

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF FLORIDA
GAINESVILLE, FL
October 30, 2019

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

1. Call to Order and Opening Remarks

Chair Darlene Jordan convened the meeting on October 30, 2019, at 8:33 a.m. with the following members present: Governors Cerio, Felton, Frost (by phone), Huizenga, Lamb, Levine, and Scott. A quorum was established.

2. Minutes of Strategic Planning Committee Meeting

Chair Jordan called for a motion to approve the meeting minutes from the Committee's August 28 and October 3, 2019, meetings. Governor Cerio moved to approve the minutes, Governor Huizenga seconded the motion, and the motion carried unanimously.

3. Florida International University's Revised 2019 Accountability Plan

Chair Jordan announced that the next item on the agenda was to consider approval of Florida International University's (FIU) Revised 2019 Accountability Plan. She cited Board of Governors Regulation 2.002, which requires the development of an institutional accountability plan intended to reflect each institution's distinctive mission and focus on core strengths within the context of State University System goals as well as regional and statewide needs. She further explained that FIU revised its Accountability Plan due to a typographical error in the 2017-18 actual graduate degrees awarded metric discovered after the Board of Governors' approval at the June 13, 2019, meeting. As a result of this revision, the university modified the goals for this metric. Chair Jordan further indicated that the revised plan was approved by the FIU Board of Trustees on September 18, 2019, and, as a result, the Committee and full Board must also review and consider for approval the revised plan

Governor Huizenga moved to approve the FIU Revised Accountability Plan, Governor Lamb seconded the motion, and the motion carried unanimously.

4. 2019 System Accountability Plan

Chair Jordan mentioned Board of Governor's Regulation 2.002, which requires the Board of Governors to annually submit institutional accountability plans and a system summary to the Governor, the President of the Senate, and the Speaker of the House of Representatives. Based on the data and information provided in the institutional

accountability plans, Board staff analyzed system-level data and created the 2019 System Accountability Plan. Chair Jordan reminded the Committee that an update was received on the plan at its August 28, 2019, meeting, but the System plan was not considered for approval at the August meeting since Florida International University made a revision to its graduate degrees awarded goals that required its Board of Trustees to approve the revised FIU plan.

Chair Jordan stated the Committee would consider for approval the 2019 System Accountability Plan, and if approved, the 2019 System Accountability Plan would be forwarded to the full Board for consideration.

Governor Cerio moved to approve the 2019 System Accountability Plan, Governor Huizenga seconded the motion, and the motion carried unanimously.

5. State University System 2025 Strategic Plan: 2019 Update

Chair Jordan said the next item on the agenda was to consider approval of the State University System 2025 Strategic Plan: 2019 Update. She explained that at the Committee's January 31, 2019, meeting, a review was initiated of the Board's 2025 Strategic Plan metrics. The committee continued this work throughout the year, making final recommendations regarding metrics and goals at its October 3, 2019, meeting. She stated that the Committee would consider for approval a revised 2025 System Strategic Plan.

Chair Jordan recognized Dr. Christy England, Vice Chancellor for Academic and Student Affairs, to present an overview of the changes to the State University System 2025 Strategic Plan.

Dr. England walked through the Committee's recommended changes to the 2025 Strategic Plan. She began with the changes to the teaching and learning metrics. She explained that the goal for the four-year graduation rate was increased to 65%, and the six-year rate has been raised to 80%. She said the goal for bachelor's degrees awarded annually was adjusted down to 78,500, reflecting the current system capacity. Similarly, the graduate degree target has also been revised downward to 27,400, she specified. Dr. England mentioned that the goal for bachelor's degrees awarded to African-American and Hispanic students was increased to 46%. Finally, she said that the Committee is recommending that the quality online course metric refers to a structured review process for new and substantively revised online courses and dictates that these courses must meet Florida standards with a goal of 100%.

Dr. England stated that the Committee recommended adding a new metric to track the four-year graduation rate for Pell Grant recipients with the goal set at 54%. She also described another new metric, the Florida College System Associate in Arts transfer three-year graduation rate, with a goal set at 62%.

Dr. England next described the scholarship, research, and innovation metric revisions. She said the Committee recommended increasing the goal of the number of licenses/options executed annually to 500. For the Number of Start-up Companies, she

explained, the goal was adjusted to be 60. Regarding total research expenditures, the goal was increased to \$3 billion, she illuminated. Dr. England confirmed that she and Governor Levine had met with the Vice Presidents for Research to work on a plan to get to this new goal, and she asked Governor Levine to give the committee an update.

Governor Levine stated that the meeting with the Vice Presidents for Research was a productive discussion about how the System plans to achieve the revised goal. The SUS institutions are working on different opportunities at the federal level and collaboratively, and these opportunities are not fully captured in the data. He said it was encouraging to watch the SUS Vice Presidents for Research work together in Washington, D.C. to further our goals in this arena. He noted that this is a huge opportunity for the state.

Dr. England next presented that the Committee had recommended replacing the percent of research expenditures from external fund sources with the amount of research expenditures from external fund sources, with a goal of \$1.75 million. Finally, she said, the Committee recommended adding a question to the institutions' senior exit survey to measure the percent of undergraduates engaged in research. The Committee recommended the change be implemented on the 2020 exit surveys.

Finally, Dr. England reviewed the changes to the community and business engagement metrics. The Committee recommended that the metric of the percent of baccalaureate graduates continuing their education or employed align with the definition used in Performance Based Funding, and further recommended adjusting the salary threshold to \$30,000 or higher. Dr. England reported that the Committee recommended including the median wage metric used in Performance Based Funding and setting the goal at \$43,200.

Governor Morton moved to approve the State University System 2025 Strategic Plan: 2019 Update, Governor Lamb seconded the motion, and the motion carried unanimously.

6. Programs of Strategic Emphasis: 2019 Update

Chair Jordan stated that the next item on the agenda was to consider approval of the Programs of Strategic Emphasis: 2019 Update. The Chair went on to say that these programs are an essential component of the 2025 Strategic Plan, and the Board's Programs of Strategic Emphasis (PSE) list is one of several tools for aligning degree production goals of the State University System with the economic and workforce needs of Florida. It is also important to note, she said, that PSE degree production is a component of the Performance Based Funding Model.

Chair Jordan explained that every few years, Board staff review the PSE list to ensure that the programs listed align with the workforce needs of Florida and make recommendations to keep, remove, or add programs to the list. In this tradition, she stated, Board of Governors' staff recently conducted an environmental scan and workforce analysis to identify labor market demand for postsecondary graduates. Staff reviewed and analyzed economic and workforce-related reports and data sources, both at the state and national levels.

Chair Jordan articulated that at the Committee's August 28 meeting, Board staff presented several recommended updates to the PSE list. Since that meeting, staff has received input from the 12 SUS institutions and is recommending one additional change to the list.

Chair Jordan recognized Dr. Christy England, Vice Chancellor for Academic and Student Affairs, to present the Committee with the final recommended changes to the PSE list for approval. If approved by the Committee, she expressed, this list will go to the full Board for approval. Chair Jordan also reminded the Committee that the new list would take effect for the 2020-21 academic year and would influence Performance Based Funding and accountability plans starting in the summer of 2022.

Dr. England began by assuring the Committee that the PSE-related analyses were thorough and that the review process was comprehensive, involving all of the SUS institutions as well as staff from the Department of Economic Opportunity and the Department of Education. Dr. England stated the change referenced by the Chair in her introduction was the addition of School Psychology, which is based on relevant data and the contribution of this program to K-12 student mental health, which has been a focus of the Board.

Dr. England referred the Committee to several documents included in the meeting information packets detailing the recommended changes and the analysis methodologies.

Governor Levine moved to approve the Programs of Strategic Emphasis: 2019 Update, including the supporting methodology, Governor Huizenga seconded the motion, and the motion carried unanimously.

7. How SUS Career Services Impact Student Success

Chair Jordan announced that the last item on the agenda was to hear a presentation and have a panel discussion regarding university career centers and their impact on student employment outcomes. She stated that on October 3, the Committee discussed making changes to the percentage of graduates employed metric and increasing the salary threshold. Based on that conversation, she said, this was a good time to understand how the State University System (SUS) Career Centers are helping to move the needle on this metric and how they are fostering student success after graduation.

Chair Jordan recognized Dr. Lynn Nelson, Director of Student Affairs, to provide a System overview of the services offered by the career centers.

Dr. Nelson presented an overview of SUS career center operations. She explained that all SUS institutions offer career services to students and alumni, and that career services are embedded in every campus culture. Dr. Nelson described the broad range of services and mechanisms available to students to help with career planning, including providing in-person, walk-in, and online appointments, and services that include career workshops, resume writing, mock interviewing, and on-campus interviewing. She stated that every SUS institution is proactive in engaging students during freshman orientation or first-year experience courses to begin conversations on career exploration and the types of services the career center offers. She also explained that every career center is working to move the needle on wages by providing salary information to students as part of degree exploration, new student orientation, and academic advising.

Dr. Nelson said career centers also prepare students for the workforce by enhancing employability or soft skills such as effective communication, teamwork, problem-solving, work ethic, time management, adaptability, and interpersonal skills. She stated that other programs offered include personal branding, proper etiquette, and dressing as a professional. Further, she indicated that career centers connect and partner with companies and organizations that may provide internship opportunities and full-time positions to students upon graduation. She also said that all institutions hold both general and specialized career fairs throughout the year.

Dr. Nelson indicated that career centers assist students in securing employment by utilizing enterprise systems that provide easy access to career preparation tools and job opportunities. These systems allow students to build profiles that highlight their academic accomplishments, various types of skills, and extracurricular activities, and they can be used to apply for job opportunities.

Finally, Dr. Nelson said the directors of the SUS career centers collectively form the Florida Career Centers consortium, which facilitates the exchange of information and best practices to enhance career readiness for the benefit of the students and alumni of the SUS institutions. She referred the Committee to the handout included in their

meeting information packets titled *How SUS Career Services Impact Student Success* for more detailed information.

Chair Jordan thanked Dr. Nelson and recognized the panel participants: Ms. Ja'Net Glover from the University of Florida; Ms. Karen Gough from Florida Atlantic University; Ms. Myrna Hoover from Florida State University; and Ms. Lauren Loeffler from the University of West Florida. Chair Jordan thanked the panel participants and asked them to explain what career centers of 2019 are like and how they might be different from the past.

Ms. Hoover responded that the career center today was definitely different than the career center from when she was in college. Three things have happened, she said, because of accountability, the focus on return on investment, and high student debt ratios. These things have combined to spur more resources being dedicated to the career centers for use in pursuing their mission, which is to help students reach their definition of success. She stated that today, career centers engage students where they are, teach them about career competencies while providing relevant workforce information, and use outcome and engagement data to inform their work.

Ms. Hoover explained that students today want individualized services. She described the walk-in service delivery model at FSU that individually addresses each student who arrives and responds to his or her particular reason for that visit. It is different now, she expounded, because they are able to embed career liaisons in academic units. This puts career advisers sitting next to academic advisers in each college, which gives students unprecedented access to career services and gives the liaisons more information and context to understand and relate to the students. Ms. Hoover stated that last year at FSU, they saw 19,500 advising contacts, and that represents just one of their four services. Ms. Hoover described a more integrated campus culture now in effect where all parties work towards student success, which includes career success.

Ms. Hoover went on to describe the mentor program at FSU that connects students with alumni and others working in the fields they are considering. She said they want to talk with people actually working in the jobs they are working towards to gain an increased understanding of work environments and make better-informed decisions. Ms. Hoover talked about the many different modalities they use, including in-person, online, and through their curriculum, to reach students and teach job skills to prepare them to change jobs multiple times throughout their careers as workers now do.

Ms. Hoover stated that data and engagement inform their work. She said they now collect more and better data, such as requiring senior survey responses. This provides both more information and more relevant data to inform decisions. She acknowledged that the number one way students find jobs was through career services based on survey responses. Her office, she noted, served about 25,000 unique students last year, but that was not enough since FSU enrolls around 42,000 students.

Chair Jordan asked how Ms. Hoover planned to get more students to utilize their services. Ms. Hoover responded by describing a new micro-credentialing/badging

system that will reach more students. She said they focus on teaching students how to effectively job search and market themselves so they can be successful in the future long after graduation.

Governor Kitson commended the career center efforts and asked how to spread best practices and knowledge throughout the system. He inquired as to how active the consortium is in the system in disseminating that knowledge and what the business community can do to better support career center endeavors. Ms. Loeffler responded that the business community is an invaluable partner in establishing pathways to employment, but there is much more opportunity to involve businesses in the process.

Governor Morton asked the panel if they were working with employers throughout the state and getting actionable feedback from them regarding university graduate quality. Ms. Hoover said that yes, they absolutely do that by working with their local chambers, employers, and other organizations, and the feedback has been very positive. Ms. Gough added that they work closely with their employer advisory councils and other employer partners regarding career readiness.

Governor Tripp asserted that SUS internship numbers were not as robust as they need be, and he asked who champions internship efforts on campuses. Ms. Hoover replied that internships are generally decentralized, so no one person or group is necessarily responsible for implementing them. She also stressed that many students are participating in internships that are not always captured or reported for a number of reasons. She said internship numbers would skyrocket as more and better data was being collected. Ms. Gough added that FAU now offers a professional internship course that is based on career skills that employers have declared are critically important. Ms. Loeffler then argued that many students are participating in undergraduate research where they are accruing the same benefits and skills also obtained during an internship.

Governor Lamb commented that there is a focus on wages as a component of the Board's strategic plan and asked what was being done to help students make good choices during their academic careers to help lead to a good quality of life after graduation. Ms. Gough replied that internships are very important in this regard and sharing workforce data with students is an essential tool. Ms. Hoover further commented that entrepreneurship is also critical to Florida's economy, but many entrepreneurs have low wages early in their careers or those wages are not captured in reporting mechanisms. Ms. Loeffler professed that many times students have misconceptions about wages and starting salaries, so employers should be invited into classrooms to provide real-world information and help students manage their expectations.

Chancellor Criser asked if there was anything career centers need in terms of data to more effectively understand student outcomes and achieve their missions. Ms. Hoover responded that she would like to see data on where graduates were ten years after graduation, not in one or two years, because long-term outcomes better represent how much higher education benefitted a student. Ms. Gough referenced surveys FAU uses to assess immediate employment outcomes, but she reiterated three, five, and ten-year

information would be very helpful. Ms. Glover agreed longer-term data would be useful. Ms. Hoover mentioned that it is not just about wages once you get past a \$70,000 threshold but also about fulfillment, so broader issues like career happiness must be considered.

President Rosenberg commended the Board for helping institutions focus on their responsibility to help students get great jobs but requested more help in working with the business community. He mentioned that a major internship initiative in conjunction with organizations like the Florida Chamber and the Florida Council of 100 would facilitate moving the needle more quickly for students.

Chair Jordan thanked the panel for their participation and for the great work being done at career centers throughout the SUS.

8. Concluding Remarks and Adjournment

Having no further business, Chair Jordan adjourned the meeting at 9:30 a.m.

Darlene Jordan, Chair

Roger Strickland
Director, Economic Development