

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
MAY 5, 2020

1. Call to Order and Opening Remarks

Chair Kent Stermon convened the meeting at 2:56 p.m. on May 5, 2020, with the following members present: Vice Chair Tim Cerio; Dr. Shawn Felton; Zenani D. Johnson; Charles Lydecker; and Norman Tripp. A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Felton moved that the committee approve the minutes of the January 29, 2020, meeting, as presented. Governor Johnson seconded the motion, and the members concurred.

3. Performance Indicators and Goals

Chair Stermon reminded members that the committee and the full Board had approved revisions to several performance indicators and goals in the 2025 Strategic Plan for Online Education, including ones related to the percent of students taking at least one online course. He said the Committee had heard that the Steering Committee, the committee of provosts helping to guide the implementation of the Strategic Plan for Online Education, felt the two enrollment indicators were optimal, although the System had already met the undergraduate goal and had slightly surpassed the graduate goal. He said that the Board members asked for additional data to better understand why the provosts felt those goals were optimal. He recognized USF Provost Ralph Wilcox, who chairs the Steering Committee, to present revised recommendations based on additional data reviewed.

Provost Wilcox stated that following extensive analysis and deliberation by members of the Steering Committee, and supported by Board staff, he is pleased to bring to the Innovation and Online Committee recommendations for changes in performance indicators #16 and #17 and/or their associated goals.

Provost Wilcox said the first Access performance indicator is the percentage of undergraduate students enrolled in one or more online courses each year. The percentage has steadily increased by three to four percentage points each year since 2013-14. He said numbers showed the System met the 2025 goal last year. He stated the Steering Committee is recommending that the new goal be set at 80%. Also, recognizing the recent experience of transitioning to remote learning and the transition to online learning for Summer 2020, the Steering Committee will also keep an eye on the new goal and will reassess in the future, as appropriate.

The next indicator and goal considered by the Steering Committee was the percentage of graduate students enrolling in one or more online courses. Recognizing the difference between the nature of doctoral education and that of Master's students, he

said the Steering Committee did an analysis by each group. Provost Wilcox stated that Ph.D. students - the research doctorates - dedicate the vast majority of their learning efforts to and engage in face-to-face research and mentoring activities with their professors. The students who are pursuing professional doctorate degrees are not dissimilar, because they frequently balance their educational efforts with clinical experiences that provide limited opportunity for fully online instruction.

He said with all that in mind, and recognizing a trend toward increased interest in online delivery at the Master's level, the Steering Committee recommends that the Access performance indicator #17 focus on the percentage of Master's students enrolling in one or more online courses each year and raising the goal for the State University System from 50% to 60%.

Governor Tripp moved to approve the revised enrollment performance indicators and goals as presented by Provost Wilcox. Governor Lydecker seconded the motion and the members concurred.

4. Noncredit Programs

Dr. Nancy McKee stated that last year staff was asked to provide information regarding how universities help meet workforce needs in ways other than through traditional academic programs. In October, she presented information to the Committee regarding for-credit certificate programs. As a follow-up to that presentation, information for noncredit programs was compiled. In conjunction with the Continuing Education leaders in the System, she said that four categories of programs were developed:

1. Preparing Enrollees for Obtaining Licensure/Certification or for Admissions into College or Special Programs;
2. Obtaining and/or maintaining licensure/certification;
3. Career Development;
4. Well-being and personal growth.

Dr. McKee said the System had over 240,000 completers last year in noncredit programs.

Mark Koulianos, USF's Executive Director of Corporate Training and Professional Education, presented information about each category:

Category One is Test Preparation, which includes preparation for exams such as SAT, ACT, GRE, and the GKT, the General Knowledge Test that all teachers need to pass to be certified to teach in the state. There are also programs in this category that prepare students to pass Food Handling & Safety exams, which support both hospitality industry and public health standards in the state.

Category Two is Obtaining or Maintaining Professional Certifications. The first part of the category relates to programs that usually require a combination of education and experiences and the passing of a state, national, or global exam. In this part are programs such as Certified Financial Planner, Project Management Professional, and the Society of Human Resources Management. The second part of this category is focused on continuing education for

professionals who are required to earn continuing education credits to maintain their certifications, such as Certified Public Accountants and attorneys.

Category Three contains programs that focus on Career Development, including upskilling or new skill attainment or reskilling in order to change careers. After students graduate from a university, most spend 40-plus years in the workforce. Technology changes; the world changes; crises happen; workers are displaced. Therefore, being able to upskill or reskill quickly and efficiently is vital for both the state and national economy.

Category Four captures Well-being and Personal Growth, which reflects everything from smoking cessation to healthy living practices to growing your own vegetables. These programs support the public health of the state.

Dr. Nick Place said UF's Institute of Food and Agricultural Sciences (IFAS) is a federal, state, and local partnership dedicated to developing knowledge in agriculture, natural resources, and life sciences, and advancing and understanding the quality of human life by making this information available to everyone. IFAS has a physical presence in all of Florida's 67 counties. He stated that conducting needs assessments is vital to developing and conducting successful education programs for their clients, including employers and members of the workforce. Citizen and stakeholder advisory committees, pre- and post-educational event surveys, partnerships with local, regional, and state entities, and direct interactions with citizens, along with work through the thirteen Research and Education Centers and people on the UF main campus, provide opportunities to assess needs, knowledge gained, and adoption of practices. He said that IFAS uses a variety of methods to inform employers and potential students about in-person and online educational offerings, including posting information in popular press outlets, social media platforms, blogs, newsletters, web sites, and direct email notifications.

In addition to programs that result in certification or re-certification, Dr. Place said credentials earned may consist of Continuing Education Units (CEUs) or some form of certificate of completion. He provided examples of online and face-to-face programs delivered regularly by IFAS, including the Commercial Fertilizer Applicator Training Program, which leads to a certification required by the Florida Department of Agriculture and Consumer Services; Green Industry Best Management Practices certification program; online Greenhouse Training for employers and employees, which is offered in multiple languages; and the Food Manager certification program.

Chair Stermon told Committee members that the information presented provides a good baseline of noncredit programs universities are providing to benefit the workforce. Under Governor DeSantis' leadership, the Florida Talent Development Council is developing a strategic plan to ensure 60% of working-age Floridians hold a high-value postsecondary credential by 2030. The Chancellor has already provided the Council the data the Board collected regarding for-credit certificates offered in the System. Chair Stermon requested that Chancellor Criser forward to the Council the information presented today on noncredit programs.

5. Concluding Remarks and Adjournment

Chair Stermon adjourned the meeting at 3:24 p.m.

Kent Stermon, Chair

Nancy C. McKee, Ph.D.
Associate Vice Chancellor