

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA
JANUARY 16, 2013

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and its Committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order

Governor Rood convened the meeting of the Strategic Planning Committee at 2:37 p.m. Governors Chopra, Colson, and Frost were also present, and Governor Webster was present via telephone. A quorum was established.

2. Approval of Minutes from Committee Meeting September 12, 2012, and
Approval of Minutes from Committee Workshop December 17, 2012.

A motion was made to approve the minutes of the Committee's meeting held September 12, 2012 as presented. The motion was seconded, and the motion carried unanimously. A motion was made to approve the minutes of the Committee's December 17, 2012 workshop as presented. The motion was seconded, and the motion carried unanimously.

3. Consideration of State University System 2011-12 Annual Accountability Report

Governor Rood indicated that the 2011-12 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals, including metrics regarding enrollment, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, and funding and expenditures. Governor Rood asked Vice Chancellor Ignash to make a brief presentation with regard to key metrics contained within the 2011-12 Annual Accountability Report.

Dr. Ignash's presentation included the following points of information:

- Dr. Ignash began by thanking all university representatives who had worked so hard on the Accountability Report. She then talked about the Board's "Three

Great Books” – its Strategic Plan, its individual University Work Plans, and its Annual Accountability Report. She said that the long-range Strategic Plan was a forward-looking document characterized by its articulation of general goal areas, performance metrics, and goals specific to those metrics; that the individual University Work Plans reviewed university progress on approximately 40 performance indicators and provided for a dialogue between the campus and the Board on strategic direction; and that the Annual Accountability Report looked back over the year to gauge whether the System is on track to meet the goals outlined in its Strategic Plan. She said that because the metrics contained in the Accountability Report had not appreciably changed, it was now possible to begin seeing trends in performance. Dr. Ignash explained that the 28 metrics were the product of viewing the tripartite mission of universities (teaching, research, and service) with overlays identified as Excellence, Productivity, and Strategic Priorities for a Knowledge Economy.

- With regard to student enrollment Dr. Ignash said that, with 329,737 students enrolled in Fall 2011, the State University System of Florida is the second-largest system in the United States, trailing only the California State System. She said that, as a System, undergraduate enrollment increased 3% from Fall 2010 to Fall 2011, with a substantial 9% increase of Hispanic students, the result of percentage increases in Hispanic enrollment at all eleven institutions. With regard to graduate enrollment, Dr. Ignash said that, as a System, enrollment was holding steady, having increased 1% from Fall 2010 to Fall 2011.
- Dr. Ignash said that retention refers to keeping students in school so that they will go on to finish a degree, and that, because research shows that the highest attrition occurs in the first two years of college, early identification is crucial in helping first-time-in-college (FTIC) students who are at-risk academically. She noted that among the 10 largest public 4-year university systems, the SUS has the 2nd highest first-year retention rate (88%), following only the University of California System.
- Dr. Ignash said that in the final analysis, a university’s, and a system’s, graduation rate is one of the most important metrics by which its efficiency and effectiveness is judged. She noted that, as a System, four-year graduation rates for FTIC students increased by 6% compared to the 2004 cohort, and six-year graduation rates for FTIC students increased by 2% compared to the 2004 cohort. Dr. Ignash said that it is important to note that among the 10 largest public 4-year university systems the SUS has the 3rd highest six-year graduation rate. With regard to questions by Committee members as to why graduation rate numbers were not even higher, Dr. Ignash pointed out that students who entered as full-time students and who subsequently became part-time students were nevertheless maintained in the full-time cohort for reporting purposes. Governor Tripp pointed out that several SUS institutions had large numbers of part-time students. Dr. Ignash noted further that individual University Work Plans included a great deal of good information with regard to tactics the

universities were employing to improve retention and graduation rates.

Governor Hosseini noted that graduation rates were also substantially impacted by the qualifications of students who entered the universities. Governor Frost asked whether students who dropped out could be queried as to their reasons for doing so, and Dr. Ignash said that there were excellent national studies on this topic. She noted, finally, that the SUS was trending in the right direction with regard to graduation rates. She said that, similarly, 85% of students who transfer into the SUS with the Associate of Arts degree earn their baccalaureates in two to three years.

- Dr. Ignash said that it was important to look at the amount of time students take to earn a bachelor's degree, because that metric is an important complement to graduation rate data. Dr. Ignash noted that 73% of first-time-in-college students finish their degrees in 4.3 years on average.
- Dr. Ignash said that time-to-degree is a metric that reports whether students are taking too long to graduate and that related to it is the metric of excess hours, which is about taking more credit hours than the degree calls for. She said that in 1995 the Legislature stipulated that degree programs, with exceptions provided by the Board of Governors, needed to be offered at 120 credit hours. In 2009, the Florida Legislature established an "excess credit hour surcharge" for each credit hour in excess of the total number required for a degree. The surcharge became effective for students who entered Florida's public postsecondary institutions in 2009-10; therefore, students graduating in 2012-13 will be the first cohort to be required to pay the excess credit hour surcharge. Also, the amount of the surcharge will increase for each subsequent cohort, so that students entering in 2012-13 will have to pay full out-of-state tuition rates for all credits beyond the threshold specified in law. Dr. Ignash said that the excess credit hour surcharge has the potential to affect many SUS students. If, for example, the 2011-12 graduating undergraduate class were required to pay the full excess hour surcharge, then 36% of the bachelor's graduates (about 18,000) would be impacted. This would likely lead to increases in student debt, as well as a potential decrease in graduation rates. Therefore, universities will need to work with students, advising them of this potentially costly surcharge. In addition, universities will need to ensure that courses needed for progression and graduation are offered in a timely and regular manner.
- Dr. Ignash next discussed the metric of degrees awarded. She said that, at the baccalaureate-level, degree production grew faster over the last year, 5.3%, than the 10-year average annual growth rate of 4.4%. She noted that, at the graduate-level, degree growth has slowed (2% last year) compared to the System's 10-year average annual rate of 4.7%. Several institutions produced fewer graduate-level degrees than the year before, while FIU experienced a dramatic 13.9% increase.
- With regard to meeting statewide professional workforce needs, Dr. Ignash said that the formally designated SUS Areas of Strategic Emphasis are not limited to STEM alone. They also include degrees in the areas of globalization,

security/emergency services, health professions, and critical shortage areas in teacher preparation. With regard to production in STEM areas, she noted that baccalaureate-level degree production in STEM has increased by 28% from four years ago, with nine SUS institutions exhibiting substantial growth. She noted further that, at the graduate level, almost half (45%) of the graduate degrees granted in 2011-12 were in at least one of the five areas of programmatic strategic emphasis. Dr. Ignash noted that the State University System of Florida is ranked 3rd among all university systems in the U.S. for undergraduate STEM degree production, and student interest in STEM programs is growing quickly. STEM enrollment growth rates over the past five years have exceeded the enrollment growth for non-STEM programs at the bachelor's and graduate degree levels.

- With regard to decisions on academic programs, Dr. Ignash explained that, pursuant to law, the Board of Governors is required to produce an annual report listing new degree program reviews conducted within the preceding year and the results of each review. She said that during the 2011-12 year, 21 new programs had been approved, 49 had been either terminated or suspended, and six programs had been reviewed but not approved by a University Board of Trustees. Dr. Ignash said that, in addition, the SUS Council of Academic Vice Presidents undertook an examination of potential new degree programs in order to address the issue of unnecessary duplication. Dr. Ignash said that the dialogue had been thoughtful and that a number of programs that may not be implemented in the foreseeable future had been identified. She noted that the Council of Academic Vice Presidents had met in December 2012 and that it was meeting again in February 2013 to continue the work of the Academic Coordination Project.
- With regard to professional licensure and certification examinations, Dr. Ignash said that, although narrowly focused on a few disciplines, professional licensure and certification examination pass rates for graduates of SUS programs are useful indicators of program quality and effectiveness. Dr. Ignash noted that ultimate pass rates, regardless of the number of attempts, are typically near 100% in the SUS. In 2011-12, three-fourths (30 of 40) of university first-time pass rates were above the state and/or national averages, which also includes private institutions.
- Dr. Ignash said that another quality indicator is the number of faculty who are members of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine. She said that this is an indicator of national prominence, and distinguished faculty such as these serve to attract other world-class faculty and researchers. Dr. Ignash noted that 23 of the State University System's 38 members are at the University of Florida which is ranked 26th among public universities for the number of national academy members. She said that, last year, however, the SUS as a whole reported exactly the same number (38) of academy members and was ranked #10 in the nation, and that

this year it is ranked #17, having been leapfrogged by several other states that added from one to 11 new national academy faculty.

- Dr. Ignash next turned to university research and development efforts. She said that, through its research successes, the State University System plays a critical role in Florida's economy, helping it achieve a national and global reputation. Florida's faculty produces intellectual property that can be commercialized through licenses and patents. She noted that, in addition, the System establishes partnerships with local and regional industries; promotes the creation of start-up and spin-off companies; and attracts new employers to Florida. Dr. Ignash said that, in 2010-11, the most recent year that data is available, the State University System research-only activities consisted of \$1.76 billion in expenditures, a 16% increase from just four years earlier. She noted a more than 60% increase in the number of patents issued to the System between 2007-2011. She said that, similarly, licenses and options executed increased in the System by 62% between 2006-07 and 2010-11. Dr. Ignash noted that the SUS is, by far, the leading receiver of patents issued in Florida with 838 awarded over the past 5 years, with IBM coming in second with 325 patents.

Dr. Ignash was queried as to whether the top ten degrees by employability and by salary earnings could be identified. Dr. Ignash responded that the Board's Commission on Higher Education Access and Degree Attainment was working on that. Governor Rood asked whether the University Boards of Trustees had the ability to review the State University System Annual Accountability Report. Dr. Ignash responded that they certainly had the ability to do so. Governor Rood noted that some universities were doing very well while others had opportunities for improvement, and that reviewing the Annual Accountability Report in its totality would be beneficial for university boards of trustees.

There being no further questions or comments, a motion was made to approve the report. The motion was seconded and carried unanimously.

4. Strategic Plan Alignment

Governor Rood said that the next item on the agenda was an information item addressing the need for the Board to align the individual university strategic plans with the Board's 2012-2025 Strategic Plan for the entire system. Governor Rood noted that, currently, institutions develop their own strategic plans on a cycle that they determine, present them to their Boards of Trustees for approval, and per Board regulation 1.001(3)(c), then send them to the Board of Governors for approval. The issue with the process is ensuring that university strategic plans appropriately address the goals and priorities in the Board's most recent Strategic Plan, adopted in November 2011. Governor Rood asked that Vice Chancellor Ignash present information about a process

for re-aligning university strategic plans with the Board's Strategic Plan so that the System and its institutions are clearly moving in the same direction.

Dr. Ignash said that the various university strategic plans were somewhat out of sync. She said that staff proposed that the Board of Governors review its own Strategic Plan in 2014 and again in 2019 to determine the extent to which the Board and its institutions are on track to meet its goals. In addition, Dr. Ignash said that institutions should create an addendum to their strategic plans to demonstrate how their plans align with the Board's Strategic Plan. Governor Colson endorsed this idea and directed staff to move forward on strategic plan alignment.

5. Online Education

Governor Rood recapped the Committee's December 17, 2012, workshop on online education, including specifying that a couple of issues identified for follow-up were going to be the focus of today's discussion: data collection for better measurement and the need for people to understand what is available online. To address the data issue, he introduced Dr. Joel Hartman, the University of Central Florida's Vice Provost for Information Technologies and Resources, and Dr. Tom Cavanagh, UCF's Assistant Vice President for Distributed Learning.

Dr. Hartman indicated that when one thinks about what data is needed regarding online learning, the obvious question is "What questions are you trying to answer?" While there are many answers to that question, one of them is suggested by the Sloan Foundation's pillars or primary platforms upon which quality online programs rest: access, learning effectiveness, student satisfaction, faculty satisfaction, and cost effectiveness.

Dr. Hartman reviewed the data elements collected by the Board of Governors regarding online education, which give information about systemwide enrollment growth, the mode of delivery of courses, and online programs. He explained that UCF has collected data for over 17 years and has a dedicated unit, the Research Institute of Teaching Effectiveness, to track that data. He emphasized the importance of collecting both qualitative and quantitative data.

Dr. Cavanagh explained the Executive Information System, which allows UCF to analyze and predict thresholds and make strategic decisions. He said that:

- Students swirl between location and modalities. Many students take face-to-face, blended, and online courses, all at the same time.

- Students are more likely to succeed in blended courses than in either face-to-face or online courses.
- Nationally, online courses have a higher rate of withdrawals than other modalities.
- In satisfaction surveys, students like online courses. The highest degree of satisfaction is with blended courses. Faculty, by and large, enjoy teaching online and blended courses.

Dr. Cavanagh stated that UCF has created a department whose sole purpose is to support faculty, providing technical support, faculty development (and a stipend to participate in that), full support in instructional design, and support with assessments, so they are successful in teaching their online courses.

President Hitt indicated that the cost to deliver online education is basically the same as face-to-face instruction, because of the cost of faculty and support services. Savings are in capital outlay and operations of facilities. They do not need as many classrooms, but they still need faculty office space. The cost to the student is the same, except for the additional \$18 per credit hour fee for distance learning courses.

In response to questions about how accreditation affects course credits given for Massive Open Online Courses (MOOCs) and how to monetize MOOCs, Chair Rood indicated that he expected to have an update on those issues at the next meeting.

Dr. Hartman responded to several questions from Committee members regarding online education, including who decides which professors teach which courses, class size, faculty-student interaction, satisfaction of students over time, definition of blended courses, verification of who is taking online exams, students taking courses from other countries, and growth of fully online programs.

Chair Rood then introduced Dr. John Opper, Director of the Distance Learning/Student Services for the Florida Virtual Campus (FLVC). Dr. Opper gave a brief history of the genesis of FLVC, explaining that four legacy entities – the Florida Center for Library Automation in the State University System, the College Center of Library Automation in the Florida College System, the Florida Distance Learning Consortium, and the organization responsible for online student advising, FACTS.org – were brought together under one banner, the Florida Virtual Campus, six months ago. Each had had a long and rich history in Florida.

Dr. Opper presented information regarding the Florida Distance Learning Catalog, explaining what is found in the catalog and how students use it. He explained plans for improving the web site and delineated the related issues found in the Legislative Budget Request.

Chair Rood indicated that the Committee needed to give direction on the issues that had been presented. He said that, at the workshop, members identified the lack of good

data as one of the obstacles to making good decisions related to distance learning regarding data collection. He suggested that staff take into consideration what they heard today and other requests for data, and develop a recommendation with some specifics. Members concurred.

Regarding the last presentation on access, there is already a legislative budget request and there does not seem to be anything to do at this point other than monitor the request. He asked the Chancellor to keep the Committee informed.

6. Next Steps and Closing Remarks

Chair Rood said the Legislature is clearly excited about online learning and the Board has an opportunity to be a key part of that decision. The Board has committed to give them a recommendation by Session and there is still a lot of work to be done. He announced that the Strategic Planning Committee would be meeting in February to take the discussion to the next step.

Chair Rood said that at the last meeting, there was interest in looking to one organization to collaborate and be responsible for leading this effort. The Committee has not defined what that organization might be; it might be a university or the Florida Virtual Campus or some other entity, but someone has to drive this initiative because it will expand and be much more than what the System is doing right now. Chancellor Brogan said it is also necessary to keep everyone at the table on this issue, because the Board needs to maximize the return on investments and utilize the talents of those in the State University System who are already involved in online learning.

Following a discussion, Chair Rood indicated that the Committee would continue moving forward and getting input from stakeholders. He said the Committee would need to consider specific proposals at its next meeting.

Having no further business, a motion was made to adjourn the Strategic Planning Committee meeting. The motion was seconded, carried unanimously, and the meeting was adjourned at 5:00 p.m.