



Higher Education Coordinating Council

MEMORANDUM

DATE: February 16, 2015
TO: Members, Higher Education Coordinating Council
RE: Meeting, February 23, 2015 - Conference Call

In preparation for our next meeting, I wanted to touch base with you. We will meet by conference call next Monday, February 23, 2015. Prior to the meeting, I am asking each of you to review the meeting minutes from our January meeting and respond with any corrections or edits to Matt Bouck.

A meeting agenda is attached. For our conference call, it is our intention to receive updates from each of the member-leaders regarding the progress moving our recommendations forward. In our Annual Report 2014, we advanced 4 critical areas and this past January, we agreed to develop further action steps to bring these achieve our recommendations.

Since our January Meeting:

Recommendation # 3 - Given the broad nature of this recommendation, member-leader Susan Pareigis has suggested a more narrow focus at this time. She has offered the topic of postsecondary student internships/teacher externships as an appropriate topic with which to begin. (Teacher externships provide an experience in which teachers spend time in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject in order to enrich and strengthen their teaching and bring relevance to student learning.)

I welcome any additional suggestions or comments each of you may have regarding these assignments. Please continue to communicate with Matt Bouck or Diane McCain regarding any thoughts or ideas you may have to further the work of the Council.

For your review, you have already been sent a copy of the minutes and notes from our January workshop. I have again included them with this memorandum.

I look forward to our meeting next Monday and thank you in advance for your work and participation.

DATE: Monday, February 23, 2015
TIME: 1:00 p.m.
CALL-IN Number: 888-670-3525 passcode: 2485005088

The Council's 2014 Recommendations

1. Define sector specific metrics to align with statewide higher education policy and fiscal goals - **Marshall M. Criser, III (and Florida College System Chancellor, when determined)**
2. Increase number and proportion of transfer students earning degree credit - **Ed Moore**
3. Expand incentives for collaboration between business community and education system - **Susan Pareigis (with Al Latimer)**
4. Continue aligning, prioritizing and incentivizing education funding to better meet industry talent needs - **Chris Hart**

Topics for Continued Exploration (included in 2014 Recommendations)

1. Examine state merit and need-based financial aid programs - **Ken Burke**
2. Mechanisms to identify certificate and degree programs to meet workforce needs - **Al Stimac**
3. Enhance career education counseling in middle and high schools - **John Colon and Julie Alexander**

Attachments:

Agenda - February 23, 2015 Conference Call Meeting

Draft Minutes - January Workshop 2015

Meeting Notes - January Workshop 2015



Higher Education Coordinating Council

AGENDA

February 23, 2015

Conference Call Meeting

1:00 p.m. – 2:30 p.m. or upon conclusion of business

Dial In: 888-670-3525

Conference Code: 2485005088

- I. Introductions Thomas Kuntz, Chair
- II. Approval of Minutes (previously reviewed by members)
- III. Update from Workshop held on January 13, 2015 –

HECC Priorities for 2015 – Focus on Accountability and Performance. Designated members are guiding the work of the Council, continuing the intent of the HECC priorities focused on accountability and performance. Updates from each member-leader:

1. **Marshall M. Criser, III to report on Recommendation #1**
Define sector specific metrics to align with statewide higher education policy and fiscal goals.
2. **Dr. Ed Moore to report on Recommendation #2**
Increase number and proportion of transfer students earning degree credit.
3. **Susan Pareigis to report on Recommendation #3 (narrowed)**
Postsecondary student internships/teacher externships, in which teachers spend time in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject in order to enrich and strengthen their teaching and bring relevance to student learning. Part of the recommendation for collaboration between business community and education system
4. **Chris Hart, IV to report on Recommendation #4**
Aligning, prioritizing and incentivizing education funding to better meet industry talent needs.

If time permits, any updates on topics for continued exploration:

5. Ken Burke - Examine state merit and need-based financial aid programs
6. Al Stimac - Mechanisms to identify certificate and degree programs to meet workforce needs
7. John Colon and Julie Alexander (FCS) - Enhance career education counseling in middle and high schools

- IV. Discussion
- V. Public Comment

HIGHER EDUCATION COORDINATING COUNCIL

January 13, 2015

Members Present: Tom Kuntz, Marshall Criser, Julie Alexander (FCS Representative), Curtis Austin, Ken Burke, Chris Hart, Al Latimer, Ed Moore, Al Stimac; Susan Pareigis and John Colon by phone

Approval of Past Meeting Minutes

Chair Kuntz introduced the minutes for the September 23, 2014, November 3, 2014, and November 19, 2014 meetings. Al Stimac moved approval, Chris Hart seconded. The meeting minutes were approved.

Introduction

Chair Kuntz introduced the purpose of the meeting. The [2014 HECC Annual Report](#) laid out some good ideas for further work, but it is time to look deeper at these issues. Members of the Council will focus on action steps necessary to accomplish the recommendations made in the 2014 Report. Chair Kuntz has named a HECC member as a “guide” to assist with facilitating discussions for the four recommendations and the three other topics identified for continued exploration.

Performance Funding

Marshall Criser led the discussion regarding HECC recommendation #1 via a [presentation](#) and [FAQ document](#) to support the discussion.

1. Continue to encourage and support all education sectors in defining key performance metrics to align with statewide higher education policy and fiscal goals, recognizing that performance benchmarks might differ by delivery sector and program.

The performance metrics must be attached to some appropriation. Florida taxpayers and students put their trust in the Board of Governors for this activity; if Florida is spending public dollars it must consider the value to Florida families.

The four guiding principles of the Board of Governors performance funding model are:

- Use metrics that align with Strategic Plan goals
- Reward excellence or improvement
- Have a few clear, simple metrics
- Acknowledge the unique mission of the different institutions

The methodology should include a risk to base funding, and that institutions may be successful by being excellent, or by being intentional and showing improvement.

What should be the HECC’s role in this discussion? The HECC can help to show return on investment by determining a common vocabulary and metrics: access, retention,

graduation/completion and job placement; it can also determine an outline of the process by which higher education should be measured.

HECC member discussion:

Hart: What is the value proposition? Everyone believes in investing in education, but performance funding helps to put a value on the investment; the cost against the outcomes.

Kuntz: The HECC's role is to define common metrics across sectors and those unique to specific sectors. But to produce a document that describes all performance funding for all sectors.

Moore: Performance measurement is critical, but there is a need to consider funding differences with nonpublic institutions where state funds flow through financial aid. It is important to consider shared data between institutions and sectors to build the best possible model.

Criser: There is some level of competition in the model, but there is a good balance between sharing and entrepreneurial discussions at the institutions. A danger with sharing is that all institutions begin doing the same things.

Alexander: The 2014 Legislature charged the Commissioner of Education with determining a funding model for the Florida College System. The Commissioner is meeting with department leadership and examining specific metrics and data.

Kuntz: Once the Florida College System performance funding system is established, one task will be to compare the FCS and SUS funding methodologies; this will provide focus to the Legislature.

Pareigis: There should be some consideration by the HECC regarding performance contracts for institutions receiving performance funding.

Austin: Important to distinguish between fiscal and policy issues. Without financial aid, there is little participation by government in private colleges and university. But important policy discussions involve degree supply and demand and alignment to industry.

Marshall Criser will establish a workgroup to create a proposal for HECC review at its next meeting.

Articulation Pathways

Ed Moore led the discussion regarding HECC report recommendation #2, and presented a [workplan](#).

2. Broaden its commitment to seamless articulation pathways by incentivizing higher education institutions to increase the number and proportion of transfer students receiving credit towards their intended program of study always keeping in mind issues of accreditation and quality.

While the workplan is focused on dual enrollment and on associate in arts (AA) transfer, the HECC should also consider AS-BS transfer.

HECC member discussion:

Dual Enrollment

Burke: Does dual enrollment impact time to degree? There are issues regarding a rigorous curriculum, subsequent success and time to degree. The analysis depends on the policy goals.

AA Degrees and Transfer

Burke: We must recognize the value of the Statewide Course Numbering System (SCNS) and its positive impact on student transfer.

Austin: There are still issues with course transfer and the SCNS; referenced two 2007 OPPAGA reports ([here](#) and [here](#)) that outline issues with nonpublic institution course transfer.

Pareigis: For baseline data, we need to get a transfer analysis by degree and college, going back five years.

Upper Division Capacity

Moore: Regarding upper division capacity—are current pathways effective? Can we do better? Perhaps one contribution will be to establish a mechanism to share best practices.

Burke: Are students from transfer institutions treated the same as native students when they try to enter specific upper-division programs?

Ed Moore will establish a workgroup to determine a scope of work and next steps for HECC review at next its meeting

Collaboration between the Business Community and Education

Susan Pareigis and Al Latimer will guide the efforts for HECC recommendation #3:

3. Expand incentives to promote collaboration between the business community and the education system, utilizing our higher education assets as a component of our economic development activities.

For the next HECC meeting they will determine project issues, scope, and next steps.

Education Funding to Meet Industry Talent Needs

Chris Hart led the discussion relating to HECC recommendation #4:

4. Continue to align, prioritize and incentivize education funding to better meet Florida's industry talent needs through the use of the best available labor market intelligence and industry data.

Key terms are “align,” “prioritize,” and “incentivize.” What are we aligning to: accreditation, the marketplace? What are the funds available?

We should also discuss a strategic degree and a standard degree. Is there a difference between the two? Are we putting money behind those degrees to meet strategic needs? Access, capacity and quantity plays into this discussion.

HECC member discussion:

Austin: Are we meeting the needs of existing business, and those in the future? We need front-end business input to inform new programs, also need back-end business input to tell us whether the program is working.

Criser: What are we preparing for, but also developing a workforce for the here-and-now. The Commission on Access and Attainment established good methodologies for undergraduate education, and current Board of Governors activities through its Health Initiatives Committee is look at medical and health services in the future economy. Does the Florida College System do some sort of needs analysis as a part of its baccalaureate degrees?

Alexander: Yes, each baccalaureate proposal must include a need/demand analysis—it is a large part of the approval process. The gap calculation looks at future job projections.

Pareigis: Suggest using the workforce estimating conference to refine gap analysis methodology or establish a certificate and degree estimating conference modeled after the workforce estimating conference.

Austin: We want talent that the state needs, but we don't want oppressive centralized planning. How do we get students to be interested in certain areas of need, like wastewater technologies?

Stimac: One issue is that the DOE curriculum frameworks for manufacturing need updating; they are not relevant to current jobs.

Hart: We would need to work with Amy Baker about the workforce estimating conference. The HECC would need to use business intelligence/gap analysis as a tool for recommendations. The system would need to be relevant, timely and accurate to provide students with information about occupational demand. However, while there is not much disagreement in concept, there are disagreements about the methodology utilized to create a gap analysis.

Moore: Where to the workers in Florida come from. We should look at some licensed careers in Florida and determine where those workers received their training. We encourage business to move here, but do we encourage them to hire Florida workers? Are their market gaps or differences in Florida from the rest of the nation? Is this a quality issue as well as quantity?

The next step will be to outline barriers to the project regarding creating and using the best available labor market intelligence and labor needs.

Financial Aid

Ken Burke will lead this effort for HECC topic area #1:

1. Examine state merit and need-based financial aid programs to maximize benefits to Florida students, taxpayers, and industry talent needs.

Financial aid (both federal and state) is a big driver for education policies.

Criser: The State University System is engaged in an affordability analysis. To get past the sticker price and look at the cost to the student for education and gap between cost and aid.

Certificate and Workforce Programs to Meet Needs

Al Stimac will lead the discussions relating to HECC topic area #2:

2. Institute mechanisms that identify certificate and degree programs to meet current and future workforce needs.

This topic will look at promoting in demand career pathways. It is important to leverage the “corporate” side of the community college and build articulation agreements/career pathways. To also train more teachers in these areas and integrate skill sets into other K12 programs.

Career Education

John Colon and Julie Alexander will lead this discussion relating to HECC topic areas #3:

3. Enhance career education and counseling in middle and high schools.

The HECC did not discuss this issue.

The assignment for the HECC issue leaders is to document their particular issue and focus on next steps and necessary decisions. .

2015 Meeting Schedule

Monday - February 23, conference call at 1:00 p.m.

Friday - March 27, in person meeting from 9:00-12 noon

Friday - May 29, conference call at 10:00 a.m.

Friday - June 12, in person meeting from 9:00-12 noon

Friday - September 11, conference call at 10:00 a.m.

Friday - November 13, in person meeting from 9:00-12 noon

No December meeting is planned unless warranted due to the annual report.

Meeting adjourned at 2:22 p.m.

HIGHER EDUCATION COORDINATING COUNCIL

January 13, 2015

2015 Work Assignments and Meeting Schedule

Members of the Council will focus on action steps necessary to accomplish the recommendations made in the 2014 Report. Chair Tom Kuntz has named a member-guide to assist with facilitating discussion and consensus for each of the four recommendations. Also included in the 2014 Report were three topics for continued exploration. For each topic he has assigned a member-guide to advance discussion and work by the members regarding these issues.

Recommendation **1. Continue to encourage and support all education sectors in defining key performance metrics to align with statewide higher education policy and fiscal goals, recognizing that performance benchmarks might differ by delivery sector and program.**

Member/Guide Marshall M. Criser, III, Chancellor – State University System of Florida
And Chancellor - Florida College System

2015 Goal Establish a common vocabulary, outline and process for how all education sectors may be measured. Note common and unique elements for each sector.

Immediate Next Step In November 2014, the State Board of Education held a workshop where a proposed Florida College System performance funding program was discussed. In response, the Commissioner of Education has developed a proposal, per statute, and will be making a recommendation to the Governor and Florida Legislature very soon. Once the proposal is available, a comparison will be made between the Board of Governors/State University System performance funding metrics and methodologies and the Florida College system proposed model.

Issue: Is there any change in policy when the source of funding is the student (via tuition and financial aid), rather than state appropriations?

Recommendation **2. Broaden its commitment to seamless articulation pathways by incentivizing higher education institutions to increase the number and proportion of transfer students receiving credit towards their intended program of study always keeping in mind issues of accreditation and quality.**

Member/Guide Dr. Ed Moore, President, Independent Colleges and Universities of Florida

2015 Goals For dual enrollment programs in public and private postsecondary institutions: assemble an inventory of these efforts, benchmark their successes and recommend strategies to increase those successes.

Assemble strategies to increase AA enrollments beyond anticipated growth, raise retention-rates and speed up time-to-degree of AA students, as well as review projects that speed the transfer process to upper division coursework and degree completion.

The HECC work group should profile the current and potential future capacities of these five strategies (Expanding State Universities and Independent Colleges & Universities, Establishing New State and Independent Branch Campuses and Sites, Enlarging Online Bachelor's Degree Programs, Developing Collaborative Partnerships and Establishing University Centers on State College Campuses) to increase both the number and proportion of transfer students earning bachelor's degrees and make recommendations to expand even further those capacities to meet increased future demand.

Competency based credit: where/how does the Florida Education System recognize/treat competency based credit now? How does HECC propose it should be treated/acknowledged in the future?

Immediate Next Steps Determine workgroup members and begin to set scope of projects.
Compile data on transfer students by degree and college for the past 5 years.

Recommendation 3. Expand incentives to promote collaboration between the business community and the education system, utilizing our higher education assets as a component of our economic development activities.

Member/Guide Ms. Susan Pareigis, Business Representative, House Speaker Appointee
Mr. Al Latimer, Enterprise Florida

Immediate Next Step Create document to be shared with HECC members regarding project issues, scope, and next steps.

Recommendation 4. Continue to align, prioritize and incentivize education funding to better meet Florida's industry talent needs through the use of the best available labor market intelligence and industry data.

Member/Guide: Mr. Chris Hart, IV, President, CareerSource Florida

2015 Goal Make recommendations regarding a supply/demand analysis that would be employed in the workforce estimating conference.

Immediate Next Step Outline barriers to the project

Topics for Continued Exploration (2014 Annual Report)

Topic Area	1. Examine state merit and need-based financial aid programs to maximize benefits to Florida students, taxpayers, and industry talent needs.
Member/Guide:	Mr. Ken Burke, Business Representative, Governor's Appointee
2015 Goal	Make recommendations regarding: alignment of state and federal financial aid programs; future changes for the Bright Futures program; and the gap between cost of education and state/federal financial aid
Immediate Next Step	Create document to be shared with HECC members regarding project issues, scope, and next steps.

Topic Area	2. Institute mechanisms that identify certificate and degree programs to meet current and future workforce needs.
Member/Guide:	Mr. Al Stimac, Senate President's Appointee
Immediate Next Step	Create document to be shared with HECC members regarding project issues, scope, and next steps.

Topic Area	3. Enhance career education and counseling in middle and high schools.
Member/Guide:	Mr. John Colon, Member, State Board of Education and Ms. Julie Alexander, Representing the Chancellor, Florida College System

Proposed meetings for 2015

Monday - February 23, conference call @ 1pm

Friday - March 27, in person meeting from 9-12 noon

Friday - May 29, conference call @ 10 am

Friday - June 12, in person meeting from 9-12 noon

Friday - September 11, conference call @ 10 am

Friday - November 13, in person meeting from 9-12 noon*

December – no meeting, unless warranted due to annual report

Important Dates in 2015

Legislative Session begins on March 3
Legislative Session ends on May 1

BOG meetings

Feb. 19
March 18-19
May 7
June 16-18
November 4-5

SBE meetings

Feb. 25
May 20
June 17
Nov. 18

CIE Meetings

January 30
March 27
May 21

*Florida Council of 100

November 11-13

DRAFT