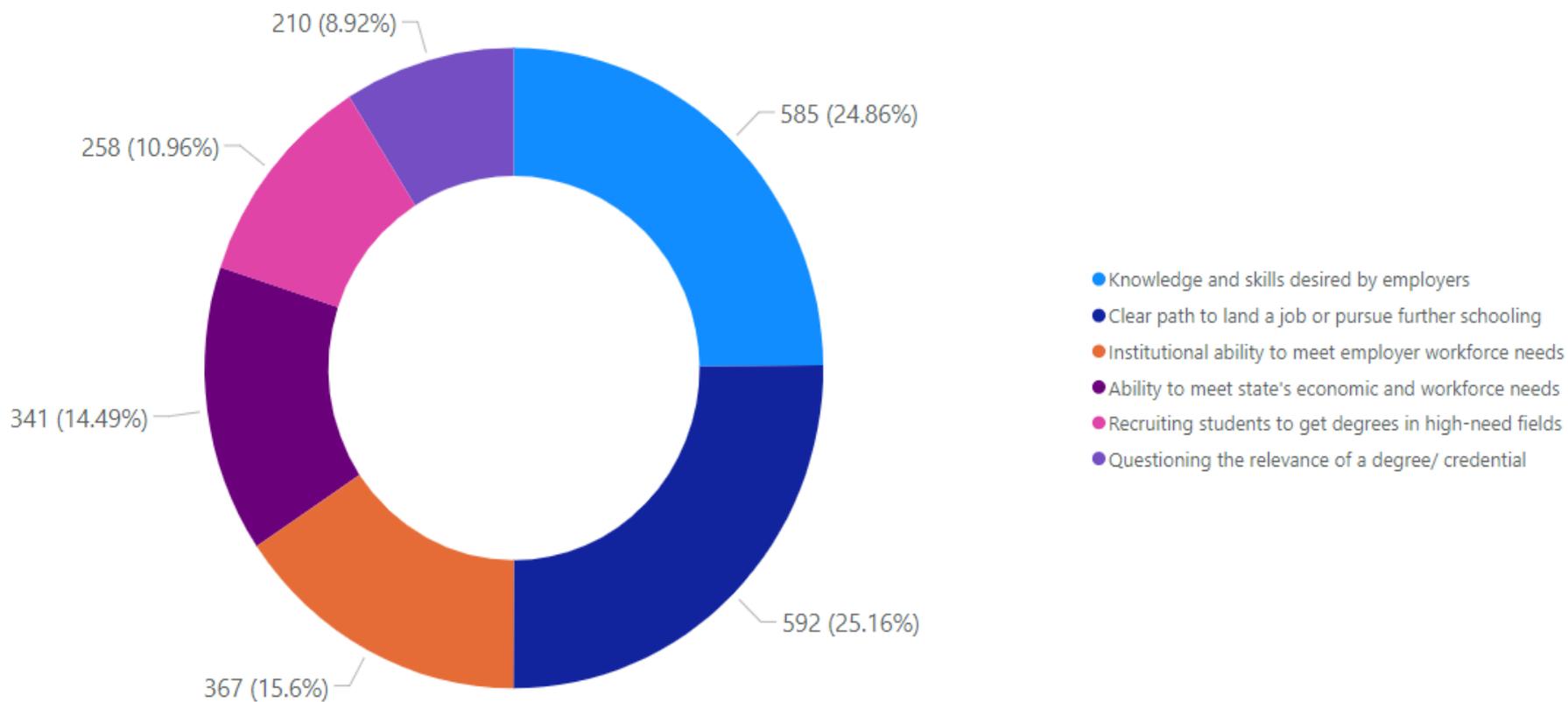
What areas across instruction are most important to you?



What areas across operating structure are most important to you?



What areas across employer/higher ed relationship are most important?



What areas across high school transition are most important to you?

