

**The Florida College System
Council of Presidents
Friday, September 30, 2016
Pensacola State College
Pensacola, Florida**

MINUTES

Welcome and Call to Order

Dr. Ed Meadows, Council of Presidents Chair, called the meeting of the Council of Presidents to order at approximately 9:56 a.m. on Friday, September 30, 2016 at Pensacola State College in Pensacola, Florida.

The following members of the Council of Presidents were present:

Mr. David Armstrong
Dr. Jason Hurst
Dr. Jim Henningsen
Dr. Tom LoBasso
Dr. Jim Richey
Dr. Jeff Allbritten
Dr. Jonathan Gueverra
Dr. Cynthia Bioteau
Dr. John Holdnak
Dr. Ken Atwater
Dr. Ed Massey

Dr. Stanley Sidor
Dr. Sasha Jarrell
Ms. Ava Parker
Dr. Tim Beard
Dr. Ed Meadows
Dr. Eileen Holden
Dr. Jackson Sasser
Dr. Thomas Leitzel
Dr. Carol Probstfeld
Dr. Jim Murdaugh

Also present were:

Ms. Madeline Pumariaga
Dr. Chris Mullin
Ms. Wendy Sikora
Mr. Eric Godin
Ms. Judy Green

Ms. Shelly Ford
Mr. Alex Anderson
Ms. Cora Merritt
Ms. Pam Forrester

Mr. Michael Brawer
Mr. Robert Batsel
Mr. Mike McKee
Mr. Andy Treadwell

Ms. Victoria Hernandez
Ms. Rachael Ondrus
Ms. Sandy Cesaretti Ray
Mr. Scott Balog

Ms. Juanita Scott
Mr. Aaron West
Mr. Patrick Rinard
Ms. Kelly Warren
Mr. Chauncey Fagler
Dr. Judy Bilsky
Mr. Chris Hansen
Mr. Peter Elliott

Ms. Debbie Douma
Ms. Sheryl Vittitoe
Mr. Craig Johnson
Ms. Abby Whiddon
Ms. Nanette Schimpf
Mr. E.H. Levering
Mr. Andrew Barnes
Mr. Joe Mazur

1.0 Welcome and Comments

2.0 Approval of Minutes

2.1 Approval, Council of Presidents Meeting Minutes-June 3, 2016

Action: *Upon a motion by Dr. Carol Probstfeld and a second by Dr. John Holdnak the minutes of the June 3, 2016 meeting of the Council of Presidents were approved without objection.*

2.2 Ratify, Council of Presidents Steering Committee Meeting Minutes-August 18, 2016

Action: *Upon a motion by Dr. Carol Probstfeld and a second by Dr. Jason Hurst the minutes of the August 18, 2016 meeting of the Council of Presidents Steering Committee were ratified without objection.*

3.0 Report of the Chair, Dr. Ed Meadows

3.1 Reminder, 2016 James L. Wattenbarger Award Voting

Dr. Meadows reported the deadline to vote for the James L. Wattenbarger Award is October 7.

4.0 Report of the Chancellor, The Division of Florida Colleges

4.1 Find My College Major, a LINC'S Project

Dr. Chris Mullin did a presentation on Find My Major.

Dr. John Holdnak stated beta testing can be done at Gulf Coast State College.

Chancellor Pumariega thanked Broward College and the College of Central for including the Division on this grant.

Chancellor Pumariega reported North Florida Community College has been approved to offer their first baccalaureate degree in Nursing.

In the past five years, the FCS has terminated 743 programs. This information has been shared with the State Board of Education.

The Chancellor reported the Department of Education strategic plan was presented and approved by the State Board of Education. The plan includes these four goals: highest student achievement, seamless articulation and maximum access, skilled workforce and economic development and quality efficient services.

The Chancellor congratulated Florida Keys Community College for being approved by the Florida Center for Students with Unique Abilities to become a Florida Postsecondary Transition Program.

The Chancellor also congratulated Broward College and Indian River State College for being named Aspen finalists.

The Trustees Commission held a webinar on September 20 on the Florida College System Funding Model. The next webinar will be held in December.

Performance funding distribution has begun.

5.0 Report of the Chancellor, Division of Career and Technical Education

Ms. Wendy Sikora reported the postsecondary certificate funding list has been approved and is posted online.

Ms. Sikora reported workshops are currently being conducted with Adult Education instructors.

6.0 Committee and Task Force Reports

6.1 Articulation Coordinating Committee

No Report

6.2 Distance Learning Committee

Dr. Jonathan Gueverra reported the committee met recently, with 18 colleges being represented. The committee revised the statement of purpose to include action items. The committee is currently getting faculty input on the purpose statement.

6.3 Florida College System Risk Management Consortium

Mr. Chauncey Fagler referred to the handout entitled Risk Management Council Meeting.

6.3.1 Ratify, 2017 Employee Benefit Plan

Mr. Fagler reported the overall rated change is 5.22%.

***Action:** Upon a motion by Dr. Tom LoBasso and a second by Dr. Jonathan Gueverra, the 2017 Employee Benefit Plan as outlined in the handout was ratified without objection.*

6.3.2 Ratify, 2016 Personnel

Mr. Fagler reported FCSFRC staff received a 3% cost of living increase on July 1, 2016.

***Action:** Upon a motion by Dr. Ed Meadows and a second by Dr. Jonathan Gueverra, the 2016 personnel as outlined in the handout was ratified without objection.*

6.3.3 Informational, Review of the FCSRMC Financials

6.3.4 Informational, FCSRMC Operations Committee Membership

6.4 Funding Formula Workgroup

Dr. Carol Probstfeld reported the approved recommendations have been implemented in this year's model.

6.5 Media and Public Relations Committee

Previously Covered

6.6 FCSAA

Ms. Kelly Warren referred to the handout entitled Florida College System Activities Association Annual Summary Report to the Council of Presidents. Ms. Warren announced the 2016 Hall of Fame Inductees.

Mr. Bill Hamilton reviewed the Section 16 report. He reported 713 student athletes have gone onto 4-year colleges.

Ms. Warren asked approved of the FCSAA 2016-17 Executive Committee.

Action: *Upon a motion by Dr. Tim Beard and a second by Dr. Tom LoBasso, the FCSAA 2016-17 Executive Committee was approved without objection.*

6.7 Support Council Reports

6.7.2 CIA

Mr. Craig Johnson reported CIA will meeting next week.

6.7.3 COBA

Mr. Peter Elliott reported COBA will also be meeting next week.

6.7.4 CSA

Mr. Patrick Rinard reported CSA will be meeting in Cocoa Beach next week.

6.7.5 FCRD

Mr. Aaron West reported FCRD meets twice a year.

7.0 AFC Report

Ms. Juanita Scott reported the AFC Annual Meeting and Conference is November 2-4.

Mr. Michael Brawer referred to the handout entitled Schedule at a Glance.

Mr. Brawer also announced the AFC will be selling the building.

8.0 Other Business

Dr. Ed Meadows reported the Master Faculty Seminar was a success with 44 faculty participants.

Dr. Ava Parker suggested the format for the COP meetings be evaluated. Dr. Meadows stated the presidents can discuss this at the next professional development session.

Dr. Ed Meadows adjourned the Council of Presidents meeting at approximately 11:39 a.m. without objection.

Minutes COP Distance Learning Group

October 20, 2016 4 p.m.

The statement of purpose was reviewed and adopted with the final addition of the statement related to faculty in the e-learning matrix.

Identify policies and practices that increase student success in e-learning courses and programs. To achieve these goals the committee will:

Facilitate collaboration among FCS institutions

Actively seek opportunities to work with the SUS

Assure the existence of high quality courses and programs

Monitor and report on student achievement in e-learning courses and programs

Provide input on data collection and use in the FCS

Disseminate data and evidence on the effectiveness and proliferation of e-courses and programs

Monitor and report cost-effective strategies for online learning

Support faculty to more effectively engage in e-learning instruction

Melanie Jackson of South Florida State College supported by Dave Shulman gave an overview of the work being done by the FLVC and the BOG working groups. Several documents related to Melanie's presentation are attached for your reading pleasure. Most of the presentation and discussion center on the three workgroup's focus on access, quality and affordability.

Other discussion

Lake Sumter State College has begun the process of forming a Quality Matters consortium for the state and would like other colleges to consider joining.

Jeff Larson reminded us that the State Authorization changes are imminent and all colleges need to be aware of them. It would help if the State assists in the process.

Update from Florida Virtual Campus-Distance Learning and Student Services Members Council (FLVC-DLSS MC) For the Florida College System- Council of President's Distance Learning Committee

*From Melanie Jackson, South Florida State College, FLVC-DLSS MC Chair 16-17
October 20, 2016*

The FLVC DLSS team met October 4, 2016. The team is planning a Symposium February 2-3, 2017 at St. Pete College on the topic of State Authorization/SARA. Invitees include all employees from the Florida College System and State University System.

In addition, the DLSS has three workgroups focusing on Access, Quality and Affordability.

Access Workgroup *led by Kendall St. Hilaire (IRSC) and Lynn Drees (SCF)*

Charge: Continually enhance and improve access for Florida's postsecondary students to quality education opportunities in online and digital learning programs and services.

- Creating a white paper on the digital divide.
- Draft scorecard/rubric created for best practices in online student support. **(see attached)**
- Considering best practices to retain online students
- Creating a white paper on technology needed by students to take online courses.
- Accelerated terms (waiting on input from a couple other groups).
- Exploring creation of an online student readiness course that everyone could use with a pre- and post-enrollment strategies grid. Discussions includes ideas related to student technology preparedness, self-assessments, type or strategy for the readiness assessment (website, module, public or behind authentication, etc.)
- Student Success Initiatives-DE processing and advising, FL residency validation, reverse transfer assistance in addition to access

Quality Workgroup *led by Arifa Garman (GCSC) and Len Roberson (UNF)*

Vision:

- A statewide offering of high quality postsecondary online courses.

Mission:

- Develop a comprehensive quality assurance system that can be applied consistently and equitably to online courses offered by Florida's public universities and colleges.

Deliverables:

- Clear and measurable criteria for evaluating the quality of online courses.
 - Adapting the UWF version of QM Rubric for standards of excellence in online course development.
 - QM has in development another rubric to review quality of online course delivery. Will consider adoption when it is released
 - Implementation of course review across SUS- quality score-card
- A system that provides recognition for high quality online courses.
 - Create an award system that uses this system- perhaps an institutional level/President's award and system level/Chancellor's award.
 - Faculty can volunteer to have their course submitted for review
- A method to clearly communicate the quality of online courses on the statewide course catalog.
 - Courses at "high" or "very high" quality may be recognized in the FLVC catalogue with the course designated as a "course of excellence" (perhaps have an orange icon for outstanding courses)
 - And/or a Coding system (by FLVC) to make them different color

Affordability Workgroup *led by David Shulman (Broward College and Jeff Larson (MDC)*

Charge: Align with the goals of the Florida Board of Governors Task Force for Strategic Planning for Online Education Affordability Workgroup with those of this workgroup considering also the Florida College System. The goals include:

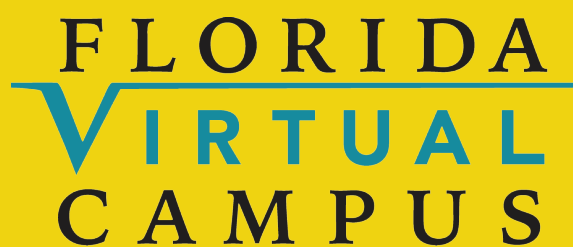
- Share services to support development and implementation costs.
 - Optimize the development/delivery of online courses. Can the state facilitate the development and distribution of master courses that can be used by all institutions?
 - Look at ways of leveraging buying power to purchase software statewide.
 - Sharing services such as tutoring, proctoring, etc.
 - Expand Orange Grove to reduce costs.

- Identifying a possible tool for statewide analytics.
- Discover new sources of educational content for student use.
- Adopt innovative instructional models to create instructional efficiencies.
 - Develop models to achieve cost savings. Need to document strategies that reduce costs to institutions and students and provide strong evidence that online classes are meeting specific needs.
- Develop an assessment tool to look at the technology infrastructure required to offer online programs.
- Better understand the real costs of distance learning at the institution level, campus-by-campus-Dr. Pam Northrup (UWF) has this in the final stage of completion (DL Cost Study Analysis).
 - FLVC released the 2016 Student Textbook and Course Materials Survey results and findings (**see attached**)
 - As well as an Action Plan for Building a Statewide Infrastructure to Support OER in Florida's Public Institutions of Higher Education (Open Access Textbook and Educational Resources Taskforce-**see attached**)



2016 Student Textbook and Course Materials Survey

Results and Findings



Office of Distance Learning & Student Services

October 7, 2016



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During March and April 2016, more than 22,000 students participated in a Student Textbook and Course Materials Survey conducted by the Florida Virtual Campus's (FLVC) Office of Distance Learning and

Research questions:

- Question 1:** How much do students spend on textbooks and other instructional materials?
- Question 2:** How many times do students buy textbooks that are not used?
- Question 3:** How are students affected by the cost of textbooks?
- Question 4:** What digital study aids do students perceive to be most beneficial to their grades?
- Question 5:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in the money spent on textbooks?
- Question 6:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in factors affected by cost of textbooks?
- Question 7:** Comparing university students and college students, what are the differences in the money spent on textbooks, money spent on course materials, costs covered by financial aid, and the number of textbooks purchased but never used.
- Question 8:** What are the differences in the money spent on textbooks for students in different degree levels?



Summary of Key Findings

Key Finding 1 **The high cost of textbooks is negatively impacting student access, success, and completion.**

The findings suggest that the cost of textbooks is negatively impacting student access to required materials (66.6% did not purchase the required textbook) and learning (37.6% earn a poor grade; 19.8% fail a course). Time to graduation and/or access to courses is also impacted by cost. Students reported that they occasionally or frequently take fewer courses (47.6%); do not register for a course (45.5%); drop a course (26.1%), or withdraw from courses (20.7%).

Key Finding 2 **Textbook costs for Florida university and college students continue to trend higher.**

More than half (53.2%) of students spent more than \$300 on textbooks during the spring 2016 term, and 17.9% spent more than \$500. Compared to the 2012 survey, there was a decrease in the cost category “\$0–\$100” from 9.8% to 8.2%, while cost category “\$601 or more” increased from 8.5% to 8.9%. In addition to textbooks, 77.2% percent of respondents spent \$200 or less on required course materials, while 10.6% of students reported spending \$300 or more on required materials.

Key Finding 3 **Required textbooks are purchased but not always used in course instruction.**

The average survey participant purchased 2.6 textbooks that were not used during his or her academic career. That is a statistically significant increase from the 1.6 textbooks indicated in the 2012 survey.

Key Finding 4 **In terms of the cost of textbooks and other course materials, college students are in worse shape than university students.**

Of the college students surveyed, 56.3% spent \$301 or more on textbooks, compared to 50.5% by university students. In addition, 12% of colleges students reported having spent \$301 or more on course materials, compared to only 9.8% of university students.

Key Finding 5 **Students in Associate or Bachelor's degree programs spent more on textbooks than students in Master's or Doctorate degree programs.**

For those students seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 54.6%, 57.8% and 55.0%, respectively, reported having spent \$301 or more on textbooks. By comparison, 38% of students seeking a Master's degree, and 45% of students seeking a Doctorate degree, reported having spent \$301 or more.

Key Finding 6 **Florida students are reducing costs by a variety of means.**

The most-used cost-saving measure reported by students is purchasing books from a source other than the campus bookstore (63.8%). A majority (84%) of survey participants reported a willingness to rent textbooks in order to reduce costs—up from 73.5% in the 2012 survey. In addition, more students (29.6%) reported that they chose to rent digital textbooks rather than buy lifetime access to a digital version of a textbook (3.1%), as a cost-saving strategy.

Key Finding 7 **Financial aid covers less textbook costs now than in 2012.**

For the spring 2016 term, only 70.7% of students reported that they received financial aid, which is down from 75% in 2012. Furthermore, of the 70.7% who received financial aid, nearly one-third (29.2%) reported that their financial aid covered none of their textbooks costs, which is slightly higher than the 29% reported in 2012. Of students whose financial aid did cover some portion of their textbook costs, only 20.6% reported that all of their textbook costs were covered, down from 27.9% in 2012.

2016 Student Textbook and Course Materials Survey

Introduction

The financial burden that students must bear for textbooks and course materials — and its impact on their academic choices and success — is a mounting concern for Florida's higher education community.

In response to a legislative charge (Section (s.) 1004.091(2)), Florida Statutes (F.S.), a statewide task force was created to explore this issue. The task force produced an [Open Access Textbook Task Force Report](#), which provided rationale for open access textbooks and a plan to promote and increase the use of open access textbooks in Florida. Subsequently, in [2010](#), and again in [2012](#), Florida Student Textbook Surveys were conducted to assess student perception of textbook costs and open educational resources (OERs). Findings from the [2012 Student Textbook Survey](#) continue to be used throughout the country in support of legislative decision-making and reports ([2016, Taylor, M.](#)), and [in Florida](#) to help support requests for institution or legislative action.

Most recently, in March-April 2016, the former Florida Distance Learning Consortium (now the Office of Distance Learning and Student Services within the statewide Florida Virtual Campus) conducted a Student Textbook and Course Materials Survey with more than 22,000 students of Florida's 40 public colleges and universities. The objective of the survey, which examined textbook affordability and acquisition, was to learn from students' recent personal experiences how the cost of textbooks and course materials is impacting their education, their purchasing behaviors, the study aids they find to be most beneficial to their learning, and their use of financial aid to address these costs.

Methodology

The 2016 Student Textbook and Course Materials Survey was conducted to help education leaders and policy makers better understand how textbook and course material costs are impacting student perceptions, academic decisions, progress, and perceived value of educational resources.

All 40 of Florida's public postsecondary institutions were requested to invite their students to take part in the online survey, which was a follow-up to the [2010](#) and [2012 Student Textbook Surveys](#).

A. Purpose

The purpose of the 2016 Student Textbook and Course Materials Survey was to identify:

1. The amount of money that Florida's public college and university students spent on textbooks and course materials during the spring 2016 semester,
2. The frequency with which students buy textbooks that are not used,

3. How students are affected by the cost of textbooks,
4. Which study aids students perceive to be the most beneficial to their learning,
5. Changes in student responses from previous iterations of the survey.

B. Participants

All 40 public colleges and universities in Florida participated in the study. Included among the 40 was Florida Polytechnic University, which opened for classes in 2014, and thus was not included in the 2012 survey.

The Florida College System (FCS) sent requests for participation to Chief Academic Officers at all colleges, and the university Board of Governors (BOG) sent requests for participation to university Provosts. Those requests for participation contained links to the survey and its purpose, and instructed that the survey be administered between March 24, 2016 and April 29, 2016. Institutions were requested to use campus communication channels to solicit student participation in the survey.

C. Survey

The 2016 survey included 11 multiple choice, multiple select, and constructed response items drawn from the 2012 survey's cost-related questions, as well as additional response items that reflected the current legislative status and concerns in Florida. The goals, research questions, and survey items were developed through consultation with the FCS and BOG.

The estimated time required to complete the survey was ten minutes. The first few items addressed basic demographics (e.g., degree, institution, area of study). The remainder of the survey pertained to money spent on textbooks, textbook use, academic impact of textbook costs, and perceived value of different study aids.

D. Research Questions

- Question 1:** How much do students spend on textbooks and other course materials?
- Question 2:** How many times do students buy textbooks that are not used?
- Question 3:** How are students affected by the cost of textbooks?
- Question 4:** What digital study aids do students perceive to be most beneficial to their grades?
- Question 5:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in the money spent on textbooks?
- Question 6:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in factors affected by cost of textbooks?
- Question 7:** Comparing university students and college students, what are the differences in the money spent on textbooks, money spent on course materials, costs covered by financial aid, and the number of textbooks purchased but never used.

Question 8: What are the differences in the money spent on textbooks for students in different degree levels?

E. Data Analyses

Descriptive statistics were used to calculate all survey items. Means and standard deviations were used to calculate all continuous variables and Likert-type scales. Frequencies and percentages were presented for nominal and ordinal-scaled variables.

For research questions 1–4, frequencies and percentages were calculated for each category. For research questions 5–8, Chi square tests were used to test the statistical differences.

Key Finding 1

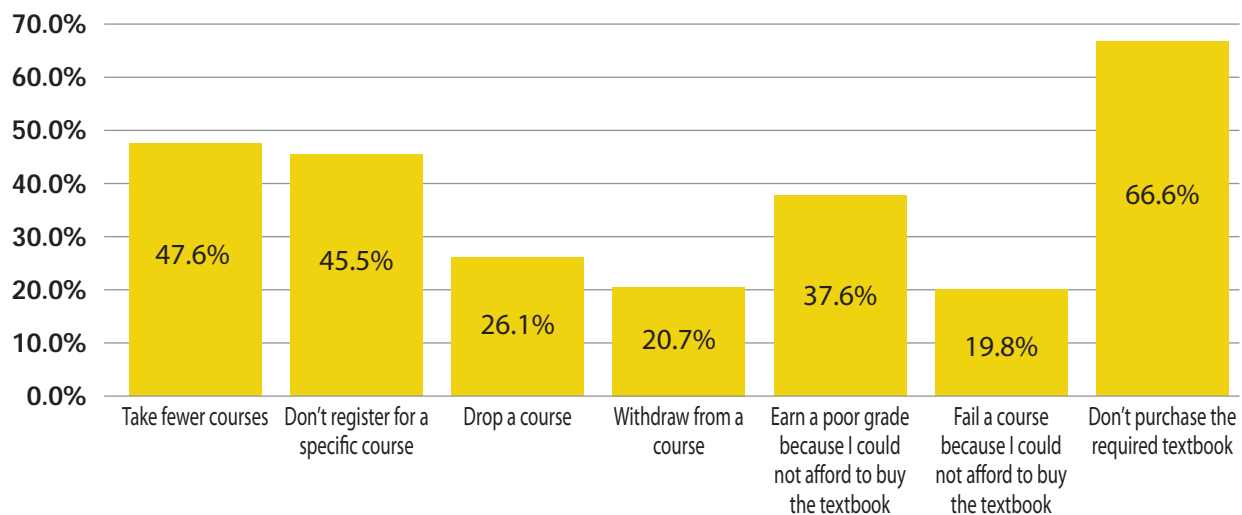
The high cost of textbooks is negatively impacting student access, success, and completion.

The findings suggest that the cost of textbooks is negatively impacting student access to required materials (66.6% did not purchase the required textbook) and learning (37.6% earn a poor grade; 19.8% fail a course). Time to graduation and/or access is also impacted by cost. Students reported that they occasionally or frequently take fewer courses (47.6%); do not register for a course (45.5%); drop a course (26.1%), or withdraw from courses (20.7%).

OVERALL

Students reported that the high cost of textbooks impacted their learning and academic choices in a variety of ways.

Chart 1: Impact of Textbook Costs on Students



COMPARED TO THE 2012 SURVEY

- Take fewer courses (47.6%, down from 49.1% in the 2012 survey)
- Don't register for a course (45.5%, up from 45.1% in the 2012 survey)
- Drop a course (26.1%, down from 26.7% in the 2012 survey)
- Withdraw from a course (20.7%, slightly up from 20.6% in the 2012 survey)
- Earn a poor grade (37.6%, up from 34% in the 2012 survey)
- Fail a course (19.8%, up from 17% in the 2012 survey)
- Don't purchase the required textbook (66.5%, up from 63.6% in the 2012 survey).

Table 1: Impact of Textbook Costs (2016 and 2012)

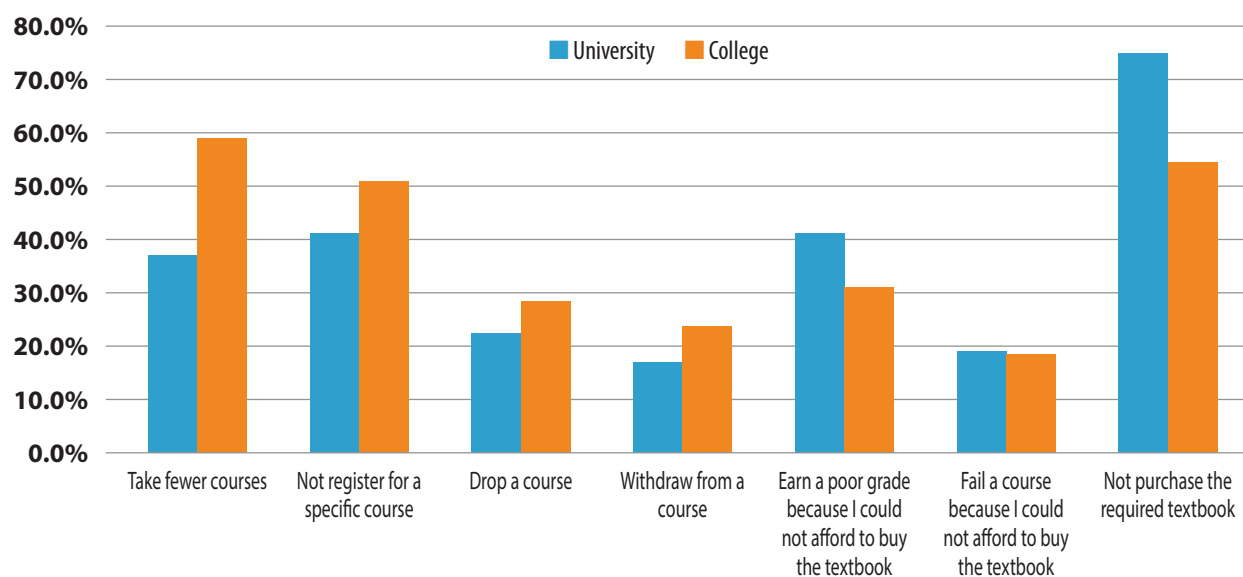
| <u>Answer Options</u> | <u>2016</u> | <u>2012</u> |
|------------------------------------|-------------|-------------|
| Take fewer courses | 47.6% | 49.1% |
| Not register for a course | 45.5% | 45.1% |
| Drop a course | 26.1% | 26.7% |
| Withdraw from a course | 20.7% | 20.6% |
| Earn a poor grade | 37.6% | 34.0% |
| Fail a course | 19.8% | 17.0% |
| Not purchase the required textbook | 66.5% | 63.6% |

Note: 2016 survey n = 20,557; 2012 survey n = 18,587

COLLEGE & UNIVERSITY

Compared to university students, college students are more likely to take fewer courses, not register for a specific course, drop a course, or withdraw from a course due to the cost of textbooks. University students are more likely to not purchase a required textbook, earn a poor grade, or fail a course due to textbook costs.

Chart 2: Impact of Textbook Costs (University and College)

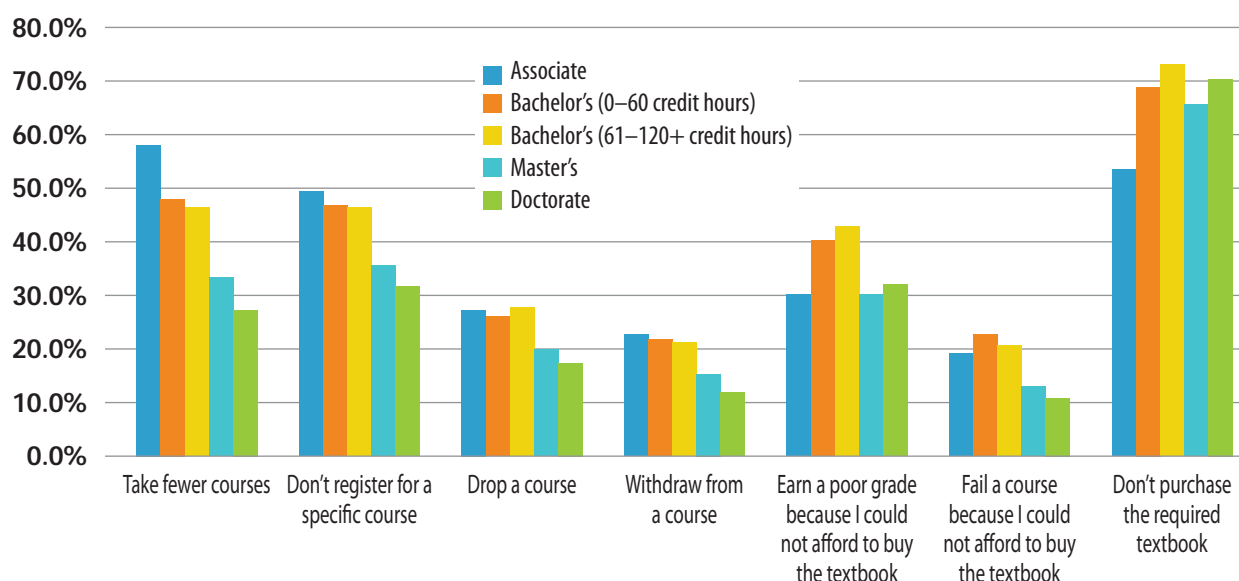


Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

DEGREE LEVEL

Students in Associate degree programs reported the highest percentage of taking fewer courses (58%), not registering for a specific course (49.2%), and withdrawing from a course (22.5%) due to textbook costs. Students in Bachelor's degree programs with 0–60 credit hours reported the highest percentage of failing a course (22.8%) due to those costs, and students in Bachelor's degree programs with 61 or more credits reported the highest percentage of dropping a course (27.6%), earning a poor grade (42.9%), and not purchasing the required textbook (72.8%). It is worth noting that students in graduate degree programs (Master's and Doctorate) did not rank the highest percentage in any of the categories.

Chart 3: Impact of Textbook Costs (by Degree Level)



Note: Associate $n = 4,904$; Bachelor's (0–60 credit hours) $n = 4,213$; Bachelor's (61–120+ credit hours) $n = 8,463$; Master's $n = 1,781$; Doctorate $n = 784$.

Key Finding 2

Textbook costs for Florida university and college students continue to trend higher.

More than half (53.2%) of students spent more than \$300 on textbooks during the spring 2016 term, and 17.9% spent more than \$500. Compared to the 2012 survey, there was a decrease in the cost category "\$0–\$100" from 9.8% to 8.2%, while cost category "\$601 or more" increased from 8.5% to 8.9%. In addition to textbooks, 77.2% percent of respondents spent \$200 or less on required course materials, while 10.6% of students reported spending \$300 or more on required materials.

OVERALL

During the spring 2016 term, 53.2% of students spent more than \$301 on textbooks, and 17.9% spent more than \$500. The most frequently selected response regarding textbook cost was "\$201-300" (21.7%), followed closely by "\$301-400" (20.7%). Approximately 75% of the respondents reported spending more than \$200 on textbooks during the spring 2016 term.

Table 2: Textbook Costs

Q: How much did your textbooks cost for the spring 2016 term?

| Answer Options | Responses | Percentage |
|------------------------|-----------|------------|
| \$0 – 100 | 1,688 | 8.2% |
| \$101 – 200 | 3,174 | 15.4% |
| \$201 – 300 | 4,465 | 21.7% |
| \$301 – 400 | 4,258 | 20.7% |
| \$401 – 500 | 2,993 | 14.6% |
| \$501 – 600 | 1,844 | 9.0% |
| \$601 or more | 1,830 | 8.9% |
| Other (please specify) | 305 | 1.5% |

Note: $n = 20,557$

COMPARED TO THE 2012 SURVEY

Compared to the 2012 survey, there was a decrease in the cost category "\$0–\$100" in 2016, from 9.8% to 8.2%. Cost category of "\$601 or more" increased from 8.5% to 8.9%. See Appendix A, Table A-4, for additional data.

Key Finding 3

Required textbooks are purchased but not always used in course instruction.

The average survey participant purchased 2.6 textbooks that were not used during his or her academic career. That is a statistically significant increase from the 1.6 textbooks indicated in the 2012 survey.

OVERALL

To be consistent with the 2012 survey, answers greater than 15 were set as outliers. After removing outliers, the 2016 survey participants purchased an average of 2.6 textbooks that were not used during his or her academic career.

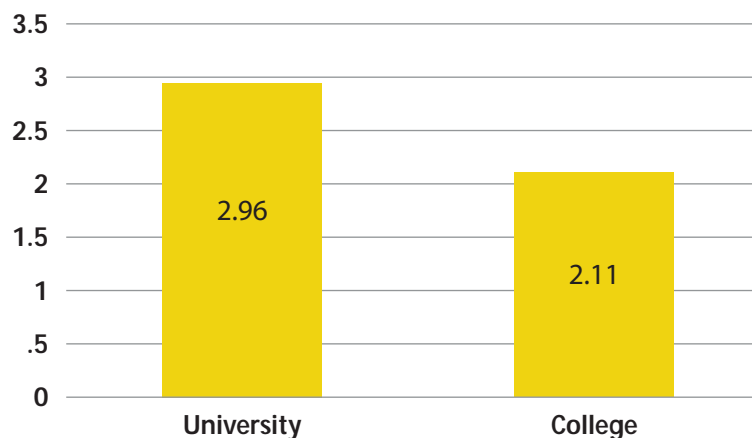
COMPARED TO THE 2012 SURVEY

In the 2012 survey, participants purchased an average of 1.6 textbooks that were not used during their academic careers. The difference is statistically significant.

COLLEGE & UNIVERSITY

Chart 3, below, illustrates the average number of textbooks that were purchased, but not used, by university and college students who participated in the 2016 survey.

Chart 4: Textbooks Purchased But Not Used (University and College)



Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Key Finding 4

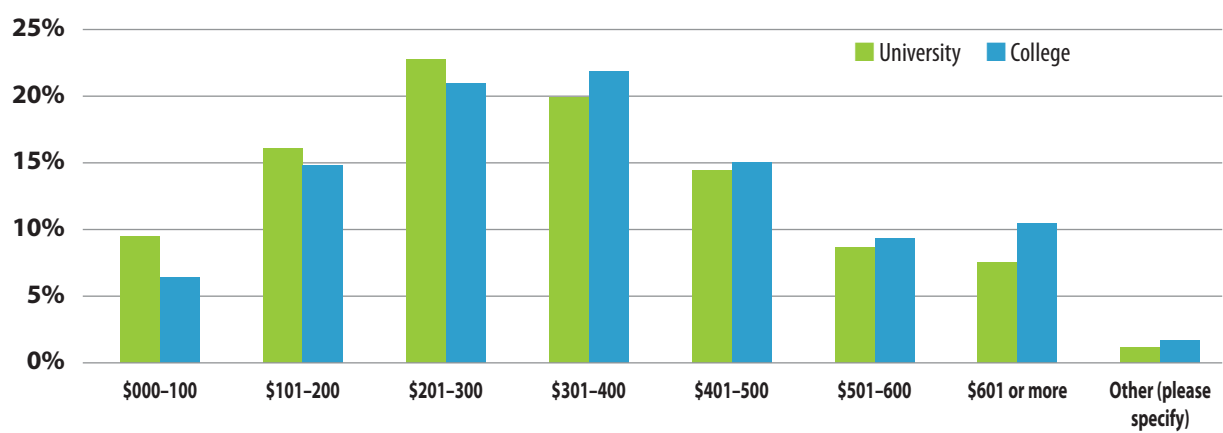
In terms of the cost of textbooks and other course materials, college students are in worse shape than university students.

Of the college students surveyed, 56.3% spent \$301 or more on textbooks, compared to 50.5% by university students. In addition, 12% of colleges students reported having spent \$301 or more on course materials, compared to only 9.8% of university students.

OVERALL

Compared to university students, there is a higher percentage of college students in high-cost categories. Of the college students surveyed, 56.3% spent \$301 or more on textbooks, compared to 50.5% by university students.

Chart 5: Textbook Cost (University and College)



Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

For the spring 2016 term, 77.2% percent of students surveyed spent \$200 or less on required course materials. By comparison, 10.6% of students spent \$300 or more on required course materials.

Table 3: Amount Spent on Course Materials

Q: Excluding textbooks, how much did you spend on required course materials for the spring 2016 term (handbooks, guides, course packets, and other print or digital learning materials)?

| Answer Options | Responses | Percentage |
|------------------------|-----------|------------|
| \$0 – 100 | 10,405 | 50.6% |
| \$101 – 200 | 5,469 | 26.6% |
| \$201 – 300 | 2,415 | 11.7% |
| \$301 – 400 | 926 | 4.5% |
| \$401 – 500 | 442 | 2.2% |
| \$501 – 600 | 294 | 1.4% |
| \$601 or more | 482 | 2.3% |
| Other (please specify) | 124 | 0.6% |

Note: n = 20,557

Table 4: Amount Spent on Course Materials (University and College)

| Answer Options | University | | College | |
|-----------------|------------|------------|-----------|------------|
| | Responses | Percentage | Responses | Percentage |
| \$0 – 100 | 5,859 | 51.7% | 4,165 | 50.0% |
| \$101 – 200 | 3,025 | 26.7% | 2,181 | 26.2% |
| \$201 – 300 | 1,319 | 11.6% | 974 | 11.7% |
| \$301 – 400 | 477 | 4.2% | 397 | 4.8% |
| \$401 – 500 | 220 | 1.9% | 188 | 2.3% |
| \$501 – 600 | 139 | 1.2% | 137 | 1.6% |
| \$601 or more | 232 | 2.0% | 219 | 2.6% |
| Other (specify) | 53 | 0.5% | 61 | 0.7% |

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Key Finding 5

Students in Associate or Bachelor's degree programs spent more on textbooks than students in Master's or Doctorate degree programs.

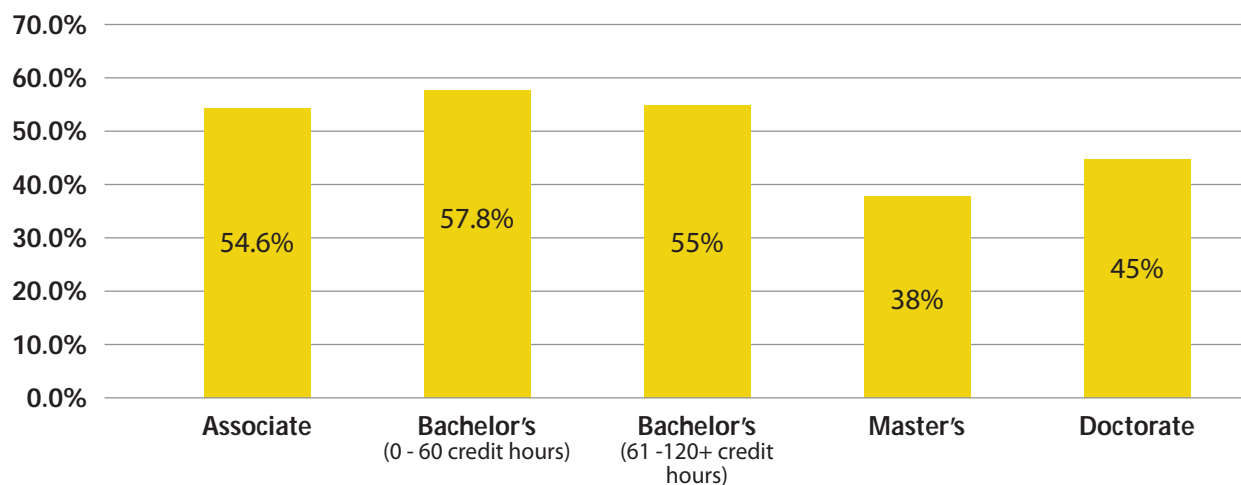
For those students seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 54.6%, 57.8% and 55.0%, respectively, reported having spent \$301 or more on textbooks. By comparison, 38% of students seeking a Master's degree, and 45% of students seeking a Doctorate degree, reported having spent \$301 or more.

OVERALL

For the spring 2016 semester, students seeking an Associate degree or Bachelor's degree spent more on textbooks than students in Master's or Doctorate degree programs. For those students seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 54.6%, 57.8% and 55.0%, respectively, reported having spent \$301 or more on textbooks.

Thirty-eight percent of students seeking a Master's degree reported that they spent \$301 or more for textbooks during the spring 2016 semester. Forty-five percent of students in Doctorate degree programs reported having spent \$301 or more on textbooks during that same period.

Chart 6: Percentage of Students That Spent \$301 or More (by Degree Level)



Key Finding 6

Florida students are reducing costs by a variety of means.

The most-used cost-saving measure reported by students is purchasing books from a source other than the campus bookstore (63.8%). A majority (84%) of survey participants reported a willingness to rent textbooks in order to reduce costs—up from 73.5% in the 2012 survey. In addition, more students (29.6%) reported that they chose to rent digital textbooks rather than buy lifetime access to a digital version of a textbook (3.1%), as a cost-saving strategy.

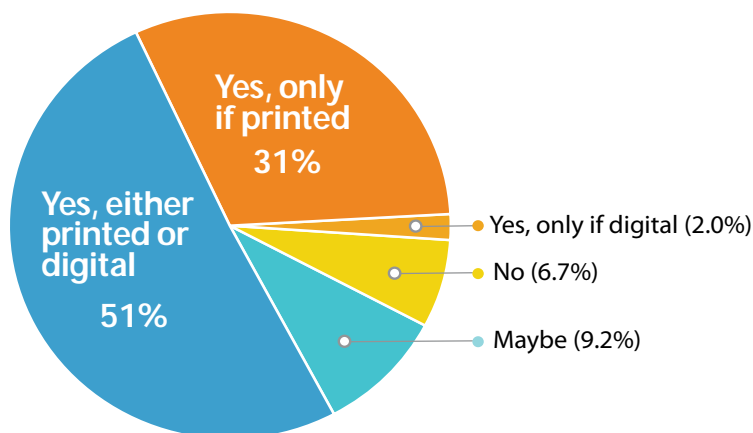
OVERALL

Students reported using a variety of measures to reduce their textbook costs, and almost all students (96.8%) reported using one or more approaches. The most-used cost-saving measure reported by students (63.8%) is purchasing books from a source other than the campus bookstore. Almost one-half of the students (48.8%) reported having bought used copies from the campus bookstore and rented printed textbooks (47.0%). Thirty-nine percent of students reported having sold used books to save money.

Renting textbooks is a popular option for the majority of students surveyed. Among students who are willing to rent textbooks, slightly more half (51%) are willing to rent either printed or digital textbooks. It is worth noting that 31% of students reported that they will only rent printed textbooks.

“Rent digital textbooks” was added to the 2016 survey as a new category. Some students (29.6%) reported that they had rented digital textbooks for cost savings. A shift from buying lifetime access to buying digital textbooks can be seen (decreased from 28.5% to 3.1%) as can a shift in renting digital textbooks.

Chart 7: Willingness to Rent Textbooks



COMPARED TO THE 2012 SURVEY

Compared to the 2012 survey, students are increasingly willing to rent textbooks. The "No" and "Maybe" categories decreased from the 2012 survey (26.5% to 15.9%). A significant percentage of students surveyed (84%) participants reported a willingness to rent textbooks as a means of reducing costs. This is up from 73.5% in the 2012 survey.

Table 5: Measures to Reduce Textbook Costs (2016 and 2012)

| <u>Answer Options</u> | <u>2016</u> | <u>2012</u> |
|---|-------------|-------------|
| I do not attempt to reduce textbook costs | 3.2% | 2.7% |
| Buy used copies from the campus bookstore | 48.8% | 63.4% |
| Buy books from a source other than the campus bookstore | 63.8% | 78.3% |
| Rent digital textbooks | 29.6% | N/A |
| Buy lifetime access to a digital version of a textbook | 3.1% | 28.5% |
| Rent only the digital textbook chapters needed for the course | 5.4% | 7.5% |
| Rent printed textbooks | 47.0% | 41.5% |
| Use a reserve copy from the campus library | 10.4% | 9.8% |
| Share books with classmates | 23.7% | 20.5% |
| Sell used books | 39.0% | 43.3% |

Note: 2016 survey n = 20,557; 2012 survey n = 18,587.

COLLEGE & UNIVERSITY

Refer to Appendix A, Table A-10, for additional data.

Table 6: Measures to Reduce Textbook Costs (University and College)

| <u>Answer Options</u> | <u>University</u> | <u>College</u> |
|---|-------------------|----------------|
| I do not attempt to reduce textbook costs | 1.6% | 5.2% |
| Buy used copies from the campus bookstore | 46.7% | 51.6% |
| Buy books from a source other than the campus bookstore | 71.6% | 54.0% |
| Rent digital textbooks | 32.3% | 25.6% |
| Buy lifetime access to a digital version of a textbook | 3.9% | 2.2% |
| Rent only the digital textbook chapters needed for the course | 5.9% | 4.5% |
| Rent printed textbooks | 49.4% | 44.4% |
| Use a reserve copy from the campus library | 13.9% | 5.7% |
| Share books with classmates | 29.5% | 15.9% |
| Sell used books | 43.1% | 33.7% |
| Other (please specify) | 11.2% | 7.3% |

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Key Finding 7

Financial aid covers less textbook costs now than in 2012.

For the spring 2016 term, 70.7% of students reported that they received financial aid, which is down from 75% in 2012. Furthermore, of the 70.7% who received financial aid, nearly one-third (29.2%) reported that their financial aid covered none of their textbooks costs, which is slightly higher than the 29% reported in 2012. Of students whose financial aid did cover some portion of their textbook costs, only 20.6% reported that all of their textbook costs were covered, down from 27.9% in 2012.

OVERALL

For the spring 2016 term, 70.7% of students surveyed reported having received financial aid. Of the students who received financial aid, 20.6% reported that financial aid covered the total cost of their textbooks, 50% reported that financial aid covered some of their textbook costs, and 29.2% reported that financial aid covered no portion of their textbooks.

Table 7:: Percentage of Textbooks Covered by Financial Aid

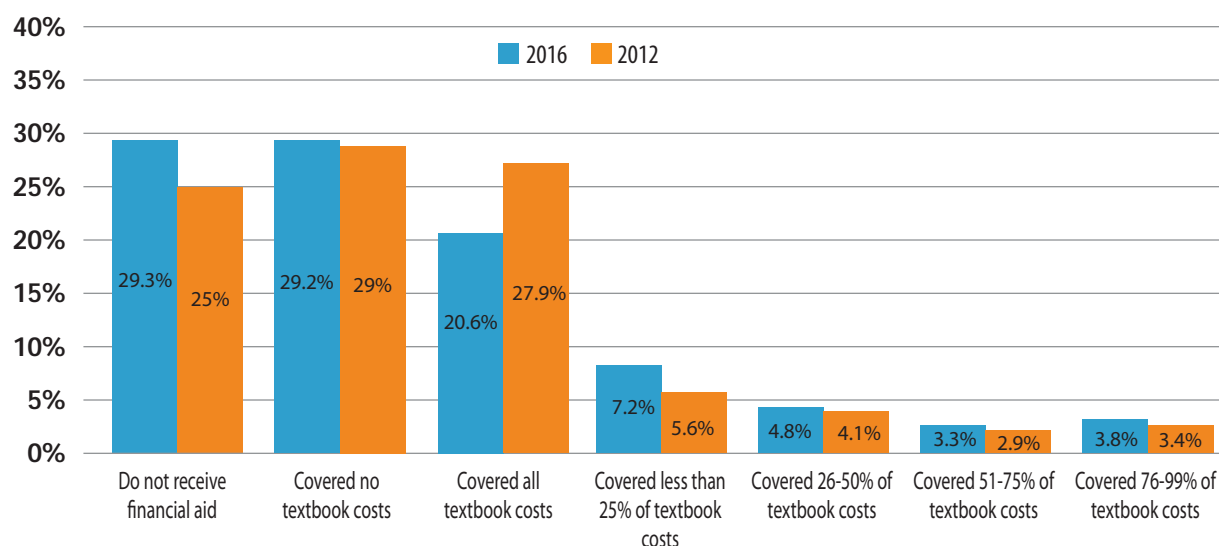
Q: What percentage of your textbook costs is covered by financial aid for the spring 2016 term?

| Answer Options | Responses | Percentage |
|--------------------------------|-----------|------------|
| I do not receive financial aid | 6,030 | 29.3% |
| None | 6,007 | 29.2% |
| Less than 25% | 1,487 | 7.2% |
| 26% to 50% | 984 | 4.8% |
| 51% to 75% | 688 | 3.3% |
| 76% to 99% | 784 | 3.8% |
| All of my textbook costs | 4,227 | 20.6% |
| Other (please specify) | 350 | 1.7% |

COMPARED TO THE 2012 SURVEY

- Do not receive financial aid (29.3%, up from 25% in the 2012 survey)
- Covered no textbook costs (29.2%, up from 29% in the 2012 survey)
- Covered all textbook costs (20.6%, down from 27.9% in the 2012 survey)
- Covered less than 25% of textbook costs (7.2%, up from 5.6% in the 2012 survey)
- Covered 26-50% of textbook costs (4.8%, up from 4.1% in the 2012 survey)
- Covered 51-75% of textbook costs (3.3%, up from 2.9% in the 2012 survey)
- Covered 76-99% of textbook costs (3.8%, up from 3.4% in the 2012 survey)

Chart 8: Textbook Costs Covered by Financial Aid (2016 and 2012)



COLLEGE & UNIVERSITY

Table 8, below, breaks down the percentage of textbook costs covered by financial aid for university and college students.

Table 8: Textbook Costs Covered by Financial Aid (University and College)

| Answer Options | University | | College | |
|--------------------------------|------------|------------|-----------|------------|
| | Responses | Percentage | Responses | Percentage |
| I do not receive financial aid | 2,844 | 25.1% | 2,916 | 35.0% |
| None | 4,399 | 38.8% | 1,346 | 16.2% |
| Less than 25% | 974 | 8.6% | 431 | 5.2% |
| 26% to 50% | 575 | 5.1% | 356 | 4.3% |
| 51% to 75% | 367 | 3.2% | 278 | 3.3% |
| 76% to 99% | 356 | 3.1% | 397 | 4.8% |
| All of my textbook costs | 1,639 | 14.5% | 2,439 | 29.3% |
| Other (please specify) | 170 | 1.5% | 159 | 1.9% |

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

A

Appendix A: Survey Data

Participants

More than 22,000 students from all of Florida's 40 public universities and colleges participated in the survey (n = 22,906). Of the respondents, 13,537 attend universities, 10,327 attend college, and 968 are enrolled in both a university and a college.

Degree Levels

More than half of the students (61%) indicated that they are pursuing a Bachelor's degree, 24.3% are pursuing an Associate degree, and 12.6% are pursuing a Master's or Doctorate degree. The 2016 survey has a similar composition of degree types as the 2012 survey.

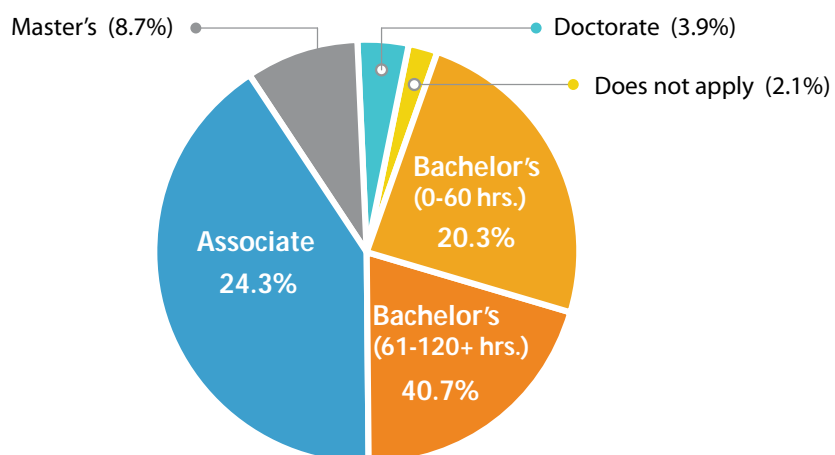
Table A-1: Degree Levels

Q: Which degree are you seeking?

| Answer Options | Responses | Percentage |
|------------------------------------|-----------|------------|
| Associate | 5,566 | 24.3% |
| Bachelor's (0–60 credit hours) | 46,39 | 20.3% |
| Bachelor's (61 -120+ credit hours) | 9,326 | 40.7% |
| Master's | 1,982 | 8.7% |
| Doctorate | 903 | 3.9% |
| Does not apply | 479 | 2.1% |

Note: n = 22,895

Chart A-1: Degree Levels



Major Areas of Study

Students from a wide range of study areas responded to the survey. Excluding the “Other” category, the top five areas of study, by percentage, are: Business, Management, Marketing and Related Support services (16.9%); Health Professions and Related Programs (13.7%); Biological and Biomedical Sciences (8.8%); Education (7.6%); and Psychology (6.7%).

Table A-2: Areas of Study

Q: What is your major area of study?

| Answer Options | Pct. | Count |
|--|-------|-------|
| Agriculture, Agriculture Operations, and Related Sciences | 0.4% | 100 |
| Architecture and Related Services | 0.4% | 100 |
| Area, Ethnic, Cultural, Gender and Group Studies | 0.5% | 112 |
| Biological and Biomedical Sciences | 8.8% | 2,005 |
| Business, Management, Marketing and Related Support services | 16.9% | 3,879 |
| Communication, Journalism, and Related Programs | 3.1% | 707 |
| Communications Technologies/Technicians and Support services | 0.9% | 196 |
| Computer and Information Sciences and Support services | 6.2% | 1,416 |
| Construction Trades | 0.2% | 55 |
| Education | 7.6% | 1,751 |
| Engineering | 6.0% | 1,366 |
| Engineering Technologies and Engineering Related Fields | 1.2% | 268 |
| English Language and Literature/Letters | 1.7% | 390 |
| Family and Consumer Sciences/Human Sciences | 0.7% | 155 |
| Foreign Languages, Literatures, and Linguistics | 1.0% | 227 |
| Health Professions and Related Programs | 13.7% | 3,147 |
| History | 1.2% | 277 |
| Homeland Security, Law Enforcement, Firefighting and Related | 1.5% | 332 |
| Legal Professions and Studies | 2.4% | 557 |
| Liberal Arts and Sciences, General Studies and Humanities | 2.6% | 595 |
| Library Science | 0.4% | 91 |
| Mathematics and Statistics | 1.5% | 350 |
| Mechanic and Repair Technologies/Technicians | 0.1% | 22 |
| Medical Science | 5.7% | 1,296 |
| Multi/Interdisciplinary Studies | 0.4% | 95 |
| Natural Resources and Conservation | 0.5% | 118 |
| Parks, Recreation, Leisure and Fitness Studies | 0.3% | 64 |
| Personal and Culinary Services | 0.1% | 19 |
| Philosophy and Religious Studies | 0.5% | 108 |
| Physical Sciences | 1.6% | 376 |
| Precision Production | 0.1% | 13 |
| Psychology | 6.7% | 1,543 |
| Public Administration and Social Service Profession | 2.0% | 453 |
| Social Sciences | 4.5% | 1,031 |

| <u>Answer Options</u> | <u>Pct.</u> | <u>Count</u> |
|--------------------------------------|-------------|--------------|
| Theology and Religious Vocations | 0.1% | 25 |
| Transportation and Materials Moving | 0.4% | 85 |
| Visual and Performing Arts | 1.9% | 428 |
| Technology Education/Industrial Arts | 0.5% | 104 |
| Other (please specify) | 14.3% | 3,276 |

Note: n = 22,895

Textbook Costs

During the spring 2016 term, 53.2% of students spent more than \$300 on textbooks, and 17.9% spent more than \$500. The most frequent response (21.7%) was "\$201-300," followed closely by "\$301-400" (20.7%). The majority of respondents (75%) reported having spent more than \$200 on textbooks during the spring 2016 term.

Table A-3: Textbook Costs

Q: How much did your textbooks cost for the spring 2016 term?

| <u>Answer Options</u> | <u>Responses</u> | <u>Percentage</u> |
|------------------------|------------------|-------------------|
| \$0 – 100 | 1,688 | 8.2% |
| \$101 – 200 | 3,174 | 15.4% |
| \$201 – 300 | 4,465 | 21.7% |
| \$301 – 400 | 4,258 | 20.7% |
| \$401 – 500 | 2,993 | 14.6% |
| \$501 – 600 | 1,844 | 9.0% |
| \$601 or more | 1,830 | 8.9% |
| Other (please specify) | 305 | 1.5% |

Table A-4: Textbook Cost Comparison (2016 and 2012)

| <u>Category</u> | <u>2016</u> | <u>2012</u> |
|-----------------|-------------|-------------|
| \$0-\$100 | 8.2% | 9.8% |
| \$101-\$200 | 15.4% | 14.4% |
| \$201-\$300 | 21.7% | 20.6% |
| \$301-\$400 | 20.7% | 19.9% |
| \$401-\$500 | 14.6% | 15.3% |
| \$501 – \$600 | 9.0% | 10.2% |
| \$601 or more | 8.9% | 8.5% |
| Other | 1.5% | 1.3% |

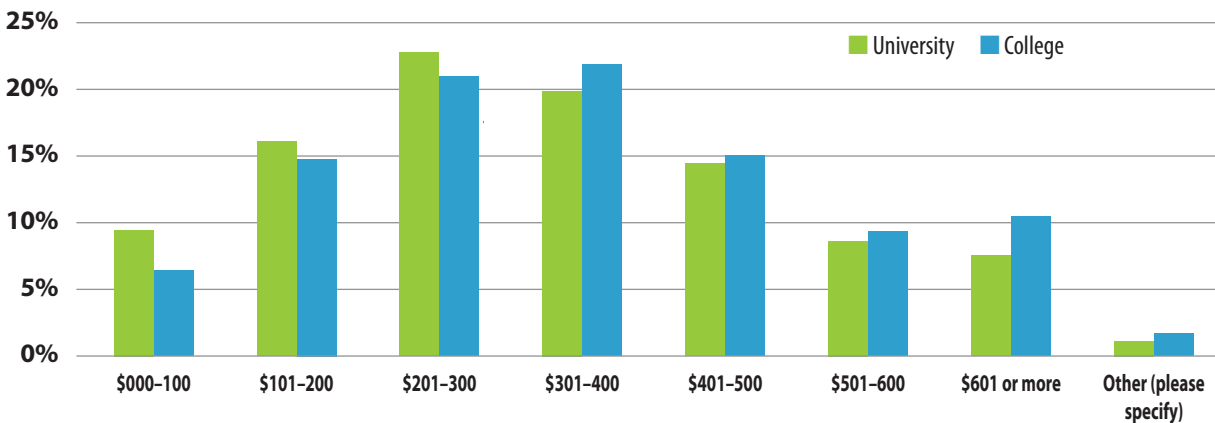
2016 survey n = 20,557; 2012 survey n = 19,608

Table A-5: Textbook Cost Comparison (University and College)

| Answer Options | University | | College | |
|------------------------|------------|------------|-----------|------------|
| | Responses | Percentage | Responses | Percentage |
| \$0 – 100 | 1,087 | 9.6% | 548 | 6.6% |
| \$101 – 200 | 1,827 | 16.1% | 1,218 | 14.6% |
| \$201 – 300 | 2,543 | 22.5% | 1,734 | 20.8% |
| \$301 – 400 | 2,248 | 19.9% | 1,806 | 21.7% |
| \$401 – 500 | 1,611 | 14.2% | 1,229 | 14.8% |
| \$501 – 600 | 983 | 8.7% | 773 | 9.3% |
| \$601 or more | 877 | 7.7% | 871 | 10.5% |
| Other (please specify) | 148 | 1.3% | 143 | 1.7% |

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Chart A-2: Textbook Cost Comparison (University and College)



Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Table A-6: Textbook Cost Comparison (by Degree Level)

| Answer | Degree Level | | | | | | | | | | |
|-----------------|--------------|-------|----------------------------|-------|-------------------------------|-------|----------|-------|-----------|-------|-------|
| | Associate | | Bachelor's (0–60 hours) | | Bachelor's (61–120+ hours) | | Master's | | Doctorate | | Other |
| \$0 – 100 | 319 | 6.5% | 217 | 5.2% | 655 | 7.7% | 265 | 14.9% | 152 | 19.4% | 80 |
| \$101 – 200 | 754 | 15.4% | 587 | 13.9% | 1,246 | 14.7% | 373 | 20.9% | 119 | 15.2% | 95 |
| \$201 – 300 | 1,068 | 21.8% | 938 | 22.3% | 1,801 | 21.3% | 425 | 23.9% | 136 | 17.3% | 97 |
| \$301 – 400 | 1,078 | 22.0% | 958 | 22.7% | 1,729 | 20.4% | 313 | 17.6% | 120 | 15.3% | 60 |
| \$401 – 500 | 709 | 14.5% | 679 | 16.1% | 1,288 | 15.2% | 195 | 10.9% | 86 | 11.0% | 36 |
| \$501 – 600 | 447 | 9.1% | 442 | 10.5% | 801 | 9.5% | 87 | 4.9% | 53 | 6.8% | 14 |
| \$601 or more | 441 | 9.0% | 357 | 8.5% | 840 | 9.9% | 82 | 4.6% | 93 | 11.9% | 17 |
| Other (specify) | 88 | 1.8% | 35 | 0.8% | 103 | 1.2% | 41 | 2.3% | 25 | 3.2% | 13 |

Note: Associate n = 4,904; Bachelor's (0–60 credit hours) n = 4,213 Bachelor's (61–120+ credit hours) n = 8,463; Master's n = 1,781; Doctorate n = 784; Other n = 412

Financial Aid

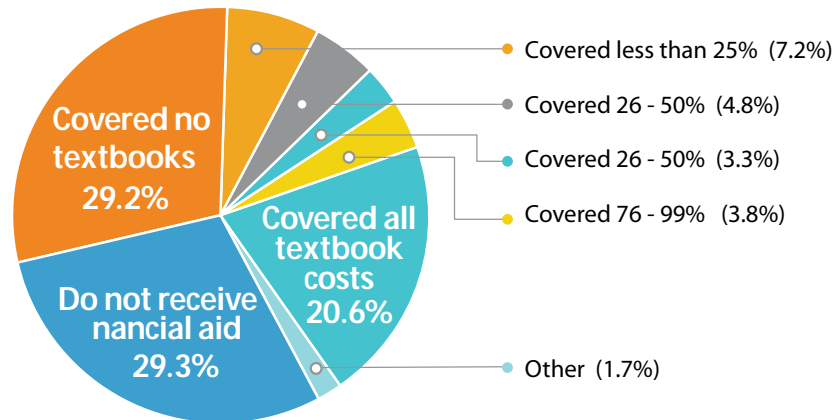
For the Spring 2016 term, 29.3% of students reported that they did not receive financial aid, and 29.2% reported that financial aid did not cover any of the textbook costs. Among the 39.7% who reported receiving financial aid for textbooks, 20.6% had all of their textbook costs covered, and 19.1% had a portion of their costs covered by financial aid.

Table A-7: Percentage of Textbooks Covered by Financial Aid

Q: What percentage of your textbook costs is covered by financial aid for the spring 2016 term?

| Answer Options | Responses | Percentage |
|--------------------------------|-----------|------------|
| I do not receive financial aid | 6,030 | 29.3% |
| None | 6,007 | 29.2% |
| Less than 25% | 1,487 | 7.2% |
| 26% to 50% | 984 | 4.8% |
| 51% to 75% | 688 | 3.3% |
| 76% to 99% | 784 | 3.8% |
| All of my textbook costs | 4,227 | 20.6% |
| Other (please specify) | 350 | 1.7% |

Chart A-3: Percentage of Textbooks Covered by Financial Aid



Note: n = 20,687

Course Materials Costs

For the spring 2016 term, 77.2% percent of students surveyed spent \$200 or less on required course materials. By comparison, 10.6% of students spent \$300 or more on required course materials.

Table A-8: Amount Spent on Course Materials

Q: Excluding textbooks, how much did you spend on required course materials for the spring 2016 term (handbooks, guides, course packets, and other print or digital learning materials)?

| Answer Options | Responses | Percentage |
|------------------------|-----------|------------|
| \$0 – 100 | 10,405 | 50.6% |
| \$101 – 200 | 5,469 | 26.6% |
| \$201 – 300 | 2,415 | 11.7% |
| \$301 – 400 | 926 | 4.5% |
| \$401 – 500 | 442 | 2.2% |
| \$501 – 600 | 294 | 1.4% |
| \$601 or more | 482 | 2.3% |
| Other (please specify) | 124 | 0.6% |

Note: n = 20,557

Measures to Reduce Costs

Students reported a variety of measures to reduce their textbook costs, and almost all students (96.8%) reported using one or more approaches to reduce the costs of their textbooks. The most-used cost-saving measure reported by students was having purchased books from a source other than the campus bookstore (63.8%). Almost half of the students reported buying used copies from the campus bookstore (48.8%) and renting printed textbooks (47.0%). Of the responses received, 39% of students reported selling used books to save money, and 29.6% reported that they had rented digital textbooks for cost saving. This is a big jump from the 2012 survey's 10% usage of rented digital textbooks.

Table A-9: Measures to Reduce Textbook Costs

Q: What measures have you taken to reduce your required textbook costs?
Check all that apply.

| Answer Options | Responses | Percentage |
|---|-----------|------------|
| I do not attempt to reduce textbook costs | 659 | 3.2% |
| Buy used copies from the campus bookstore | 10,030 | 48.8% |
| Buy books from a source other than the campus bookstore | 13,109 | 63.8% |
| Rent digital textbooks | 6,083 | 29.6% |
| Buy lifetime access to a digital version of a textbook | 647 | 3.1% |
| Rent only the digital textbook chapters needed for the course | 1,116 | 5.4% |
| Rent printed textbooks | 9,668 | 47.0% |
| Use a reserve copy from the campus library | 2,128 | 10.4% |
| Share books with classmates | 4,875 | 23.7% |
| Sell used books | 8,025 | 39.0% |
| Other (please specify) | 1,955 | 9.5% |

Note: n = 20,557

Table A-10: Measures to Reduce Textbook Costs (College and University)

| | College | | University | |
|---|---------|-------|------------|-------|
| I do not attempt to reduce textbook costs | 431 | 5.2% | 184 | 1.6% |
| Buy used copies from the campus bookstore | 4,298 | 51.6% | 5,283 | 46.7% |
| Buy books from a source other than the campus bookstore | 4,493 | 54.0% | 8,106 | 71.6% |
| Rent digital textbooks | 2,130 | 25.6% | 3,654 | 32.3% |
| Buy lifetime access to a digital version of a textbook | 179 | 2.2% | 444 | 3.9% |
| Rent only the digital textbook chapters needed for the course | 374 | 4.5% | 673 | 5.9% |
| Rent printed textbooks | 3,695 | 44.4% | 5,593 | 49.4% |
| Use a reserve copy from the campus library | 474 | 5.7% | 1,574 | 13.9% |
| Share books with classmates | 1,322 | 15.9% | 3,338 | 29.5% |
| Sell used books | 2,807 | 33.7% | 4,885 | 43.1% |
| Other (please specify) | 607 | 7.3% | 1,265 | 11.2% |

Textbooks Purchased But Not Used

To be consistent with the 2012 textbook survey, answers greater than 15 were set as outliers. After taking out 429 outliers, the average participant purchased 2.6 textbooks that were not used during his or her academic career. In the 2012 survey, the average participant purchased 1.6 textbooks that were not used during his or her academic career. The difference is statistically significant. Two independent sample T test show that 2016 Survey ($M = 2.60$, $SD = 2.84$) and 2012 Survey ($M = 1.60$, $SD = 2.11$), $t(-39.251) = 37035.180$, $p \leq .001$, $CI_{.95} = -1.044, -.945$. Table 12.1 below compares the response count and response percent for the number of textbooks not used.

Table A-11: Textbooks Purchased But Not Used

Q: Of all the textbooks you have been required to purchase, approximately how many were NOT used during your classes?

| Textbooks not used | Responses | Percentage |
|--------------------|-----------|------------|
| 0 | 5,350 | 26.6% |
| 1 | 2,921 | 14.5% |
| 2 | 3,845 | 19.1% |
| 3 | 2,796 | 13.9% |
| 4 | 1,540 | 7.7% |
| 5 | 1,470 | 7.3% |
| 6 | 532 | 2.6% |
| 7 | 191 | .9% |
| 8 | 298 | 1.5% |
| 9 | 97 | .5% |
| 10 | 726 | 3.6% |
| 11 | 22 | .1% |
| 12 | 110 | .5% |
| 13 | 17 | .1% |
| 14 | 17 | .1% |
| 15 | 176 | .9% |
| Totals | 20,108 | 100.0% |

Note: $n = 20,108$

Table A-12: Textbooks Purchased But Not Used (University and College)

| | Responses | Mean | Std. Deviation |
|------------|-----------|------|----------------|
| University | 11,018 | 2.96 | 3.011 |
| College | 8,200 | 2.11 | 2.491 |

Actions Taken As a Result of Textbooks Costs

Respondents were asked if the cost of textbooks had an academic consequence or caused them to take certain actions. The same question was asked in the 2012 survey. Of all the consequences related to the cost of textbooks, the top five highest percentage causes that impacted students during their academic career (i.e., seldom, occasionally, frequently) are: not purchasing the required textbook (66.6%), taking fewer courses (47.6%), not registering for a specific course (45.5%), earning a poor grade (37.6%), and dropping a course (26.1%). Comparing the 2016 survey to the 2012 survey:

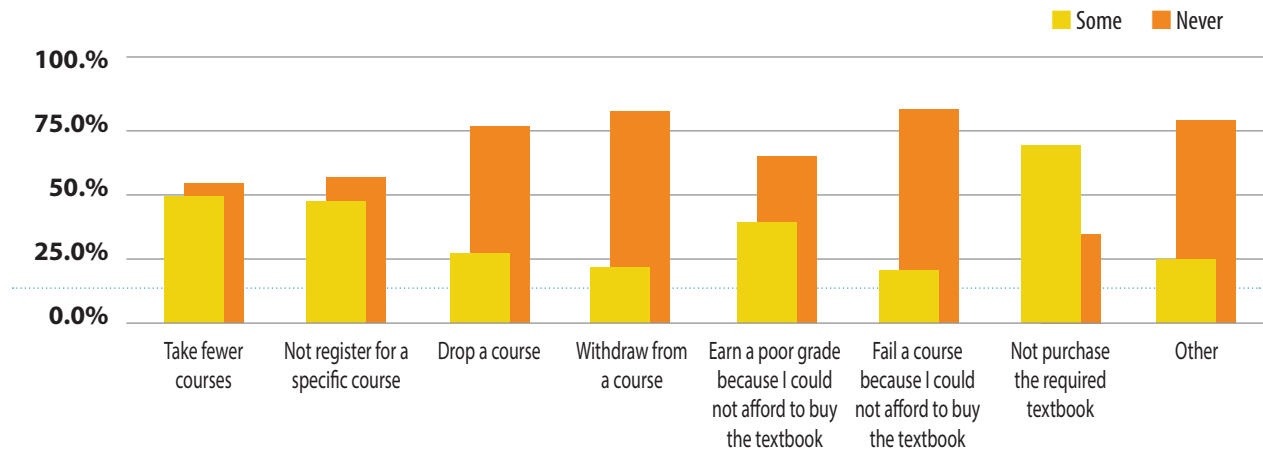
- Not purchase the required textbook (66.6%, up from 64% in the 2012 survey)
- Not register for a course (45.5%, up from 45% in the 2012 survey)
- Take fewer courses (47.6%, down from 49% in 2012 survey)
- Drop a course (26.1% down from 27% in 2012 survey)
- Withdraw from a course (20.7%, slightly down from 21% in the 2012 survey)
- Fail a course (19.8%, up from 17% in the 2012 survey)

Table A-13: Actions Taken as a Result of Textbook Costs

Q: In your academic career, has the cost of required textbooks caused you to:

| Answer Options | Never | | Some | |
|--|--------|-------|--------|-------|
| Take fewer courses | 10,822 | 52.4% | 9,849 | 47.6% |
| Not register for a specific course | 11,196 | 54.5% | 9,342 | 45.5% |
| Drop a course | 15,163 | 73.9% | 5,354 | 26.1% |
| Withdraw from a course | 16,252 | 79.3% | 4,249 | 20.7% |
| Earn a poor grade because I could not afford to buy the textbook | 12,812 | 62.4% | 7,726 | 37.6% |
| Fail a course because I could not afford to buy the textbook | 16,440 | 80.2% | 4,063 | 19.8% |
| Not purchase the required textbook | 6,824 | 33.4% | 13,613 | 66.6% |
| Other | 3,649 | 76.1% | 1,145 | 23.9% |

Chart A-4: Actions Taken as a Result of Textbook Cost



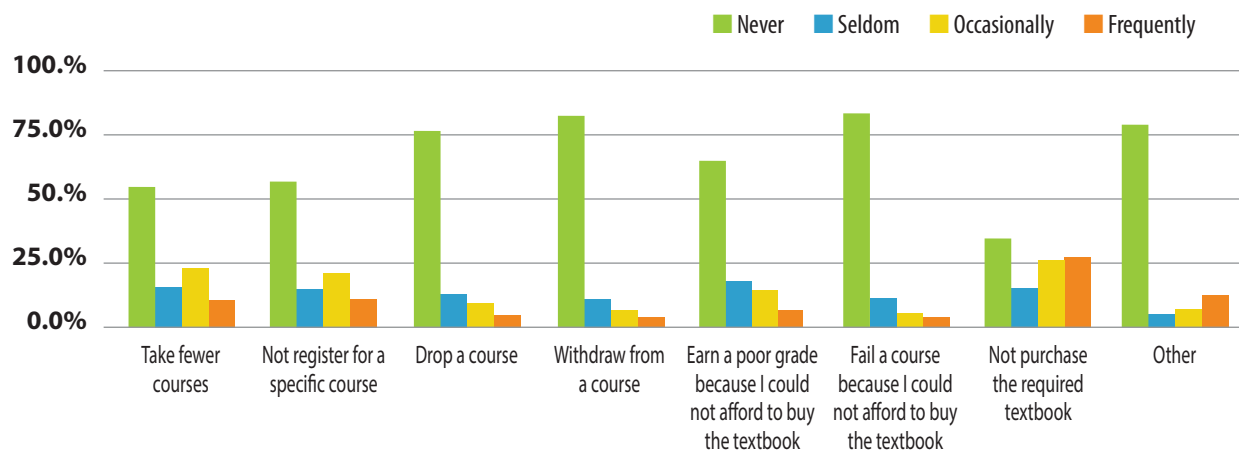
Note: n = 20,557

Table A-14 Actions Taken as a Result of Textbook Cost (by Frequency)

Q: In your academic career, has the cost of required textbooks caused you to:

| Answer Options | Never | Seldom | Occasionally | Frequently |
|--|-----------------|----------------|----------------|----------------|
| Take fewer courses | 10,822 52.4% | 3,126 15.1% | 4,603 22.3% | 2,120 10.2% |
| Not register for a specific course | 11,196 52.4% | 2,945 15.1% | 4,193 22.3% | 2,204 10.2% |
| Drop a course | 15,163 74.0% | 2,560 12.5% | 1,833 9.0% | 961 4.7% |
| Withdraw from a course | 16,252 79.3% | 2,195 10.7% | 1,313 6.4% | 741 3.6% |
| Earn a poor grade because I could not afford to buy the textbook | 12,812 62.4% | 3,540 17.2% | 2,895 14.1% | 1,291 6.3% |
| Fail a course because I could not afford to buy the textbook | 16,440 80.2% | 2,234 10.9% | 1,072 5.2% | 757 3.7% |
| Not purchase the required textbook | 6,824 33.4% | 3,016 14.7% | 5,172 25.3% | 5,425 26.5% |
| Other | 3,649 76.1% | 243 5.1% | 325 6.8% | 577 12.0% |

Chart A-5: Actions Taken as a Result of Textbook Cost (by Frequency)



Note: n = 20,557

Table A-15: Actions Taken as a Result of Textbook Cost (College and University)

| Answer Options | | Never | | Some | |
|--|------------|-------|-------|-------|-------|
| Take fewer courses | College | 3,357 | 40.4% | 4,958 | 59.6% |
| | University | 7,039 | 62.2% | 4,276 | 37.8% |
| Not register for a specific course | College | 4,082 | 49.1% | 4,233 | 50.9% |
| | University | 6,701 | 59.2% | 4,612 | 40.8% |
| Drop a course | College | 5,902 | 71.1% | 2,397 | 28.9% |
| | University | 8,682 | 76.8% | 2,629 | 23.2% |
| Withdraw from a course | College | 6,348 | 76.5% | 1,948 | 23.5% |
| | University | 9,281 | 82.2% | 2,016 | 17.8% |
| Earn a poor grade because I could not afford to buy the textbook | College | 5,721 | 68.8% | 2,594 | 31.2% |
| | University | 6,634 | 58.6% | 4,679 | 41.4% |
| Fail a course because I could not afford to buy the textbook | College | 6,712 | 80.8% | 1,590 | 19.2% |
| | University | 9,106 | 80.6% | 2,188 | 19.4% |
| Not purchase the required textbook | College | 3,710 | 44.9% | 4,561 | 55.1% |
| | University | 2,839 | 25.2% | 8,421 | 74.8% |
| Other | College | 1,605 | 77.5% | 465 | 22.5% |
| | University | 1,865 | 75.9% | 591 | 24.1% |

Willingness to Rent Textbooks

Renting textbooks is a popular option for the majority of students. Eighty-four percent of the participants reported a willingness to rent textbooks to reduce cost. This is up from 73.5% in the 2012 survey. Among students who are willing to rent textbooks, a little more than half (51%) are willing to rent either printed or digital. It is worth noting that 31% of students reported that they will only rent printed textbooks.

Table A-16: Willingness to Rent Textbooks

Q: Would you rent one or more of your required textbooks if it saved you money?

| Answer Options | Responses | Percentage |
|--------------------------------|-----------|------------|
| Yes, either printed or digital | 10,488 | 51.0% |
| Yes, only if printed | 6,377 | 31.0% |
| Yes, only if digital | 421 | 2.0% |
| No | 1,373 | 6.7% |
| Maybe | 1,898 | 9.2% |

Note: n = 20,557

Table A-17: Willingness to Rent Textbooks (2016 and 2012)

| Answer Options | 2016 | 2012 |
|--------------------------------|-------|-------|
| Yes, either printed or digital | 51.0% | 35.9% |
| Yes, only if printed | 31.0% | 35.3% |
| Yes, only if digital | 2.0% | 2.4% |
| No | 6.7% | 10.2% |
| Maybe | 9.2% | 16.3% |

Note: 2016 survey n = 20,557; 2012 survey n = 15,579

Digital Study Aids

Students were asked to rank the top three (out of nine) digital study aids. The study aids ranked highest by students as most supportive of their learning were: Interactive practice questions (73.9%), PowerPoint slide shows (58.4%), and video (57.3%)

Table A-18: Most Useful Study Aids

Q: From the types of study aids listed below, select the top three digital study aids you find to be most useful to support your learning.

| <u>Answer Options</u> | <u>Responses</u> | <u>Percentage</u> |
|--|------------------|-------------------|
| Interactive practice questions | 15,200 | 73.9% |
| Flash cards | 9,640 | 46.9% |
| PowerPoint slide shows | 12,002 | 58.4% |
| Video | 11,781 | 57.3% |
| Audio | 3,466 | 16.9% |
| Animations | 4,663 | 22.7% |
| Interactive 'try it now' activities | 8,543 | 41.6% |
| Online study groups | 1,808 | 8.8% |
| Online tutoring system provided by the college | 2,850 | 13.9% |
| Other (please specify) | 528 | 2.5% |

Note: $n = 20,557$

B

Appendix B: Resources

2016 Florida Student Textbook & Course Materials Survey

CITATION

Florida Virtual Campus. (2016). 2016 Florida Student Textbook & Course Materials Survey. Tallahassee, FL.

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An Action Plan for Building a Statewide Infrastructure to Support OER in Florida's Public Institutions of Higher Education

The Final Report of the Open Access Textbook and
Educational Resources (OATER) Task Force

The OATER Task Force
9/21/2016

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Executive Summary

This report combines the recommendations made to the Florida Virtual Campus (FLVC) in *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, November 10, 2015, with the results from OATER's *OER Survey of Statewide Efforts to Reduce Textbooks Costs* conducted from February 29 through March 25 of 2016. The goal of both the preliminary report and the survey was to determine how best to build a statewide infrastructure to support the successful implementation of Open Educational Resources (OER) in Florida's public institutions of higher education. The recommendations in this report focus on building an OER community and Knowledge Base. Key recommendations are:

- FLVC should become active members in or partners with national OER organizations such as MERLOT II and OpenStax College at Rice University.
- FLVC should work with its Members Council on Distance Learning and Student Services (MCDLSS) and Members Council on Library Services (MCLS) to identify one librarian and one instructional design/technology staff member from each institution to pair up and serve as official FLVC OER liaisons and campus OER points of contact.
- FLVC should establish a website to serve as a central Knowledge Base for OER and related topics, to include directories of official FLVC institutional OER liaisons, faculty peer-to-peer OER advisors, training and professional development materials, and provide organized pointers to OER content.
- FLVC should work with campus leaders in the FCS and SUS to clarify policies regarding copyright and faculty created instructional materials, and the ability of faculty to license such content under Creative Commons licenses so they may be openly shared.
- FLVC should develop a "re-mix" tool that would allow the integration of disparate content, such as OER resources, library materials, and video formats, into a single presentation platform.
- FLVC should work with the OER liaisons and others to develop introductory workshops on using OER and other resources to reduce the cost of textbooks.
- FLVC could seek state funding that could be awarded as regional grants to institutions for "demonstration projects" for faculty to develop OER texts to be shared.

Introduction

Background

As Congress prepares to overhaul the Higher Education Act, issues of college affordability are much in the news, and a significant affordability factor is the cost of textbooks and other instructional materials. A survey conducted by the U.S. Public Interest Group in 2013 found that the average student spends about \$1,200 a year on textbooks and materials. For the average community college student this equals about 39% of total annual costs, and for the average student in a four-year public institution, about 14%.¹

One solution emerging to combat the high costs of textbooks is Open Educational Resources (OER), defined by the Hewlett Foundation as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open education resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”²

In addition to OER, institutional libraries have also been stepping into the education affordability space by finding new ways to leverage their existing investment in online library resources in the classroom. Libraries license a wide range of electronic materials, including journals, e-books, encyclopedias, datasets, and videos that support the curriculum in multiple subject areas.

FLVC’s Role in OER

The 2015 Florida statute³ mandates that FLVC:

“Promote and provide recommendations concerning the use and distribution of open-access textbooks and education resources as a method for reducing costs and work with public postsecondary education institutions in developing a standardized process for the review and approval of open-access textbooks and education resources.”

To address this requirement, FLVC, in conjunction with its Member Council on Library Services (MCLS) and Members Council on Distance Learning and Student Services (MCDLSS) established the Open Access Textbook and Educational Resources (OATER) Task Force. (See Addendum A for a list of the task force members.) The OATER task force has focused on the aspects of promotion of open access resources, or OER, as well as providing a set of practical, actionable recommendations with the goal of creating a statewide infrastructure for support of their use and development. The emphasis is on building partnerships and a statewide infrastructure to support the use of OER and

¹ <http://www.usnews.com/news/articles/2014/01/28/report-high-textbook-prices-have-college-students-struggling>

² <http://www.hewlett.org/programs/education/open-educational-resources>

³ Title XLVIII, Statute 1006.73, 4(c).

other resources to reduce educational costs to students. It lays out a roadmap for how, with FLVC playing a centralized leadership role, Florida can create a sustainable, vibrant, OER community.

Since the publication of *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, additional language has been introduced into Florida statute that addresses the issue of affordability in public higher education, and calls for an expansion of the use of open-access textbooks and instructional materials⁴. This mandate further emphasizes the importance of addressing this issue on a statewide basis. In addition, new reporting requirements request that state universities and colleges report “specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials” by September 30 of each year, beginning in 2016⁵. Active engagement on an institutional level in the action plan developed by OATER could be an important part of this reporting.

Report Organization

This report has three sections. Section one is an environmental scan, of sorts, and provides a review of the “best of the best” national and international OER projects and organizations, with recommendations on how FLVC might partner with or otherwise benefit from their resources. Section two builds upon the findings of a report published by the Washington State Board for Community and Technical Colleges that provides a model for support and implementation of OER use. OATER has drawn from the findings of this excellent report to make recommendations to FLVC on establishing a statewide OER support infrastructure. These recommendations, first published in *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, have been supplemented here with selected findings of the OATER OER survey, text provided in italics. Section three of the report discusses the results of the OATER OER survey of FCS and SUS librarians, instructional design staff, and teaching faculty in detail, and suggests additional steps for moving forward based upon those results.

I. Major National/International OER Projects and Organizations

This section of the report provides a brief overview of some of the top OER projects and organizations and makes recommendations on how FLVC might partner with or otherwise benefit from the resources they make available. OATER also identified some of the top state-based projects, but did not have specific recommendations for building on those efforts other than what is reflected in the section on MERLOT, below. State-based projects of note are listed in Appendix B.

Community College Consortium for Open Educational Resources (CCCOER)

URL: <http://oerconsortium.org/about/>

⁴ Title XLVIII, Statute 1004.085, 7(g)2.

⁵ Title XLVIII, Statute 1004.085, 8(4).

This is a joint effort by individual community colleges, regional and statewide consortia, the Open Education Consortium, the American Association for Community Colleges, and many other educational partners to develop and use open educational resources.

CCCOER states their primary goal is to create awareness of OER and help colleges use OER to improve teaching and make education more accessible.

Recommendations:

- Currently the CCCOER lists the Florida Distance Learning Consortium as a member, and lists the 28 colleges in the FCS. FLVC should update this membership information to reflect the new organization that absorbed the legacy FDLC, and include the Florida SUS institutions in its membership.
- The CCCOER website has a wealth of material available under a Creative Commons license that FLVC could repurpose, including a tutorial on OERs, information on model policies, professional training tutorials and information on designing for universal accessibility.

MERLOT II (Multimedia Educational Resource for Learning and Online Teaching)

URL: <http://www.merlot.org/merlot/index.htm>

MERLOT describes itself a community of staff, volunteers, and members who work together in various ways to provide users of OER materials with a variety of services that can enhance the instructional experience. MERLOT holds an annual conference; provides faculty development information, including the MERLOT Pedagogy Portal, which provides web services to customize websites to include MERLOT functionality; assists with the integration of MERLOT search functionality and MERLOT resources into learning management systems; and provides an infrastructure for the creation and peer-review of OER materials.

Recommendations:

- FLVC (or the Florida Distance Learning Consortium) does not appear to be a member or partner of MERLOT. FLVC should explore the opportunities that being a Community Partner of MERLOT would provide. For example, the MERLOT database feeds organized information into California's COOL4ED project, which provides a user-friendly portal to OER materials. Georgia's Affordable Learning Georgia project does the same. Florida could explore following this model. MERLOT Partner benefits are detailed at their website: http://info.merlot.org/merlothelp/index.htm#become_a_partner.htm.
- MERLOT has a searchable public database of its members. FLVC could mine this database to identify faculty members in Florida who are active MERLOT users and or contributors. A preliminary search finds Florida faculty members who are submitting content to MERLOT, acting as peer reviewers, and serving as members of MERLOT's virtual speaker's bureau.

OpenStax College at Rice University

URL: <https://www.openstaxcollege.org/>

OpenStax College is a nonprofit organization that started at Rice University and is now supported by multiple foundations. OpenStax is considered by many to set the standard in quality textbooks. OpenStax textbooks are free to view online or download with print available at very low cost. OpenStax texts can be customized for interested institutions through their “Institutional Adoptions” program, under which they will work with the interested party to make the institutional process as smooth as possible.

Recommendations:

- Complete Florida Plus Program (CFPP) work with OpenStax through their Institutional Adoptions program to adopt texts for courses in the CFPP program as appropriate.
- Identify the top five courses given in the SUS and FCS and work with OpenStax through their Institutional Adoptions program to make appropriate texts available as an option for those teaching the course. *The need for an organized, course/subject specific portal to OER and library content was rated by 67.9% of survey responders as support that FLVC could provide centrally. This was the highest rated support activity.*

OER Commons

<https://www.oercommons.org/>

OER Commons is a project created by the Institute for the Study of Knowledge Management in Education (ISKME), an independent education nonprofit. ISKME provides a number of OER services, including Open Author, a publishing tool that assists in the creation, description, and discoverability of OER and Application Programming Interface (API) integration tools for the LMS. Their OER Commons, funded by the Hewlett foundation, is a free teaching and learning network of over 50,000 educational resources, mostly developed for the K-12 sector and some specific to the Common Core. The OER Commons repository contains textbooks within subject areas including arts, humanities, social sciences, sciences, etc.

Recommendation:

- FLVC should include the OER Commons Open Author tool among a collection of other tools as a solution to those looking to create simple documents such as tests, resource guides, and other ancillary materials.

II. Developing a Statewide Support Infrastructure for OER

This section of the report provides recommendations to FLVC on developing a statewide support infrastructure for OER that will ensure efforts are both sustainable and acculturated. Taken together, these recommendations provide a roadmap to OER becoming part of the fabric of higher

education in the state. Most of the recommendations made are based upon the excellent report, *A Qualitative Investigation of Faculty Open Educational Resource Usage in the Washington Community College and Technical College System: Models for Support and Implementation*,⁶ published in January 2015 by Boyoung Chase and Mark Jenkins of the Washington State Board for Community and Technical Colleges (SBCTC). This report addresses issues of OER policies, training and professional development, the need for local OER expertise, and funding. We've expanded the roadmap to include marketing, a critical piece in raising awareness of the importance of OER, and their increasing availability.

The SBCTC report is the result of a survey of 780 faculty members on their use of OER, and extensive follow-up interviews about the extent and types of OER use. Based upon their finding, the authors developed a graphic⁷ to depict the types of support needed for faculty to successfully implement OER in their classrooms. The OATER task force has identified particular areas in which FLVC could provide centralized support for OER development across the state. These areas are outlined in bold. Marketing has been added to the graphic by the task force, as they believe this is a critical factor in OER success, and is part of the legislative mandate to promote OER. The task force encourages readers to further explore the SBCTC report in greater detail, as it includes many insightful comments from the faculty members interviewed. Also, the reader should note that partnership is not specifically addressed, as in the SBTCTC report it is very institution specific. The theme of partnership, however, is central to the recommendations OATER makes in this document.

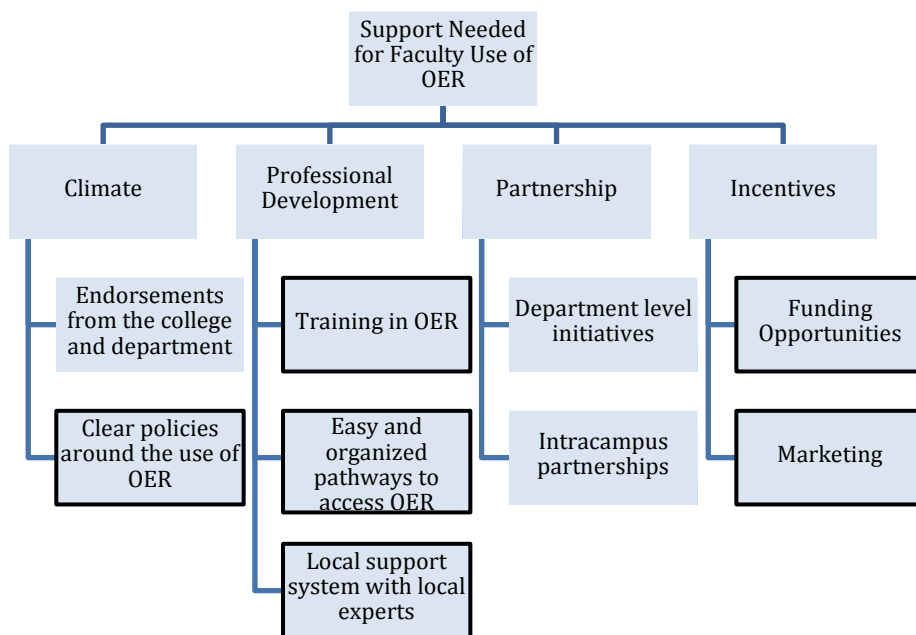


Figure 1: Adapted from *A Qualitative Investigation of Faculty Open Educational Resource Usage in the Washington Community College and Technical College System: Models for Support and Implementation*.

⁶ <https://drive.google.com/file/d/0B4eZdZMtpULyZC1NRHMzOEhRRzg/view?pli=1>

⁷ SBCTC Report, page 27.

Develop Clear Policies Regarding the Creation and Use of OER

The SBCTC report notes that faculty members are often uncertain regarding the ownership of materials they create for use in the classroom. Policies that consider faculty-created materials as “work for hire” prevent the faculty from employing a Creative Commons license that makes the material readily adaptable by others. In addition, the lack of policies that sanction the use of OER materials can serve as a barrier to their use.

Recommendations:

- FLVC leadership could facilitate statewide discussion at the Provost level on developing policies that support and sanction the use of OER, and clarify ownership issues of faculty created OER. *In the OATER OER survey, 26.4% of respondents using OER materials and 20% of respondents using library materials in their class reported uncertainty about copyright and licensing issues when doing so.*

Develop a Network of Local Experts to Provide Local Support

The SBCTC report notes that many faculty felt that a local support system with local experts was critical to their success, and preferred to have “a local OER service unit on campus and a go-to person who can help in finding, using, and designing a course with OER.”⁸ The specific experts and resources that faculty identified were “early adopters in the department, OER-trained librarians, and OER-specific instructional design support and consultation.”⁹

Recommendations:

- FLVC, in conjunction with the MCDLSS and the MCLS, identify one librarian and one instructional design/technologies staff from each institution to pair up and serve as the official FLVC OER liaisons and campus OER points of contacts. These OER liaisons would:
 - Be listed on the FLVC OER Knowledge Base website as the points of contact for their institutions.
 - Refer faculty to other librarians and instructional design staff on their campus as appropriate.
 - Serve as the official liaisons to FLVC’s OER development efforts.
 - Provide a formal, statewide network of OER experts.
 - Guide and assist FLVC in the development of OER training materials and informational tools required for professional development and training.

The OATER task force feels that this is one of the two most critical recommendations in this report. By establishing this infrastructure of OER experts, FLVC would lay the groundwork for building a strong OER community that could provide leadership, training opportunities, peer-to-peer support,

⁸ SBCTC Report, page 31.

⁹ SBCTC Report, page 32.

and the sharing of best practices. A number of the other recommendations in this report assume that this system of OER liaisons has been established.

Training in OER

The SBCTC report identifies four areas where training was most requested by faculty members wanting to integrate OER into their classrooms. These are “(1) basic training that defines what OER are, as well as how to find and cite them, (2) course design training on specifically OER-based course development processes, (3) accessibility and UDL (Universal Design for Learning) focused training sessions on building more accessible and flexible learning environments with OER, and (4) basic copyright and fair use training.”¹⁰ The local support liaison team could be a critical piece in the providing local training. Librarians are skilled at finding information, and most have knowledge of copyright and fair use issues.

Recommendations:

- FLVC work with the OER liaisons and others to develop introductory workshops on using OER and other resources to reduce the cost of textbooks. *In the OER survey, 48% of respondents felt that the provision of introductory workshops on finding and using OER resources was among the type of support that FLVC could provide on a statewide basis.*
- FLVC coordinate meetings and communication among local support system groups to share best practices across the state and grow the OER community. *In the OER survey, 29.2% of respondents felt that it would be useful support for FLVC to coordinate statewide meetings and communication channels about OER among Florida institutions for sharing best practices and growing the OER community.*
- Through the upcoming OATER survey and other means, FLVC could identify and create a database of faculty experienced in using OER who are willing to serve as peer-to-peer advisors. *In the OER survey, 26% of the respondents who agreed to self-identify for follow-up purposes were interested in serving as a peer-to-peer advisor.*

Establish easy and organized pathways to access OER

The SBCTC report stressed that faculty desired to have “a one-stop referral mechanism with pre-selected resources, curated with critical information about OER, including all the available resources at their disposal.”

Recommendations:

- Develop a website to serve a central Knowledge Base for OER and related topics. *In the OER survey, 59.7% of respondents thought that the development of a website by FLVC to serve as a central Knowledge Base for OER and related topics would be a productive use of statewide resources.* A suggested name for this web site that had resonance with OATER task force

¹⁰ SBCTC Report, page 29-30.

members is “Open Florida.” This site would help facilitate many aspects of the recommendations in this report, by:

- o Listing the OER Liaisons by institution.
 - o Providing a database of peer-to-peer OER advisors.
 - o Assembling a tool set of technology and software useful in the creation and incorporation of OER materials.
 - o Incorporating training materials and inspirational videos from faculty employing OER.
 - o Acting as a one-stop portal to vetted OER materials.
 - o Serving as a repository for marketing and other materials for repurposing at the institutional level.
- Explore doing something similar to California’s COOL4ED project, which provides an organized, course/subject specific portal to content in the MERLOT repository. *In the OER survey the provision of an organized, course/subject specific portal to OER and library content was rated highest (67.9%) when asked what FLVC could do to support OER on a statewide basis.*
 - Consider further development and use of the Orange Grove as a repository for OER materials. *In the OER survey, 23.4% of respondents felt this was the type of support that FLVC should provide on a statewide basis to facilitate the use of OER.*

The OATER task force feels that this is one of the two most critical recommendations in this report. By establishing a statewide Knowledge Base for OER and related topics, FLVC would create a meaningful space where faculty, librarians, and instructional technology/design staff, among others, could come to get material and support for all aspects of OER. Such a site would also greatly facilitate the achievement of a number of the other recommendations in this report.

Funding Opportunities

As a central statewide agency, FLVC may have a role to play in seeking and administering statewide grants that support OER adoption and development across the state.

Recommendations:

- FLVC should identify and apply for appropriate OER-related grants that could be used to fund some of the recommendations in this report, as well as the adoption and creation of OER across the state. *In the OER survey, 37.2% of respondents thought this was the type of support that FLVC could provide to facilitate the use of OER on a statewide basis.*
- FLVC could seek state funding that could be awarded as regional grants to institutions for “demonstration projects” for faculty to develop OER texts to be shared. *In the OER survey, 37.9% of respondents thought this was the type of support that FLVC could provide to facilitate the use of OER on a statewide basis.*

Marketing OER

FLVC is perfectly positioned to promote OER across the state. FLVC communications and marketing staff could be called upon to create materials that introduce the concept of OER, highlight the benefits of their use, and demonstrate the impact that their use has upon the individual student. For example, one FCS faculty member who uses an OER textbook in his class was told by a student that the money he saved by not having to buy the expensive science textbook normally required for that course allowed him to put food on his table for a month.

Recommendations:

- FLVC work with faculty using OER to systematically collect these stories for use in marketing materials and materials designed to inform legislative staff.
- FLVC create promotional materials that could be adopted by individual institutions for use on their own campus.
- FLVC develop materials directed toward faculty that promote OER that parallel the types of marketing materials textbook publishers use.

III. OER Survey

In *A Preliminary Report of the Open Access Textbook and Education Resources (OATER) Task Force*, November 10, 2015, it was noted that the recommendations made in that report were based upon the expertise and experience of task force members and research in the field, and that a forthcoming survey would be conducted in order to validate those recommendations and collect more information specific to Florida. It further noted that the goals of the survey would be to identify:

- Existing OER efforts.
- To what extent library licensed resources are being used to offset the cost of instructional materials.
- The main challenges faced incorporating these OER and library resources into the course, both from a content and technological perspective.
- What type of support FLVC could provide on a statewide basis to facilitate the use of OER.
- Technologies being developed around the state that support the integration of library and OER content in learning management systems and other platforms.

In addition, the OATER task force determined to use the survey to invite respondents to self-identify for future interviews, and to express their interest in being involved in statewide OER efforts through serving as OER peer advisors, campus advocates, providing training or presentations, and developing and reviewing OER materials.

The survey was conducted from February 29 through March 25 of 2016. A total of 817 responses were received, of which 72% of the respondents identified as teaching faculty, 11% as administrative, 9% as library staff, and 2% as instructional technology/design staff.

The remainder of this report discusses the highlights of the survey results. The complete survey, sans the section where respondents self-identify, is available in Appendix C.

Existing OER Efforts

One of the major goals of the survey was to identify existing OER efforts. As noted in the Executive Summary, the focus of the task force has been on building an OER community to establish a centralized and sustainable base on which to build statewide OER efforts. To that end, we wanted to target those who are currently working with OER in the state. Of the 817 respondents, 72% reported having not used or explored OER. The results in this section of the report reflect the responses of the remaining 27% who reported using OER.

How people are working with OER

One of the primary goals of the survey was to determine how widespread use of OER is across the SUS and FCS, and what those efforts looked like. Respondents were asked if they were actively involved in OER efforts, and, if so, if they were working with others. As one of our two most critical recommendations is that FLVC identify one librarian and one instructional design/technologies staff from each institution to pair up and serve as the official FLVC OER liaisons and campus points of contacts in order to facilitate OER efforts, we wanted to see how many faculty were already working with librarians and instructional design/technologists. Of the 123 individuals who responded to the question of whether they were working with others on campus in their OER efforts, 32.7% reported working independently of others. However, most of the 123 reported working with others: 25.1% with librarians, 23.3% with instructional technologies/design staff, 15.7% with an administrator, and 1.3% with a graduate assistant.

Types of OER being used

The most commonly used format of OER was by far streaming video, with 72% of respondents reporting having used it. Next in frequency of use was open-access journal articles (56.6%); textbooks (47.3%); images (45.7%), homework exercises (34.1%); and audio podcasts (25.6%). The use of entire courses and tests were reported with an equal amount of use (18.6%) with “other” (14%) and “none of the above” (2.3%) rounding out the reporting.

In the category of “other,” seven of the 18 respondents reported using information from public domain websites that made available governmental and international organization information and professional standards.

Use of OER repositories to locate materials

When asked what OER repositories people have used to locate materials, a fairly high percentage (45%) said none. The next most frequently provided response was “other” (24%). Of these 22

specific resources were listed, with only YouTube (3), MyOpenMath (2) and TED & TEDx (2) having a repeat mention. Twelve of the other resources listed included resources made available through the library (10). Behind other came the use of OpenStax (20.9%); The Florida Orange Grove (17.1%); Merlot (14.7%); OER Commons (14.7%); Flat World Knowledge (11.6%); and CCCOER (4.7%).

Presentation of OER materials to students

By far the platform used most frequently to present OER content to students is the institution's Learning Management System (80.6%). Next in frequency was via a website (27.9%) and LibGuides (18.8%). The responses "other" (9.3%) and "none of the above" (6.2%), followed, with "other" a mixture of responses that included mention of pdfs and use of the institutional repository.

Use of Licensed Library Resources

Of the 817 responses to the survey, 134 respondents said they have incorporated library resources into their courses. E-journal articles were used most frequently (75.4%), with streaming videos (62.3%) and reference databases (60.8%) following. Subject specific LibGuides (50.8%) and E-books (50.0%) were used nearly equally. The use of print course packs was reported by 3.8% of respondents, and 0.8% said they were using none of the content types listed. Of the 10% who said "other," half of the responses related to the involvement of librarians or use of some library related component.

Presentation of library materials to students

As with the presentation of OER materials to students, the majority of respondents reported using the institution's Learning Management System (60.8%) to present library materials to students. However, the use of LibGuides was reported by 16.2% as the presentation platform, and websites by 11.5%. An additional 11.5% reported using other platforms. These responses indicated that their institution uses multiple platforms to present material to students. This was a fault of the survey instrument, which should have allowed respondents to select more than one answer from the list.

Challenges faced incorporating OER and library resources into courses

OER Materials

The OER survey asked respondents to provide information on the challenges they faced incorporating OER materials from both a content and technological perspective. The challenges faced when incorporating OER from a content perspective clustered very closely together in frequency of response. The greatest challenge reported was the concern about the availability of materials over time (32.6%), followed closely by the issue of insufficient content being available in their topic area (31.8%) and the fact that material is difficult to find (28.7%). Ranked next as a challenge was an uncertainty about licensing and copyright issues (26.4%) and that OER materials do not include the ancillaries provided by traditional publishers (25.6%). Concern about the

accuracy of content (22.5%) and currency of content (18.6%) also garnered a good number of responses.

Despite the set of challenges presented in the survey, 24.8% of respondents were not facing any of the challenges in incorporating OER materials into their courses from a content perspective. Another 20.2% provided additional challenges that they faced. The majority of these were related to issues of time to locate and organize materials.

The challenges reported in incorporating OER into courses were much fewer from a technological perspective, with 46.5% of respondents selecting “none of the above” from the list of challenges, and only 8.5% selecting “other.” The greatest challenge reported was concern about the accessibility of materials (25.6%). The remaining challenges listed clustered fairly closely together in response rate, with lack of technological support (17.1%), difficulty in changing or editing content (14.7%), lack of a good platform in which to “remix” disparate content (14%), and lack of technological skills required to incorporate the open resources (13.2%). A smaller number, 9.3%, reported that it was difficult to integrate content into their Learning Management System.

Library resources

The OER survey asked respondents to provide information on the challenges they faced incorporating library materials from both a content and technological perspective. From the content perspective, nearly half (46.9%) reported experiencing no challenges. As with OER materials, concern about the availability of content over time (24.6%) was fairly substantial, as was the level of uncertainty about licensing and copyright issues (20%). Challenges rated almost equally were that insufficient content was available on their topic (16.9%) and difficulty in finding materials (16.2%). Those who responded with “other” (15.4%) cited issues of the time required to locate resources, poor information literacy skills on the part of students, and limitations of the online library resources themselves (e.g. e-books limited to one reader at a time.)

The challenges reported in incorporating library resources into courses were even fewer from a technological perspective, with 53.1% reported facing no challenges. Over a quarter of respondents expressed concern that not every student has access to the equipment/bandwidth to support use of online library resources (25.4%). Lack of technological support (13.1%) and the lack of technological skills or training to incorporate library resources (12.3%) rate very closely to one another as challenges, with the lack of a good platform in which to “remix” disparate content (10.8%) coming fairly close behind. A relatively small number of respondents (6.9%) felt it was too difficult to integrate library resources into the Learning Management System. The responses of those who said “other” were mixed, without any one theme standing out.

Positives experienced in using OER

As might be expected, the majority of those who responded to the question of what positives were experienced when using OER cited cost savings to students (79.1%). Next in frequency of response were increased student engagement with content (52.7%) and the ability to edit and restructure content (44.2%). Almost a quarter of respondents (23.3%) said that using OER materials re-

energized their teaching, and 10.9% said that it increased student retention rate. Of those who provided “other” as a response, the majority of reasons given had to do with the currency of content that use of OER provided.

Use of various technologies

One of the goals of the survey was to identify technology being developed around the state to facilitate the use of OER and online library resources in the classroom. Consequently, the survey asked if respondents were aware of any such technology at their institution. Of the total survey respondents, 390 responded to this question. The majority of respondents (63.9%) reported not being aware of any such technology being developed. The development of tools to facilitate the incorporation of disparate content in the Learning Management System (19.8%) and the development of repositories for digital learning objects (19.3%) garnered almost equal mention. Some respondents reported that their institution was or had developed platforms for publishing OER or other content (9.7%). While only 4.4% of respondents selected “other”, this resulted in 24 individual responses. The majority of these mention specific technology being used but not necessarily being developed. Others felt that existing textbooks were sufficient, didn’t feel they had enough knowledge to respond to the question, or didn’t understand the question.

The survey also sought to identify tools or software currently being used to create course materials or otherwise support teaching efforts. The results show that a wide variety of tools are being used. Of the 525 different tools or software products given, only 18 were listed by at least five respondents. The tools or software listed by 10 or more people were Microsoft Office Products, Blackboard, Canvas, Camtasia, YouTube, Pearson MyLabs, Google Products, and LibGuides.

FLVC statewide support to facilitate the use of OER

One of the major goals of the survey was to identify the type of support that FLVC could most effectively provide for the use of OER on a statewide basis. The results of this query aligned very closely with the recommendations made in OATER’s preliminary report. Rated very highly were the provision of an organized, course/subject specific portal to OER and library content (67.9%) and the development of a website to serve as a central Knowledge Base for OER and related topics (59.7%). Next in ranking came the provision of introductory workshops on finding and using OER resources (48%) followed by grants to fund OER pilot projects in each region as exemplars (37.9%) and grants to fund collaborations to create OER content for common core classes (37.2%). Following fairly closely in popularity was the development of a platform that would facilitate the “remixing” and organization of OER and other content (29.2%) and the coordination of statewide meetings and communication channels about OER among institutions in Florida for sharing best practices and growing the statewide OER community (29.2%). Finishing off the specific support options given was the further development of the Orange Grove as a repository for OER materials (23.4%). “Other” was selected as a response by 9.8% of respondents. The 56 responses given in this category are varied and difficult to summarize here, but should be further mined for additional ideas on how FLVC may best provide statewide support for the use of OER.

Additional considerations

The second-to-last question on the survey invited respondents to share any additional information or thoughts about the use of OER in the classroom. Many of the comments reflected the concern about the accessibility, relevancy, and currency of OER. As elsewhere in the survey, the issues of the time required to locate OER materials, and the quality of OER materials were mentioned repeatedly.

Willingness to serve and support OER efforts

The final question of the survey invited respondents to self-identify and express their willingness to undergo a follow-up interview or otherwise volunteer to support OER efforts. Of the 817 survey respondents, 16.4% expressed a willingness to undergo a follow-up interview. In addition, respondents to this question were willing to review OER materials (53%), develop OER materials (37%), serve as an OER advocate on their campus (34%), serve as a peer advisor (26%), provide OER training (26%), or do a presentation on OER on their campus (22%). Of the 16% who responded “other,” the majority of respondents expressed a willingness to serve once they gained additional expertise.

Conclusion

The results of the OER survey aligned with many of the recommendations made in the OATER Preliminary Report. The survey results also indicate that the timing to implement a systematic approach to a statewide OER effort is good. While the use of OER is in a relatively nascent state of development in Florida, involvement with and interest in their use is growing. Although the majority of faculty members currently using OER materials are working independently rather than with a partner or in response to a mandate on their campus, the number of respondents who volunteered to provide support for OER in some way suggests that there is a community ready to be formed around this movement.

Of the faculty who did report working with others in OER efforts, approximately a fourth cited the involvement of librarians and instructional technology staff. This suggests that one of the two recommendations OATER felt critical to FLVC – that, in conjunction with the MCDLSS and the MCLS, identify one librarian and one instructional design/technologies staff from each institution to pair up and serve as the official FLVC OER liaisons and campus OER points of contacts – may indeed be an important pillar in establishing a statewide OER community.

The second recommendation to FLVC that OATER expressed as critical is the development of a website to serve a central Knowledge Base for OER and related topics. The majority of survey respondents agreed that this would be beneficial in furthering statewide OER efforts. Elements of the proposed website – to act as one-stop portal to vetted OER resources and provide training resources – were rated very highly by survey respondents.

Another theme that emerged from the survey was the issue of interoperability of platforms and the need to develop a “re-mix” tool for disparate content. Given that FLVC expertise spans the LMS, LibGuides, ILS, and general web environment, FLVC is well-positioned to address this issue and perform some development work to build a platform or tool to facilitate integration of library, OER and other materials into a cohesive format. The design of this tool could address the need to provide information in as accessible a format as possible, as the issue of accessibility was expressed frequently as a concern in using OER materials by survey respondents. In addition, the platform could be designed to provide the option of a printable version of the contents where possible, so that students with limited computer access or who lacked the necessary bandwidth could have off-line access to the content.

The results of the survey and the roadmap built upon the insights of the SBCTC report suggest that FLVC, as a statewide entity, is well-positioned to take a leadership role in building a statewide infrastructure to support the successful implementation of OER in Florida’s public institutions of higher education. OATER suggests that FLVC establish a collaborative effort between its Member Council for Library Services and Member Council for Distance Learning and Student Services to begin implementation of the recommendations made in this report, and to develop a plan to follow-up with survey respondents who expressed interest in being part of organized efforts to build a statewide OER community. By establishing this community and facilitating systematic use of OER and library materials to offset the cost of instructional materials, FLVC could have a meaningful impact of reducing the cost of education for students in Florida’s public higher education system, and thereby contribute to student success.

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Appendix B: Statewide projects and organizations

California: COOL4ED

COOL4ED, the California Open Online Library for Education, was developed by the three State of California Higher Education Systems to provide faculty with easy access to quality free open eTextbooks. The COOL4ED portal provides an organized front end to content stored in the MERLOT repository by CID number, complete with recommended free eTextbooks. More information is available at <http://cool4ed.org>.

New York: Open SUNY Textbooks

Open SUNY Textbooks is an open access publishing initiative of the State University of New York libraries, supported by a SUNY Innovative Instruction Technology Grant. More information is available at <http://textbooks.opensuny.org/opensuny-textbooks-project/>.

Washington State - Open Course Library and OPEN Washington

OPEN Washington is an OER website with the goal of making OER work for faculty. The website provides an OER tutorial, tips on finding OER resources. More information is available at <http://openwa.org>.

Oregon: PDXScholar: Open Access Textbooks at Portland State University

The well-known pilot project funded by the Provost's Challenge reTHINK PSU project, resulted in the publication of five open access textbooks. More information is available at <http://pdxscholar.library.pdx.edu/>.

Affordable Learning Georgia

This University System of Georgia (USG) initiative “provides a one-stop service to help faculty and staff identify lower-cost, electronic, free, and open educational resources (OER), building on the cost-effective subscription resources provided by GALILEO and the USG libraries.” This excellent web-site does much of what is suggested in the “Roadmap” section of this document, and would provide an excellent model to follow when laying out a similar site for the Florida SUS and FCS. More information is available at <http://affordablelearninggeorgia.org>.

Maryland Open Source Textbook Initiative (MOST)

MOST is a collaboration between the University System of Maryland (USM) Student Council, and the USM's Center for Academic Innovation (CAI). The mission of MOST is to “facilitate faculty efforts to explore the promise of freely available, open source instructional materials to reduce students’ cost of attendance while maintaining, or perhaps even improving learning outcomes.” More information is available at <http://www.usmd.edu/cai/maryland-open-source-textbook-most-initiative>.

Florida Projects

Textbook Affordability Project (TAP), University of South Florida

TAP aims to promote awareness of textbook affordability issues and provide solutions to finding course materials that are current, appropriate, and affordable. TAP has three components: 1) a website and blog, 2) An e-books program where the USF Libraries will purchase electronic versions of books if available and 3) Atlas-Ares Course Packs of readings and other materials to be delivered through Ares software and integrated into Blackboard with full copyright management. More information is available at <http://tap.usf.edu/>.

The Orange Grove

<http://florida.theorange grove.org/og/access/home.do>

Florida's digital repository for instructional resources. The repository provides an environment for educators to search for, use, remix, share, and contribute educational resources. The repository can also be integrated with your Learning Management Systems (e.g., Blackboard, Brightspace, Canvas).

The State University System and Unizin

<http://unizin.org/solutions/content/production/>

Unizin OER:

As a system member of Unizin, the Florida State University System is monitoring the OER efforts of this consortium. In June 2016, Unizin released the OER Content Authoring Framework (CAF) report in which its OER task force proposed an authoring plan highlighting the need for institutional strategic efforts to encourage faculty to author open educational resources. The task force also recommends providing a post-production, publication, and professional development process for the successful production of OER content. Third, the report emphasized the need to clearly define the distribution and discovery mechanisms in which licensing, reuse and remix, exporting and delivery, as well as distribution channels are addressed. Lastly, the report listed items of interest to be measured specifically in the areas of OER delivery, usage, and impact.

Appendix C: OER Survey

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| | |
|--|----|
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| | |
|---|----|
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1) Please select the category that best describes your primary area of responsibility:

| | Percentage | Number of Responses |
|---------------------------------------|------------|---------------------|
| Teaching Faculty | 72.2% | 590 |
| Librarian | 8.7% | 71 |
| Instructional Technology/Design Staff | 1.8% | 15 |
| Administrator, Director, or Dean | 10.5% | 86 |
| Other (please specify) | 6.7% | 55 |

2) Are you involved in efforts to provide courses that replace traditional textbooks with Open Educational Resources (OER) or other materials?

| | Percentage | Number of Responses |
|-----|------------|---------------------|
| Yes | 28.3% | 231 |
| No | 71.7% | 586 |

3) What stage of development best describes your efforts?

| | Percentage | Number of Responses |
|---|------------|---------------------|
| Learning more about possibilities | 30.5% | 68 |
| Actively using OER materials | 30.0% | 67 |
| Other (please specify) | 12.6% | 28 |
| There is a committee, group, or task force working on this | 10.8% | 24 |
| Individuals are working together but not a group effort or plan | 9.0% | 20 |
| Just starting to formulate a plan | 7.2% | 16 |

Other:

Actively using OER

| |
|--|
| <i>I provide students with excerpts from books (on a fair use basis) and articles from various databases that the university subscribes to.</i> |
| <i>I choose high quality low cost scholarly books that are not text books and are not controlled by the big publishing houses like Pearson whom I refuse to support.</i> |
| <i>My students buy second hand books on-line for under \$8.</i> |

| |
|--|
| <i>Using resources not from major publishing houses at a much reduced cost. Text used is \$45.00 but previous text used was 85.00.</i> |
| <i>The library subscribes to/purchases e-books that are course textbooks.</i> |
| <i>We have our own e-text and e-text lab manual available only to students who are registered for Introduction to Biology.</i> |
| <i>I use OpenStax textbooks.</i> |
| <i>I am using open resources.</i> |
| <i>Using open resource materials I use a 'textbook' created through a wiki thus no cost to students.</i> |
| <i>Using digital resources.</i> |
| <i>I use documents from the United Nations and other international organizations in one of my classes.</i> |
| <i>I use research and documented sources off internet.</i> |
| <i>I do not use texts, I pass hand-outs.</i> |
| <i>I don't always use textbooks in my classes because the subject matters is specialized and many times there are not the perfect texts available. I sometimes use research articles supported by workbooks.</i> |
| <i>Actively using other materials.</i> |
| <i>We've changed over pretty rapidly from hardcover to hole-punched to e-books in a very short amount of time.</i> |
| <i>Proposed and designed courses using OER.</i> |
| <i>Depends on the course; in some I use OER, in others it is not possible.</i> |

Creating OER

| |
|---|
| <i>I am the author of a web-text but I am unable to use it because Pearson has a contract with my university.</i> |
| <i>I have created many of my own course materials and make them available free on Blackboard to my students. I also use multiple free websites that provide relevant materials for the courses I teach.</i> |
| <i>I create my own materials and post on the Web for students.</i> |
| <i>I assemble materials for all my classes from academic journals and online media. I do not use or assign any textbooks or materials that students would have to pay for.</i> |
| <i>Creating online textbooks using Library materials, helping Faculty find eBooks for their courses.</i> |

Process Comments

| |
|---|
| <i>I lead the Clinical Simulation Committee at the Association for Directors of Medical Student Education in Psychiatry and I do research work on clinical simulation; I use online simulation when I teach.</i> |
| <i>Faculty recommend the library purchase one copy of the textbooks they are using to place on RESERVE. Many are authors and donate one RESERVE copy. Most other materials are online or linked to Blackboard, our LMS.</i> |
| <i>Worked with individual faculty to identify materials.</i> |
| <i>Working with College's Instructional Technologist to promote OER resources. We are offering an OER workshop to faculty members</i> |

Other Comments

| |
|--|
| <i>However, we are focusing on the wrong part. Yes books cost too much, but the people who write them should get paid too. We have stopped paying faculty and often even textbook writers and material writers are not compensated. I am sick of living in poverty with students earning much more than I do. Can you cut administrative costs? Pay people who actually make the material?</i> |
| <i>We've considered every year for the past few years and students don't like them and we haven't moved that way. We've tried.</i> |

4) Are you working with others on campus on these efforts?

| | Percentage | Number of Responses |
|---|------------|---------------------|
| Faculty | 55.2% | 123 |
| I'm not working with others | 32.7% | 73 |
| Librarian(s) | 25.1% | 56 |
| Instructional technologies/design staff | 23.3% | 52 |
| Administrator(s) | 15.7% | 35 |
| Other (please specify) | 3.6% | 8 |
| Graduate Assistant(s) | 1.3% | 3 |

Other

| |
|---|
| <i>Virtual College faculty and staff.</i> |
| <i>Online campus.</i> |
| <i>Bookstore manager in terms of rental books.</i> |
| <i>The company I authored the web text and course for has been meeting with universities.</i> |
| <i>Textbook representatives and publishers.</i> |
| <i>I create casebooks that instructors use.</i> |
| <i>All of the above are working together.</i> |

5) Have you or your partners incorporated any OER into courses?

| | Percentage | Number of Responses |
|-----|-------------------|----------------------------|
| Yes | 65.9% | 147 |
| No | 34.1% | 76 |

6) What types of OER have you used?

| | Percentage | Number of Responses |
|-------------------------------|-------------------|----------------------------|
| Streaming videos | 72.1% | 93 |
| Open access journal articles | 56.6% | 73 |
| Textbooks | 47.3% | 61 |
| Images | 45.7% | 59 |
| Homework exercises | 34.1% | 44 |
| Audio podcasts | 25.6% | 33 |
| Entire course | 18.6% | 24 |
| Tests | 18.6% | 24 |
| Other (please describe below) | 14.0% | 18 |
| None of the above | 2.3% | 3 |

Other

| |
|---|
| <i>Linked to library book chapters</i> |
| <i>Selected journal articles and reading on appropriate topics</i> |
| <i>Literary selections from public domain works</i> |
| <i>Textbooks were recommended but not required extra resources if students wanted them.</i> |
| <i>Faculty edited course reader provided to all students</i> |

| |
|--|
| <i>Web links to materials</i> |
| <i>Creative Commons web resources</i> |
| <i>Public Domain Music from imslp.com and scribd etc.</i> |
| <i>Professional standards that are available online</i> |
| <i>Online Learning Objects created by FSCJ's Center e-Learning.</i> |
| <i>Some content for modules</i> |
| <i>Non academic journal media</i> |
| <i>Games, interactivities, videos, animations</i> |
| <i>Casebooks obtained online</i> |
| <i>Interactive video case studies</i> |
| <i>Case studies</i> |
| <i>Annual Messages of the US Presidents to Congress, available through UCSB website.</i> |
| <i>Government and international organization websites.</i> |

**7) What repositories of OER have you used to locate materials?
(check all that apply)**

| | Percentage | Number of Responses |
|--|-------------------|----------------------------|
| None of the above | 45.0% | 58 |
| Other (please list) | 24.0% | 31 |
| OpenStax | 20.9% | 27 |
| The Florida Orange Grove | 17.1% | 22 |
| Merlot | 14.7% | 19 |
| OER Commons | 14.7% | 19 |
| Flat World Knowledge | 11.6% | 15 |
| CCCOER (Community College Consortium for Open Educational Resources) | 4.7% | 6 |

Other

| | Percentage | Number of Responses |
|--|-------------------|----------------------------|
| Specific Resources | 51% | 20 |
| Using Resources Made Available by Institution/Library/FLVC | 31% | 12 |
| Various Free Resources | 10% | 4 |
| Other Comment | 8% | 3 |

Specific Resources

| Resource | Number of Responses |
|--|---------------------|
| <i>YouTube</i> | 3 |
| <i>MyOpenMath</i> | 2 |
| <i>TED & TEDx</i> | 2 |
| <i>ADMSEP website</i> | 1 |
| <i>Blackboard xPlor</i> | 1 |
| <i>CALL.org</i> | 1 |
| <i>Church Health Center</i> | 1 |
| <i>ck12.org</i> | 1 |
| <i>College Open Textbooks</i> | 1 |
| <i>EMS Reference</i> | 1 |
| <i>Google Books</i> | 1 |
| <i>LON-CAPA</i> | 1 |
| <i>MIT Sloan case studies</i> | 1 |
| <i>Noba project</i> | 1 |
| <i>University of Minnesota Open Textbook Library</i> | 1 |
| <i>Webcourses</i> | 1 |
| <i>Wikimedia Foundation</i> | 1 |

Using Resources Made Available by Institution/Library/FLVC

| |
|---|
| <i>We maintain our own repository of OER materials (Scholar Commons).</i> |
| <i>Our own collections of e-books without DRM.</i> |
| <i>Material from our subscription databases & eBook collections.</i> |
| <i>Campus library resources.</i> |
| <i>Created and put my own out there.</i> |
| <i>eResources introduced to us by the library team.</i> |
| <i>FAU library.</i> |
| <i>FAU Library Databases.</i> |
| <i>FLVC databases.</i> |
| <i>Library Databases.</i> |
| <i>Campus and library resources.</i> |
| <i>Streaming and subscription services available through our library.</i> |

Various Free Resources

| |
|---|
| <i>Books released into online versions by authors as wikis or downloads.</i> |
| <i>Internet</i> |
| <i>No source particularly dedicated to provide OER, but rather random, separate websites, apps, videos, images, and articles</i> |
| <i>Search engines</i> |
| <i>I have only used OER textbooks as a recommended but not required extra resource for students. We have not fully switched to OER books in our biology courses - only physics, astronomy, and chemistry in our department.</i> |
| <i>Can't remember.</i> |
| <i>Sorry I don't know!</i> |

8) What platform did you use to present the OER content to your students?

| | Percentage | Number of Responses |
|---|------------|---------------------|
| Learning Management System (e.g. Blackboard, Canvas, D2L, etc.) | 80.6% | 104 |
| Website | 27.9% | 36 |
| LibGuides | 18.6% | 24 |
| Other (please specify) | 9.3% | 12 |
| None of the above | 6.2% | 8 |

Other

| |
|--|
| <i>Downloadable PDF</i> |
| <i>Text is a downloadable pdf file</i> |
| <i>Textbook; requesting source to consider e-book</i> |
| <i>MyOpenMath</i> |
| <i>https://www.myopenmath.com</i> |
| <i>Blackboard</i> |
| <i>LTI - Realizeit (adaptive learning system)</i> |
| <i>Scholar Commons (IR)</i> |
| <i>LON-CAPA</i> |
| <i>Campus intranet</i> |
| <i>Institutional repository</i> |
| <i>Links through personal website</i> |

9) What were the challenges you faced in incorporating this material from a content perspective?

| | Percentage | Number of Responses |
|--|------------|---------------------|
| Concern about the availability of content over time | 32.6% | 42 |
| Insufficient content available on my topic | 31.8% | 41 |
| Material is difficult to find | 28.7% | 37 |
| Uncertainty about licensing and copyright issues | 26.4% | 34 |
| OER do not include the “extras” provided by traditional publishers | 25.6% | 33 |
| None of the above | 24.8% | 32 |
| Concern about accuracy of content and peer reviews | 22.5% | 29 |
| Other (please specify) | 20.2% | 26 |
| Concern for currency of content | 18.6% | 24 |

Other:

Time/Cost/Resource Issues

| |
|--|
| <i>Time required to locate quality materials</i> |
| <i>Need to create much of my own content.</i> |
| <i>Concern about time spent sourcing all the material for each of my separate lessons/topics (not all found in one place)</i> |
| <i>The materials are not hard to find, it just takes time to find the best among the many sources for materials.</i> |
| <i>Time needed to develop the course to meet the limits of the materials and to design appropriate assessments.</i> |
| <i>material is hard to ferret out of a large number of cases</i> |
| <i>It takes time and effort to find the best reading each week associated with a topic but it is worth it and I have learned along with the students from the diverse range of materials.</i> |
| <i>Cost of some OER - not all is free</i> |
| <i>The fact that you now expect everyone to make material for free or as private contractors who are not subject to minimum wage laws. Availability of educational games is also low. I know you want things cheaper for students. Focus on cutting administration. This is where the inflation in the cost of education is from. You are just focusing on textbooks as students can see the cost of them.</i> |

Finding Appropriate/Accurate/Relevant Resources

| |
|---|
| <i>Finding material targeted appropriately for the audience.</i> |
| <i>Much of the available material focuses on low level skills and concepts</i> |
| <i>Concerned about author's qualifications.</i> |
| <i>Some areas of the textbook could use more detail</i> |
| <i>Mistakes in the test bank.</i> |
| <i>Orange Grove links are dead or out of date. FLVC eliminated a database that had been used for course content.</i> |
| <i>unsure of where to find materials</i> |
| <i>I would be interested in an OER textbook for Allied Health Sciences Microbiology (MCB 2010 equivalent) but there is not one as of yet.</i> |

Student Issues

| |
|---|
| <i>Getting the students to go on the web and read the messages</i> |
| <i>Some students want paper copies of a textbook.</i> |
| <i>The content is too brief for the students to get a full understanding.</i> |

Process Issues

| |
|--|
| <i>Faculty and curriculum leaders must become comfortable with resources first</i> |
| <i>The tradition of textbooks</i> |
| <i>I've incorporated these materials very smoothly, and https://www.myopenmath.com DOES have many of the "extras" provided by traditional publishers.</i> |
| <i>Challenges are dependent upon person using material and the format of material</i> |
| <i>I teach a specific topic course Faith Community Nursing and due to the fact that publishers texts are >8 years old, I was forced to seek out more current material</i> |
| <i>Having an approach and experts in place circumvented these challenges. We rely on our library team to guide us.</i> |

10) What were the challenges you faced in incorporating this material from a technological perspective?

| | Percentage | Number of Responses |
|---|------------|---------------------|
| None of the above | 46.5% | 60 |
| Concern about the accessibility of materials | 25.6% | 33 |
| Lack of technological support | 17.1% | 22 |
| Too difficult to change or edit the content | 14.7% | 19 |
| Lack of a good platform in which to "remix" disparate content | 14.0% | 18 |
| Lack of technological skills or training required to incorporate open resources | 13.2% | 17 |
| Too difficult to integrate into the Learning Management System (LMS) | 9.3% | 12 |
| Other (please specify) | 8.5% | 11 |

Other:

| |
|--|
| <i>It is not "too difficult" to adapt the content, but it is very time consuming.</i> |
| <i>Time needed to design the course to the materials and develop assessments.</i> |
| <i>ADA compliance.</i> |
| <i>State funding is not reliable enough to ensure stable access.</i> |
| <i>Need more training on embedding videos in Power Points.</i> |
| <i>Videos are not captioned and campus resources do not help in my efforts to caption the product before I use them.</i> |
| <i>Students prefer the regular textbook. Some not techno savvy with online texts. Some cannot afford Internet or a computer.</i> |
| <i>I had a blind student, and the online homework problems had some graphics without descriptions.</i> |
| <i>It is easy to use Blackboard as the location for the material or simply to provide a link from Bb.</i> |
| <i>College is only now migrating to Canvas which will make it easier for faculty.</i> |
| <i>FMG continues not to work as well as one would like.</i> |

11) What were the positives you experienced in using OER?

| | Percentage | Number of Responses |
|---|------------|---------------------|
| Cost savings to students | 79.1% | 102 |
| Increased student engagement with content | 52.7% | 68 |
| Ability to edit and restructure content | 44.2% | 57 |
| Re-energized my teaching | 23.3% | 30 |
| Increased student retention rate | 10.9% | 14 |
| Other (please specify) | 7.0% | 9 |
| None of the above | 4.7% | 6 |

Other

| |
|---|
| <i>Providing a variety of options to students that meet their preferred learning styles.</i> |
| <i>Bringing relevant current events content into the classroom</i> |
| <i>Content is always fresh and up-to-date</i> |
| <i>easier to maintain currency of materials assigned</i> |
| <i>Increased currency of information versus traditional print media.</i> |
| <i>My students appreciate not having to buy a text</i> |
| <i>Accessibilities, our population is amongst the most impoverished in the state. This is about access for all students.</i> |
| <i>Haven't used it enough to say what are the benefits. Mainly considering it to reduce student costs but the biology faculty have to agree on textbooks that we share.</i> |
| <i>Just now implementing. no outcomes seen yet.</i> |

12) What other issues have you experienced in your use of OER?

| | Percentage | Number of Responses |
|--|------------|---------------------|
| It takes more time to use OER than to use traditional resources | 41.9% | 54 |
| My institution does not provide financial incentives | 35.7% | 46 |
| None of the above | 30.2% | 39 |
| My institution does not provide the extra time required to incorporate OER into my courses | 29.5% | 38 |
| Not every student has access to the equipment/bandwidth to support OER | 24.0% | 31 |

| | | |
|--|-------|----|
| Lack of opportunity for training on the use of OER | 23.3% | 30 |
| Policies on the use of OER needed at my institution | 17.1% | 22 |
| The use of OER is not encouraged/supported at my institution | 11.6% | 15 |
| Other (please specify) | 9.3% | 12 |

Other

| |
|---|
| <i>Are financial incentives warranted each time we enhance our curriculum?</i> |
| <i>Using it is easy. Developing it takes a LOT of time and effort. Need re-assign time or some \$\$ compensation.</i> |
| <i>Cost and manpower to create resources.</i> |
| <i>It is time consuming to edit the OER, but not to add to D2L.</i> |
| <i>Campus does not have the bandwidth required to use content while on campus.</i> |
| <i>Adjuncts have little incentive to innovate.</i> |
| <i>Getting hard copies of the materials for myself, especially text books.</i> |
| <i>Students don't seem to value the OER materials as much as they do traditional textbooks.</i> |
| <i>Some students like hardcopy and thus they must print the materials.</i> |
| <i>OER is supported by President but not by tradition or departmental procedures.</i> |
| <i>Because many open textbooks are very basic in content, I have to find and vet images, examples, activities, and videos to supplement the basic information in the somewhat comprehensive book I use.</i> |
| <i>I haven't used it enough to have fully informed opinion.</i> |

13) For what reasons are you using OER?

| | Percentage | Number of Responses |
|---|------------|---------------------|
| Reduction of costs to students | 82.2% | 106 |
| I believe in the philosophy of open resources | 65.1% | 84 |
| OER offer increased flexibility in the way I am able to use/structure content | 45.7% | 59 |
| Other (please specify) | 10.1% | 13 |
| My institution has mandated the use of OER | 4.7% | 6 |
| None | 1.6% | 2 |

Other

| |
|--|
| <i>Best meets the needs of students taking my course.</i> |
| <i>I use awesome material when I find it.</i> |
| <i>As a historian, I believe in the high value of reading the historical source documents and many are available on the web.</i> |
| <i>At times the quality is better.</i> |
| <i>Lack of availability of good finance casebooks.</i> |
| <i>Used to teach specialized elective course.</i> |
| <i>Ability to bring timely current content into the classroom to connect learning to current context in real life outside of our university.</i> |
| <i>The class is about trending issues in healthcare and no textbook will be able to keep up with the most current issues.</i> |
| <i>Do not like the common textbook for the course.</i> |
| <i>Students don't read textbooks.</i> |
| <i>Allows me to completely customize my course (Research Methods).</i> |
| <i>Many faculty, including my department, are actively promoting us switching to OER content.</i> |
| <i>Time savings? For adaptive systems, there needs to be a lot of content - it becomes a question of the time it takes faculty to create the content vs spending time trying to find the right OER</i> |

14) Have you incorporated any library resources into your courses?

| | Percentage | Number of Responses |
|-----|------------|---------------------|
| Yes | 66.0% | 134 |
| No | 34.0% | 69 |

15) What type of library resources have you incorporated into the course(s)?

| | Percentage | Number of Responses |
|---------------------|------------|---------------------|
| E-journal articles | 75.4% | 98 |
| Streaming videos | 62.3% | 81 |
| Reference databases | 60.8% | 79 |

| | | |
|----------------------------|-------|----|
| Subject specific LibGuides | 50.8% | 66 |
| E-books | 50.0% | 65 |
| Other (please describe) | 10.0% | 13 |
| Print course packs | 3.8% | 5 |
| None of the above | 0.8% | 1 |

Other

| |
|---|
| <i>Routine visits by librarian to help students with communication projects.</i> |
| <i>We also embed librarians when we are able as we find that they are a live OER!</i> |
| <i>We have a specific library for our students to check out books.</i> |
| <i>Library Guides.</i> |
| <i>WorldCat catalog.</i> |
| <i>Archival materials.</i> |
| <i>Online testing.</i> |
| <i>Plagiarism prevention videos are great and get the message across.</i> |
| <i>Specified readings.</i> |
| <i>Author provided resources and creative commons.</i> |
| <i>Pdf scans of chapters posted onto Blackboard.</i> |
| <i>Individual students learning how to do individual academic research.</i> |

16) On what platform were those library resources presented to students?

| | Percentage | Number of Responses |
|--|------------|---------------------|
| Learning Management System (e.g., Blackboard, Canvas, D2L, etc.) | 60.8% | 79 |
| LibGuides | 16.2% | 21 |
| Website | 11.5% | 15 |
| Other (please specify) | 11.5% | 15 |

Other

Most of the “Other” responses to this item indicated that the respondent’s institution uses multiple platforms to present this material to students:

| |
|--|
| <i>All of the above. LibGuides are on the open web; however, library resources are also presented through the LMS.</i> |
| <i>All of the above.</i> |
| <i>All of the above (should not be a forced choice question).</i> |

| |
|--|
| <i>All of the above -- LMS, LibGuides, and the website via our discovery tool and databases.</i> |
| <i>All of the above.</i> |
| <i>Canvas, LibGuides and our website.</i> |
| <i>Canvas and libguides.</i> |
| <i>Canvas and Libguides.</i> |
| <i>Through Blackboard, LibGuides, and print.</i> |
| <i>Blackboard and web based; specific resources as provided by the Church Health Center.</i> |
| <i>From Blackboard, email and in class instruction</i> |
| <i>LMS and in person in class and via email. (Need to have multiple options for respondent here on this question.)</i> |
| <i>Library Instruction.</i> |
| <i>A three ring binder catalog in our department office.</i> |

17) What challenges did you experience in incorporating this material from a content perspective?

| | Percentage | Number of Responses |
|---|-------------------|----------------------------|
| No challenges | 46.9% | 61 |
| Concern about the availability of content over time | 24.6% | 32 |
| Uncertainty about licensing and copyright issues | 20.0% | 26 |
| Insufficient content available on my topic | 16.9% | 22 |
| Material is difficult to find | 16.2% | 21 |
| Other (please specify) | 15.4% | 20 |

Other

| |
|---|
| <i>Student awareness of how to use these resources is poor.</i> |
| <i>Often too academic for students.</i> |
| <i>Student issues concerning off campus access.</i> |
| <i>Students use academic resources that are free on the internet.</i> |
| <i>Students' fear of the library .</i> |
| <i>Same as before: finding material pitched well for student learning.</i> |
| <i>Concern about format of instructional videos and usefulness to students (old recordings, ~ 1 hour each).</i> |

| |
|--|
| <i>The time it takes to scan chapters from books that are not available online.</i> |
| <i>Very time-consuming (for instructor) to locate, explain, link, and use non-textbook material.</i> |
| <i>Sorting through all the materials available.</i> |
| <i>Cost is an issue, particularly with streaming video.</i> |
| <i>Some literature pieces were not available for "free access".</i> |
| <i>Sometimes the material is not available for the library to license electronically.</i> |
| <i>Current or recent information</i> |
| <i>FMG continues not to work as well as one would like. Providing links to other items that work off campus.</i> |
| <i>E-books limited to one reader at a time.</i> |
| <i>We work with librarians re: the concern about the availability of content over time.</i> |
| <i>These are concerns that have been expressed to me by faculty but were not impediments.</i> |
| <i>Library staff has been extremely helpful in finding materials.</i> |

18) What challenges did you experience in incorporating this material from a technological perspective?

| | Percentage | Number of Responses |
|--|-------------------|----------------------------|
| No challenges | 53.1% | 69 |
| Not every student has access to the equipment/bandwidth to support use of online library resources | 25.4% | 33 |
| Lack of technological support | 13.1% | 17 |
| Lack of technological skills or training required to incorporate library resources | 12.3% | 16 |
| Lack of a good platform in which to "remix" disparate content | 10.8% | 14 |
| Other (please specify) | 9.2% | 12 |
| Too difficult to integrate into the Learning Management System (LMS) | 6.9% | 9 |

Other

| |
|--|
| <i>Faculty complaints about difficulty of placing items on course reserve- system too complicated. Not enough support.</i> |
| <i>Faculty resistance to approve the change of textbook for my course that no-one else is certified to teach.</i> |

| |
|---|
| <i>Student resistance to doing what may be perceived as unrequited work even if it will help them succeed.</i> |
| <i>Previously, these all were issues; new LMS will make it easier but we still need more technological support and the students do not have access to proper bandwidth (many do not have computers but are taking online classes by coming to the library).</i> |
| <i>Blackboard is so clunky and annoying to use.</i> |
| <i>Time constraints.</i> |
| <i>State funding cuts eliminated database.</i> |
| <i>Accessibility of materials (captioning).</i> |
| <i>I had assistance from CITT to incorporate those free sources into my online courses.</i> |

19) If you are aware of any technology developed at your institution meant to facilitate the use of OER or library licensed materials in the online course environment, please select all that best describes that technology:

| | Percentage | Number of Responses |
|---|-------------------|----------------------------|
| I'm not aware of any such technology | 63.9% | 390 |
| Tools to facilitate incorporating disparate content in the Learning Management System (LMS) | 19.8% | 121 |
| Repositories for digital learning objects | 19.3% | 118 |
| Platforms for publishing OER or other content | 9.7% | 59 |
| Other (please specify) | 4.4% | 27 |

Other:

Specific Technology

| |
|--|
| <i>I created to educational apps, which I integrate into the classroom to supplement my textbooks.</i> |
| <i>Digital Repository Content Development</i> |
| <i>I currently teach a class using readings from Harvard Business Review. There is a small fee for the use of these materials.</i> |
| <i>Use of an online health assessment learning tool called Shadow Health.</i> |
| <i>Yes in math there is and we want to do that to replace textbooks for teaching math.</i> |
| <i>Internal D2L.</i> |
| <i>Single sign on with Canvas, though it only half works right now.</i> |

| |
|---|
| <i>UCF's TOPR.</i> |
| <i>I know our library started an initiative to have one course textbook on reserve for some classes. It would be amazing if there was funding for this opportunity to increase.</i> |
| <i>I believe that FSCJ's Open Campus, the developer of our online courses, will take OER materials and put them into classes when courses are being developed.</i> |
| <i>These are being added to Canvas now; launch this summer.</i> |

Using Textbooks or Existing Technology or Approach is Sufficient

| |
|--|
| <i>Since I have not had any difficulty using OERs or library resources in the online environment, I would venture to say that existing technology is sufficient.</i> |
| <i>Textbook in my course currently necessary</i> |
| <i>I use textbooks to teach my classes and do not plan to change that. I use technology in other ways to educate and fulfill my mission academically. students when they come to college are required to purchase the materials they need to succeed and that includes textbooks.</i> |
| <i>Am involved because we are being given little choice. Many of my students do NOT like to use the systems...they tell me that they learn better from traditional texts....they are consistently impressed by the technology but revert to hard copies and share these for study.</i> |

Not Aware or Unable to Say

| |
|--|
| <i>Not able to respond; I am a teaching-research faculty member focused on fundamental scientific and engineering subject matter so non-refereed technologies are unacceptable.</i> |
| <i>They may have mentioned some repositories in one of our professional development meetings a few years ago. But I haven't looked at them and don't remember much about it. Hasn't been high on my priority list.</i> |
| <i>I am not aware of any available OER technology.</i> |
| <i>I am barely aware that there might be some of these things.... but I know absolutely nothing about them.</i> |

Unsure

| |
|--|
| <i>I don't understand the question. Any LMS can access online content. Why are other tools needed?</i> |
| <i>I am referring to Moodle?</i> |
| <i>Do you mean Canvas??</i> |
| <i>What does OER stand for?</i> |
| <i>Not sure what some of the terminology means....sorry.</i> |

20. Please list any technological tools or software that you use to create course materials or otherwise support your teaching efforts:

A wide variety of specific tools and general descriptions are in use by respondents. Overall, 149 different specific tools and 51 unique general descriptions were listed.

Of the specific tools that were identified, many are in use by one or just a few respondents. Eighteen tools were listed by at least 5 respondents. See page 54 for the complete list.

| Tool | Number of Responses |
|---|----------------------------|
| Microsoft Office Products | 88 |
| Blackboard | 74 |
| Canvas | 29 |
| Camtasia | 26 |
| YouTube | 26 |
| Pearson MyLabs (e.g., MyMathLab, MyStatLab) | 17 |
| Google products | 12 |
| LibGuides | 12 |
| D2L | 9 |
| Adobe Products (non-specified) | 8 |
| SoftChalk | 8 |
| McGraw Hill Connect | 7 |
| eLearning | 6 |
| TED.com | 6 |
| Webcourses | 6 |
| Adobe Creative Suite | 5 |
| Moodle | 5 |
| SnagIt | 5 |
| All others combined | 176 |

Of the general descriptions given, once again many were offered by just one or a few respondents. Six descriptions were listed by at least 5 respondents. See page 54 for complete list.

| Description | Number of Responses |
|--|----------------------------|
| Free internet sites and online content | 40 |
| Streaming video/other videos | 20 |
| Library resources including licensed content, reserves, general collection, etc. | 18 |

| | |
|---|----|
| Original materials- including videos, handouts, past course materials, animations or any other course materials made by the instructor. | 18 |
| Learning management system – not specified | 8 |
| Images/pictures | 6 |
| All others combined | 69 |

21. What type of support do you think FLVC could provide on a statewide basis to facilitate the use of OER?

| | Percentage | Number of Responses |
|--|------------|---------------------|
| Provide an organized, course/subject specific portal to OER and library content | 67.9% | 414 |
| Develop a website to serve as a central Knowledge Base for OER and related topics | 59.7% | 364 |
| Provide introductory workshops on finding and using OER resources | 48.0% | 293 |
| Grants to fund OER pilot projects in each region as exemplars | 37.9% | 231 |
| Grants to fund collaborations to create OER content for common core classes | 37.2% | 227 |
| Develop technology/platforms that facilitate the “remixing” and organization of OER and other content. | 34.9% | 213 |
| Coordinate statewide meetings and communication channels about OER among Florida institutions for sharing best practices and growing the Florida OER community | 29.2% | 178 |
| Further develop The Orange Grove as a repository for OER materials | 23.4% | 143 |
| Other (please specify) | 9.8% | 60 |
| None of the above | 7.2% | 44 |

Other

| |
|---|
| <i>Provide workshops via webinar AND archive them so they are on demand.</i> |
| <i>Online webinars and white papers .</i> |
| <i>Create OER online homework platforms that are as robust as that offered by publishers.</i> |
| <i>Organization of content and standards for quality OERs.</i> |
| <i>State wide access to software as service for: Adobe CC ThingLink BeFunky.com Haikudeck Camtasia Cloud to load larger objects to so as to have link to provide.</i> |
| <i>A better search engine for students using the library search interface. As currently designed, the OneSearch feature is inefficient and frequently generates faulty links to materials that are not relevant to the search.</i> |
| <i>There needs to a website that allows professors throughout the SUS to collaborate on the text, price of text & supplements, etc. The site could be organized by course code), denote type of class (in class, hybrid & varying degrees of hybrid, or DL), success rates, materials used, time in class & time on computers, and any other relevant material along with a comments section to talk about success/what worked in a class and what did not.</i> |
| <i>Use webtexts</i> |
| <i>Promote Unizen Engage or similar tools/repositories.</i> |
| <i>It would be wonderful if we had access to videos around common topics that were CLOSED CAPTIONED and accessible for all.</i> |
| <i>Curation and editing. There is a lot of crap and I need some help sorting through what is good and what is not.</i> |
| <i>The facilitation in creation of the class is the most important.</i> |
| <i>Partner with state/national ESOL organizations to solicit, develop and make available appropriate content and resources.</i> |
| <i>Any and all programs that deliver services succinctly and efficiently.</i> |

Support/Provide Incentives for Faculty/Staff to Develop

| |
|---|
| <i>I believe most faculty should be more than capable of locating relevant material for their courses. Yes, it takes time and sometimes the fit to the topic you want is not perfect but it is better than a textbook determining the entire structure of a course at a huge expense to students.</i> |
| <i>Provide payment for faculty to develop these materials fit their own courses.</i> |
| <i>Provide small grants so that universities and colleges can have teacher workshops on these sources. Just a little money to buy coffee and fruit, for instance.</i> |
| <i>Support faculty via grants and release time to develop relevant materials.</i> |
| <i>Somehow get faculty to be receptive to new ideas...most aren't yet they demand it of their students??</i> |
| <i>Provide faculty pilot level incentives</i> |
| <i>Faculty incentives that do not require excessive grant applications -</i> |

| |
|---|
| <i>Support for research faculty to allow them to take time away from research and publishing to work on OER projects without being penalized for "lack of productivity" issues.</i> |
| <i>Faculty release time to learn about resources and integrate into classes; significantly fund staff additions to assist departments</i> |
| <i>Work with faculty to develop courses for use state wide using OER materials - or - partner with other schools / organizations who already have complete courses ready to go</i> |

Orange Grove Suggestions/Issues

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| <i>Let's use the soon to be implemented discovery system as the portal. Although The Orange Grove has a distinct name, its potential has been unrealized for a variety of reasons.</i> |
| <i>I would support further development of Orange Grove if it utilized an open source platform. Currently Equella is a proprietary Textbook owned publishing platform and I believe this contradicts the movement toward Open Educational Resources</i> |
| <i>Utilize Canvas Commons as a portal rather than Orange Grove -- OG needs to be weeded; tools that facilitate engaged learning activities and instructional design would be helpful to small colleges that lack those resources</i> |
| <i>Provide recorded webinar on how to find and use current OER resources. I was not familiar with The Orange Grove but checked it out. It had information that would be useful in my course.</i> |
| <i>Move away from Orange Grove. It has not kept pace with need and could be replaced with a turnkey alternative.</i> |

State Level Suggestions

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| <i>Fully fund LibGuides for all colleges, with options for additional components</i> |
| <i>Work for stronger legislative language at the state level.</i> |

Student Suggestions

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| <i>Students need to learn how to do individual documented research.</i> |
| <i>Students have access to YouTube with a wealth of information. We need to develop a desire in students to access resources that are available to them.</i> |

Concerns about Larger Context of High Textbook costs

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| <i>I think it is a non issue that only exists to avoid the real problem, it is a misdirect. Yes, there are great OER materials but not paying faculty and not paying anyone to develop the material you use is not the answer. Deal with the real issue- inflated administrative costs.</i> |
| <i>There is no lack of inexpensive textbooks. But expensive textbooks come with convenience & benefits. If you guys are serious about reducing textbook costs, you need to go after instructors who adopt expensive textbooks. This will not be easy because you have well-funded enemies.</i> |
| <i>The rising cost of textbooks is directly related to the fact that students are being provided with rentals and used books. These initiative are the worst thing to happen to academic publishing and are contributing to inflated costs!</i> |
| <i>Discourage resale of textbooks, since that is the major factor driving up costs. Authors and publishers receive not one penny for resold books, so the first purchase is higher as a result. Everyone would get a fair deal if resale were not encouraged or if royalties applied to resale books.</i> |
| <i>The quality of many of these resources is questionable at best. Additionally the proposition that faculty members should use their time to create such material if there are no suitable alternatives is counter to the promotion and tenure timelines set forth by the university. If faculty did this, they would be unable to attain tenure since educational material take years (7+) to create.</i> |
| <i>two problems with developing courses based on free available material : 1- links go dead so need manpower to update frequently. 2- students online are now at times out of the country and availability of material differs by country.</i> |
| <i>Did you ask the students what they spent their money on instead of books? To me this effort devalues scholarship and contributes to the anti-intellectual feeling in this country. Why should education be something that we are always looking to cheapen? This has not helped test scores. The idea that books aren't valuable enough to be purchased and open source is problematic.</i> |

FLVC Should Not Provide Support, or Not Yet

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| <i>I do not want to support because you directly interfere with my method of Education which is successful by the way all of my students get jobs at the end of the day</i> |
| <i>How does any of this help if the best textbook for the course is a hardcopy text that must be purchased? Sometimes I wonder at all these resources being spent, like those to support the FLVC and wonder if the money wouldn't be better spent just outright subsidizing or covering the entire cost of traditional textbooks for all students.</i> |
| <i>Because I do not support OER, I would have to say the less the better.</i> |
| <i>Bad idea that will result in poor quality, limit use materials.</i> |

I do not like to see the government legislating what types of materials we use in our courses. Faculty should decide what texts to use for their courses.

Need to have qualified licensed staff that understand the subject matter prior to allowing technologies to permeate our education system at the expense of core materials of instruction (e.g. the formal textbook)

Not Sure/Not Enough Information to Say/No Opinion/Not Familiar with FLVC

I'm not familiar with all the FLVC has, perhaps there lies the problem. This is the first I heard of it.

I don't know enough.

No idea what's needed here.

What is "The Orange Grove?" Are we supposed to know? Because if we are, you need to work on your PR efforts.

I have never heard of FLVC.

Provide education and training so that I know what you're talking about. I don't mean to be flippant, but if there are tools available that I know nothing about, much more effort needs to be made to make me aware of the tools and how to use them.

I'm not sure as it would be difficult to make sure all disciplines are adequately covered and represented.

I do not have an opinion on this.

I feel that I do not have enough knowledge about OER to answer this question.

Not sure.

22. Please share any additional information or thoughts about the use of OER in the classroom.

Generally Positive Comments

I would be happy to participate in planning/implementing the use of OER at state/univ level

As long as the material is relevant to the class online textbooks are a great way to save students money.

I encourage the use of OER provided that these resources are accessible to students with print disabilities and other learning needs. Often, "free resources" sound wonderful, but they are inaccessible to students with disabilities – a concern that no one addresses until the entire free system has been adopted. I want access needs to be a concern at the outset of this project.

As a parent of kids who will soon be in college, I fully support the move from expensive textbooks to open source materials!

I am for it if the textbooks are of sufficient quality.

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| <i>Understand the importance for the institution and our students.</i> |
| <i>I am 100% on board with this project, and I am interested in learning more about how I can help provide Open Educational Resources to my students. As a new teacher, it is hard to see my students struggling in their finances while trying to go to school to make a better future for themselves and their families. I have often thought "I wish there was a cheaper textbook option for my students because classes are expensive enough as is, with or without financial aid." During my studies at USF Sarasota-Manatee, my research and education led to me realize that students who do not graduate on time are more likely to either drop out of school or have difficulties in their future education and careers. Students who fail to buy their books are normally dropped from the course, leading to more expenses while pushing back their graduation date, which also effects their employment and/or first day of employment. It truly snowballs into one setback after another. I am dedicated to student success and am all for these resources. Please contact me. I would love to discuss this further, and I would love to know the ways that I can get involved in this cause.</i> |
| <i>OER is excellent as students should not have to pay for the rising cost of textbooks but the concern for a course developer/professor is the checking on materials to see if they are current.</i> |
| <i>This is the future as textbooks become more expensive than their value.</i> |
| <i>It's a great resource.</i> |
| <i>Great Idea.</i> |
| <i>I find MIT's OER material helpful.</i> |
| <i>I like your idea about collaborations to fund OER for common core classes. How about Gen Ed, too? Students struggle most in their first 2 years, so providing their books in some shared fashion should help, and prime them so that they realize they need books and outside readings in their upper division courses.</i> |
| <i>I am very interested in using these resources vs. requiring my students to purchase books they will only use one semester.</i> |
| <i>It's time for OER.</i> |
| <i>We need to have OER materials for all classes. The cost of textbooks and the tactics used by major publishers (like replacing editions every couple of years) are contributing to the rising cost of education and the deselecting of less affluent students. I know that many students do not buy the textbooks for the classes I teach, so I've stopped relying on material from them as much, which is suboptimal teaching.</i> |
| <i>As long as open materials are of equivalent value to students, I'm willing to use them and forgo commercial materials that cost the students money.</i> |
| <i>It is tremendously needed</i> |
| <i>Increasing Use of library licensed Ebooks could be a great solution.</i> |
| <i>Glad to see this survey.</i> |

Comments related to textbook costs and using OER

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| <i>Textbooks would be cheaper for students if we didn't use a for-profit on-campus bookstore. The University should negotiate a fixed-fee for course materials provided by the publisher.</i> |
| <i>Trying to match the quality of interactive web sites available by the big publishing companies may be counter-productive. The biggest outflow of money for many students is the rising cost of tuition.</i> |
| <i>Simply make textbooks cheaper by allowing the use of older books, capping costs from manufacturers, and granting teachers more freedom in choice.</i> |
| <i>I don't require textbooks in most of my classes, and the one I do require is \$24 new, 14\$ used. But I teach strat comm tech and really there aren't any good textbooks. I create my own websites, videos, and curate weblinks. I use LinkedIn, Facebook and various third party app programs. But then this is what I teach ... or variations on it. Just don't throw out the baby with the bathwater, some textbooks are important.</i> |
| <i>My students pay less in nominal dollars (let alone adjusted for inflation) for their math e-books (and the accompanying homework system) than I did just for a traditional textbook at the same institution 15 years ago. They pay triple the tuition, though...</i> |
| <i>Current text books cost more because they come with online resources to include tutoring and testing systems. In the presence of ever larger classes, I rely on these resources to perform the task that Teacher Assistants may have done in the past. I have had ONE teacher assistant in the past decade so the online testing and tutors have become critical. The cost of education is not rising because of rising cost of books and related online materials. Books and related online materials is just a manifestation of the TRANSFER of teaching resources OUTSIDE the educational institutions while educational institutions REDUCE resources devoted to actual education while INCREASING resources devoted to administration and support services.</i> |
| <i>We are also being encouraged to reduce paper copies to students. Students are being discouraged from using the WEPA system by multiple break-downs and lack of paper for printing. I think this is in part due to the increasing number of University Vice Presidents who have to be wined and dined and who demand plush offices in addition to the large number of sports programs that have to be supported.</i> |
| <i>Often, students and faculty are required to use expensive online resources like McGraw-Hill Connect. The "access codes" for these deluxe interactive resources are built into textbook prices, with the result that a simple grammar textbook may cost \$150.</i> |
| <i>The largest cost addition to text books is the bookstore up-charge. Textbooks through online vendors (i.e. Amazon) are frequently much cheaper in my courses, especially when rented.</i> |

While the study suggests that students struggle with meeting costs, there are also opportunity costs involved when students intentionally choose not to acquire materials that are otherwise readily available to them. For each course that I teach, in addition to the online materials, the course textbook (s) is also placed on reserve in the library (often my own person copy) and students still do not use this resource. The course materials debate extends beyond simple cost, it is also about what students think they can achieve without actually using the materials, assuming that all sources are created equal and therefore, online materials of dubious scholarly quality are often substituted for readily accessible materials of greater quality, but require more reading, engagement, etc. than what students are willing to put into the course. I have conducted surveys to my students on this very subject and many will skip materials that look to be "too long" or require "too much time" to do - seeking fast and convenient methods over proven techniques.

Why is it that administrators are not taking their share of the responsibility for the problem of rising costs of textbooks? When individuals are assigned to teach courses out of field or there is too much variety in course load, we reach for support. In addition, administrators keep pressuring faculty for "more, more, more." We should use more technology, we should increase the amount of writing, we should have more "engaging" activities, we should involve students in community work. All of these (unending) demands result in faculty having less, less, less time to actually prepare classes. Inevitably, we turn to publishers for support, but that support is not free. So now there's concern about the rising cost of textbooks--and whose fault is that? Do administrators realize that they CREATED this problem that they now (unsurprisingly) want us to resolve. It's always the faculty--the ones who have to look at the students every day--who are supposed to fix the problems.

For many subjects there is little reason why basic knowledge in the discipline should not be freely available in the public domain. Putting such resources together (while making it easy for faculty to customize them as needed for their own situations) would go a long way towards reducing costs for students and their families.

Process comments and general comments on using OER

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| <i>Need administrative and faculty buy-in to start OER initiatives</i> |
| <i>Partner faculty, instructional designers, and librarians when introducing OERs to curriculum. Each contributes a variable to the equation.</i> |
| <i>Needs further investigation. Larger problem is getting students to read anything whether it's their texts or online resources.</i> |
| <i>Work with local librarians and reiterate the importance of resources to students and faculty</i> |
| <i>Strong support for academic freedom and the empowerment of faculty to use OER in unique, creative and independent ways is required for the integrity of higher education.</i> |
| <i>I think that students particularly like the use of non-textbook sources, but there should be the ability to scan more of textbooks than is currently allowed.</i> |
| <i>Making it accessible over cloud storage and mobile devices is the most valuable to me. Google Drive integration seems to be the most efficient</i> |
| <i>Change is challenging; the more I know about OER and the more stability FLVC can guarantee (i.e., that I will learn technologies that will last more than two years), the better</i> |
| <i>Currently working with designing and developing online adaptive learning courses with faculty. Some systems provide publisher content which cannot be edited, however, our faculty chose a content agnostic system that enables them to create their own content or bring in content from other sources. Adaptive systems require quite a bit of content and questions to be beneficial to student learning. Our concern for faculty creating the content was the time involved. We see OER as the best possible solution at this time to help faculty mainstream the work load.</i> |
| <i>Faculty are challenged to used the most current technology while balancing research and service obligations. Educational research is not valued in all disciplines causing faculty to choose between educational and discipline approved research activities.</i> |
| <i>One of the biggest issues for me is time. I don't have the time to put together an entire textbook replacement for my students or gather other resources for them to do online homework, etc. And right now, the free textbooks I've found are not of high quality and don't cover the material I want. That's why I rely on traditional textbooks with accompanying websites that have online homework and other assignments. If there was something similar available in OER, I would use it if I didn't have to spend many hours constructing it myself.</i> |
| <i>For mathematics course, the professor can help the students to develop a comprehensive notebook from the class notes along with using a web site simple program contains the homework.</i> |
| <i>Please make sure that the OER is ADA friendly. Jaws and Zoomtext have a lot of limitation with graph for visually impaired students and make sure all videos are closed captioned for hard to hear students.</i> |
| <i>This is a time intensive initiative that requires incentives and administration's support and buy in. Difficult to implement from an individual unit level. Need funds to incentivize faculty and quality resources for courses. Also need stronger legislative language to override bookstore exclusivity contracts.</i> |

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| <i>Consider asking students to curate OER learning materials. Since they will be the ones required to use the materials, they can provide feedback on content clarity and ease of use.</i> |
| <i>The concept and motivation is fine; however, even when I have provided textbooks on reserve in the Library, many students won't read the assigned readings. They'll state they didn't read because they don't have the book, but they also won't put out the effort to sit in the library and read the book on reserve.</i> |
| <i>I'm also interested in courseware using iBook format, which could be published for free, available on iPhone, iPad or PDF (for students without an Apple device)</i> |
| <i>In math, it needs to be supported by online homework, quizzes and tests.</i> |
| <i>It would be very helpful for online course reference material and for online discussions.</i> |
| <i>The materials must be high quality and be maintained to stay up to date.</i> |
| <i>Provide evidence as to success Develop algorithmic practice for math courses</i> |
| <i>Make it user-friendly</i> |
| <i>I would use it if it meets objectives of my courses</i> |
| <i>We need a great deal more information before we can implement further</i> |
| <i>Include adjunct instructors who facilitate many courses, sections and labs.</i> |
| <i>Give adjuncts more money and incentives for professional development.</i> |

Negative comments/unfavorable opinions of OER/Strongly prefer textbook based instruction

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| <i>DO not support online books at all. I'm a quality outcome person. My quality outcomes are very good. Online textbooks have been a failure for my students. Everyone states they are easy to reference and review material, this is not true. Online texts are not student friendly. The majority of students using them had lower grades or failed. I think we should develop another approach to the cost of textbooks, and/or develop specific areas where online textbooks will be used. I love LMS, NOT online books.</i> |
| <i>I think the students need a real text book</i> |
| <i>I am all for adding materials to increase learning, but I am hesitant to remove textbooks as students do not seem to retain information from online sources as well as they do from textbooks.</i> |
| <i>Online textbooks rarely match the quality and depth of printed books.</i> |
| <i>In my experience OER materials are of consistently low academic / scholarly quality, and I remain highly unconvinced of their merit.</i> |
| <i>Do not socialize our academic system just because administrators and politicians believe it's important. Textbooks have a purpose so suck it up and pass the cost on to the students.</i> |
| <i>I have examined the available resources, and they lack depth and problem-solving. They do not compare to the capabilities produced by publishers in the sciences. In other reading/ research areas, this is not the case.</i> |

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| <i>Quality of OER that I have seen in other states is below par and not suitable for advanced STEM courses.</i> |
| <i>Not particularly helpful to my subject.</i> |
| <i>I like my textbooks, which are not OER. Funding so our library could requisition and loan more copies would help.</i> |
| <i>Do not think it all it is touted to be...one can find evidence to support anything....</i> |
| <i>The economic advantages are obvious. However, I do not trust most materials that are out there to be correct, nor do I trust anyone but myself to decide that they are correct or are a good substitute for a traditional textbook. I fear that this could lead to "anti-education", promulgating common misunderstandings held by many writers of mathematics books, on a massive scale.</i> |
| <i>I think it's a nice idea, but most of the resources I've seen available so far haven't been of very high quality, so I haven't been willing to switch away from traditional textbooks (when I use them, which isn't that often).</i> |
| <i>OER resources are awful. They are of low quality and take away from the learning experience of students. Our goal should not be to reduce the quality of classroom resources for the sake of saving student's a little money-- ultimately, if students perform worse, the cost of using OER will outweigh the benefit.</i> |
| <i>Whatever the concept that will be used, let's make sure we do not start moving away from using textbooks at all. From what I have experienced, particularly with online schooling, from students is that they just want to get done and get paper in hand. This high-tech society of ours is forgetting that paper in hand means nothing when you do not know what you are doing. Smarten up folks.</i> |
| <i>I am not sure OER would be effective or efficient in large (150+) intro level classes.</i> |
| <i>I am somewhat concerned about dropping all concerns about quality to save money. I have seen some very poor OER.</i> |
| <i>My experience with OER materials is that they are not as thorough or as robust as that of publisher materials</i> |
| <i>Concern for quality of materials</i> |
| <i>I have a concern about the quality of an OER resource, which would require more extensive review of materials that are not peer-reviewed to consider using them.</i> |
| <i>I am ardently opposed to this and believe that such initiatives are the cause of inflated book prices!</i> |
| <i>Most of the texts I need for my courses are not in open digital format.</i> |
| <i>One of the downsides of OER is the instability involved. An example is that we used Xtranormal to create animated teaching videos that were very popular with students. Xtranormal was sold and at least some of our work was lost since it hadn't been backed up to YouTube or another source. Of course vetting OER is essential to assure accuracy and reliability. Technical support is sometimes limited with OER, and sometimes, the OER status is temporary as the materials are later marketed.</i> |

My biggest concern is the stability and predictability of using such resources - we need to use things that we know will be available. Additionally, in math, we have become dependent upon being able to assign online homework - we would need to have such functionality to facilitate use of OER as our sole materials.

I use PDFs of peer-reviewed articles in my classes, and don't ever use textbooks, so don't see any use for OER

I currently do not use OER

I'm open to anything that will grant access to necessary information for my students at no or low cost. If it's good, I'll use it. Concerns about copyright infringement in the current climate leave me tethered to high priced textbooks, and I don't think students are buying them.

Negative comments about the process, other concerns about use of OER

There need to be more people with experience and education in specific disciplines writing open source materials related to those areas of expertise. Some of the open source texts I have found for writing were written by people whose primary discipline is not English though the books were textbooks for composition courses.

While reducing cost is a very important goal it is also quite scary because there is not much good quality items out there for all disciplines. Perhaps offering financial incentives to faculty to create resources for their disciplines that they would be able and willing to share would help solve this problem.

I think it is very important for professors in their respective fields to write course/subject specific content so that students do not conflate "free" content with content that lacks value. A student may wonder how trustworthy free online educational content, versus textbook-based content, actually is. Additionally, due to requirements for students with disabilities, institutions should be advised about how to efficiently make OER content available to students who wish--and who have the right--to acquire a hard copy of the material.

Many student still remark that they do not have internet or computer access at home. Textbooks are the only source they have for the course.

I believe that this effort was prematurely forced into the curriculum of some faculty at our institution; reducing course effectiveness and causing harm to the student's learning experience. There was no transition or training provided to faculty. I could go on...

My content area, HVAC, is too technical and broad for an open source text. The job of writing one would be too large to surmount. The only people would write it for free are too busy teaching. If several institutions would provide release time and stipends to a group of faculty to write a comprehensive text, it might work. Of course, that's never going to happen.

OER does nothing in my understanding to evaluate the writing capability of a technical professional.

I think that Florida's reliance on just a few textbook companies at the lower levels of education has caused the problem. Rather than eliminating textbooks, we should be creating laws that prevent price-gouging by textbook companies.

OER limits the resources faculty can draw upon for teaching subject matter. This "crisis," as it is called, seems to be students merely registering their objections at having to actually invest in their own education, with universities ambling behind them and saying "You're right, we're awful." Horrific.

There is an interest but no time/incentives to follow through. Also, big concerns about how to keep content fresh.

95% of students say they "suffered"? Typical of today's "I'm a victim!" battle cry. Guess they never heard of amazon or ebay. Granted, sometimes you do need the latest version at a hefty price, but deal with it, expect it, and save for it instead of waiting for more free money/free assistance, then blaming your substandard study habits and minimum enthusiasm and intellect on not getting the materials you are required to buy as a responsible college student. "Crisis"? A crisis is a natural disaster in which thousands go without food, water or shelter. Some college kid living on his parents' couch into his 30s who cries about not being given even more freebies is not a "crisis." They wouldn't know a book if it fell from the sky into their hands---don't they all want everything online anyway? I get it, the college textbook racket is one of the biggest scams going on and exploits those just trying to get an "education", but stuff costs money, deal with it or find ways to work around it and find things on the cheap when you can. It's like wanting the latest and greatest awesome vehicle, but not being able to afford the payments. You can want it all you want, but if you can't produce the cash, guess what? Pick another vehicle.

Thus far OER is not useful for my teaching; the appropriate books and source materials, or materials of comparable quality, are not published in this format in my discipline or subfield. I do not assign textbooks at all, because they are overpriced and generally of inadequate quality and coverage, and I make sure that total course material expenses do not exceed \$85-\$150 (a range comprising undergrad and grad courses) if students comparison shop and purchase competitively-priced used copies of the course books. One way to support affordability is to allow students to spend financial aid book allowances/vouchers at vendors other than the university bookstores that price-gouge students to the students' detriment because they know they have the monopoly on campus book sales and financial-aid voucher dollars.

Publishers spend lots of time and effort to get quality materials to faculty. That's why they cost money! Hence the choices for quality texts & software is amazing. There are very few OER choices for topics in math & almost no free software (where would the money be for tech support?). Updates to OER materials aren't really forthcoming and course content rarely lines up with the course content required by the university or departments.

As a textbook author myself, I spend at least 18 months of very hard work just to update a text and at least 2 years to create a new book. It seems unreasonable to expect authors to do that work and place it in the public domain so that they receive no compensation.

I have been wanting to replace one of the texts we use for PHY1020C with one published for significantly less cost, but have run into some resistance from the other faculty. There does not seem to be a good, general purpose text for this class that is freely available as yet. We have links to web-based texts (some sites require registration).

Locating and integrating materials is very time consuming.

OERs need better ancillaries.

Wish it was available for workforce classes.

FLVC Specific Comments

OER in the classroom happening with or without the FLVC and in cases where it is not happening that I have seen it is for pedagogical reasons and has nothing to do with what the FLVC could or could not be doing better. I really wish the headcount involved here would be reallocated to resources that are truly in desperate need, like MORE TENURE-TRACK RESEARCH FACULTY and more space to house them and their research labs.

Having a central organization handling these materials may be efficient, but it also may be exclusionary.

As noted above, the less the better. What the state could do is to work with the publishing companies to make real texts affordable, which means no gouging by the publishers and no kick-backs or artificial inflations by campus bookstores statewide.

Unfamiliar with OER and/or FLVC, or not working on OER

I'm really in the dark about all this.

I know that other colleges are doing this, but it's not even a blip on the radar here at my college.

I'm still not sure what this is for. Are you saying I should choose a textbook for my classes that is available in OER?

I have not been as aware about these specific efforts, especially before this survey, as I am now.

Heard of term OER, yet concept still unknown to faculty.

would like to know about it

I am completely unfamiliar with FLVC. Do not feel informed enough to provide feedback. As a social scientists, though, I can say that this survey is somewhat poorly designed. Question 3 should be a branching question, for example. Question 4 should have an option like 'Don't know.'

Supplement: Full text of responses from item 20

Specific Proprietary Tools

| Resource | Number of Responses |
|---|---------------------|
| Microsoft Office Products | 88 |
| Blackboard | 74 |
| Canvas | 29 |
| Camtasia | 26 |
| YouTube | 26 |
| Pearson MyLabs (e.g., MyMathLab, MyStatLab) | 17 |
| Google products | 12 |
| LibGuides | 12 |
| D2L | 9 |
| Adobe Products (non-specified) | 8 |
| SoftChalk | 8 |
| McGraw Hill Connect | 7 |
| eLearning | 6 |
| TED.com | 6 |
| Webcourses | 6 |
| Adobe Creative Suite | 5 |
| Moodle | 5 |
| SnagIt | 5 |
| Adobe Acrobat | 4 |
| Apple products (iPad, iBooks, Apple TV) | 4 |
| Articulate | 4 |
| Audacity | 4 |
| Adobe Connect | 3 |
| Adobe Photoshop | 3 |
| Camtasia Studio | 3 |
| Captivate | 3 |
| imovie | 3 |
| Panopto | 3 |
| prezi | 3 |
| Respondus | 3 |
| Screen cast o matic | 3 |
| Socrative.com; | 3 |

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|---|---|
| Adobe Publisher | 2 |
| AleKs online software | 2 |
| Blogger | 2 |
| Evolve online course modules | 2 |
| Hawkes online software | 2 |
| Jing | 2 |
| Keynote | 2 |
| MERLOT | 2 |
| OWL | 2 |
| Qualtrics | 2 |
| TestGen | 2 |
| Tumblr | 2 |
| Vimeo | 2 |
| Adobe InDesign | 1 |
| Adobe Premier | 1 |
| Adobe Presenter | 1 |
| AHIMA's virtual lab | 1 |
| Angel | 1 |
| Animoto | 1 |
| Aplia in support of the texts that we use. | 1 |
| BigBlueButton | 1 |
| Blendspace | 1 |
| Blogspot | 1 |
| CamStudio | 1 |
| Ceilo closed captioning | 1 |
| ChompChomp grammar MOOC | 1 |
| Collaborate Session Management | 1 |
| CreatorPro | 1 |
| dreambox | 1 |
| Dreamweaver | 1 |
| Drupal Web Development | 1 |
| Echo 360 an other recording equipment. | 1 |
| Edpuzzle | 1 |
| Educreations App | 1 |
| edutopia | 1 |
| Elsevier's student portal products | 1 |
| Examity | 1 |
| ExamView: (https://www.turningtechnologies.com/products/examview); | 1 |

| | |
|---|---|
| Explain everything | 1 |
| Films on Demand | 1 |
| Flat World | 1 |
| GeoGebra | 1 |
| Geographic Information Systems Software | 1 |
| Gimp | 1 |
| GoAnimate! | 1 |
| Gradedcam | 1 |
| Gunning Fog writing analysis | 1 |
| Hypersnap | 1 |
| iBooks | 1 |
| IDE | 1 |
| IHI | 1 |
| imslp.org | 1 |
| iready | 1 |
| Islandora Digital Platform | 1 |
| iSpring | 1 |
| ixl.com | 1 |
| Java | 1 |
| JSTOR products | 1 |
| Kahoot | 1 |
| Kaltura | 1 |
| KeepVid | 1 |
| LaTeX - I prepare and distribute my own notes to students via it | 1 |
| Learning Resources | 1 |
| Learnsmart | 1 |
| Lectora | 1 |
| LibApps from SpringShare | 1 |
| MEF Digital | 1 |
| Milestone Documents (online primary source document collection; customizable) | 1 |
| MindTap (Cengage) | 1 |
| MIT Open Courseware (which includes a Calculus textbook) | 1 |
| tacticPAK apps | 1 |
| Mycomlab | 1 |
| Pearson REVEL | 1 |
| MyOpenMath | 1 |
| MyStatLab | 1 |

| | |
|--|---|
| NBC Learn | 1 |
| NetBeans | 1 |
| No More Red Ink | 1 |
| Obojobo | 1 |
| OCR | 1 |
| omkega.net; .org | 1 |
| Open Campus | 1 |
| Orangetrove materials | 1 |
| Paradigm Education Solutions student portal | 1 |
| PrepU | 1 |
| ProProfs | 1 |
| QuickTime | 1 |
| Quizizz | 1 |
| quizlet | 1 |
| SC Cloud | 1 |
| Seesaw | 1 |
| SIMnet | 1 |
| Simu-Tech Simulations software | 1 |
| Sitepal avatars | 1 |
| Skype | 1 |
| SpringShare | 1 |
| SPSS | 1 |
| Starfish | 1 |
| SublimeText | 1 |
| SuperTracker website for two assignments | 1 |
| Sway | 1 |
| teacherpops... | 1 |
| Tegrity | 1 |
| The Point by LWW | 1 |
| Toontools | 1 |
| Tophat (in-class way of asking students questions using their cell phones, laptops, and tablets) | 1 |
| Turn-it-in | 1 |
| VAST: Academic Video Online | 1 |
| Voki | 1 |
| VPython | 1 |
| Webassign | 1 |
| Wikispaces classroom. | 1 |
| Wordpress | 1 |
| Writer's Diet online writing analysis | 1 |

| | |
|---|---|
| Writing for Success open source textbook. | 1 |
| WritingSpaces.org | 1 |
| writingcommons.org | 1 |

General Descriptions of Tools Used:

| Description | Number of Responses |
|---|----------------------------|
| Free internet sites and online content | 40 |
| streaming video/other videos | 20 |
| Library Resources including licensed content, reserve, general collection, etc. | 18 |
| Original materials- including videos, handouts, past course materials, animations. Course materials made by the instructor. | 18 |
| Learning management system (LMS) | 8 |
| images/pictures | 6 |
| Publisher ancillary materials/resources | 4 |
| Smart Board/Smart Notebook | 4 |
| e-books | 3 |
| Professional Organizations' materials | 3 |
| social media | 3 |
| articles | 2 |
| Computer | 2 |
| Downloads | 2 |
| Institution tech staff assistance | 2 |
| HTML | 2 |
| Many/multiple | 2 |
| quiz/testing programs. | 2 |
| scan materials for students to use | 2 |
| Simulation software | 2 |
| slide shows | 2 |
| Video editing software | 2 |
| word processing software | 2 |
| academic peer reviewed webpages; | 1 |
| APA online course | 1 |
| apps | 1 |
| audio recording tools | 1 |
| copier | 1 |

| | |
|--|---|
| discussion boards | 1 |
| email | 1 |
| embed OER content | 1 |
| Evaluation Kit | 1 |
| game apps. | 1 |
| Government Agency resources | 1 |
| hands-on demonstrations | 1 |
| Inexpensive textbooks/cheap textbooks | 1 |
| infographics | 1 |
| laptop | 1 |
| lecture capture | 1 |
| MOOCS | 1 |
| Music performance instruction | 1 |
| Pod Casts | 1 |
| Printer | 1 |
| screen-casting software | 1 |
| software IDE's | 1 |
| Manufacturer-based technology software | 1 |
| technical software spreadsheets | 1 |
| Test generator | 1 |
| TI 84 calculator | 1 |
| Virtual patient systems | 1 |
| web cam | 1 |

Distance Learning Student Support Scorecard Guide

Criteria for High Quality Student Support for Distance Learning Students

Product of the
Student Services Workgroup
of the
Online Implementation Committee
for the
2025 SUS Strategic Plan for Online Education Plan
In Partnership with
Student Services Members Council Access Committee
of the
Florida Virtual Campus Distance Learning

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Background

The Distance Learning Student Support Scorecard is designed as an easy-to-use process for evaluating the support services at post-secondary institutions for students taking most or all of their courses off-campus. The purpose of the scorecard is for an institution to evaluate whether the student services offered to distance learning students are comparable to the services available to on-campus students. Institutions can use the results of the scorecard to identify the strengths and weaknesses of various services essential to the success of this subset of students. The scorecard has been tied to the Southern Association of College and Schools Commission of College 2012 Edition of the Principles of Accreditation: Foundation for Quality Enhancement Core Requirements. With the close association to the Core Requirements, the Distance Learning Student Support Scorecard may be used as supporting documentation for SACS-COC visits.

The scorecard has 43 quality indicators within 10 different categories. Each of the indicators is worth 2 points. The 10 different categories include: admissions, financial aid, placement testing, pre-enrollment advising, veteran services, career counseling, orientation, post enrollment services, library, students with disability services, and technology support. Each category has a broad description of the activities expected within each of the categories.

Following the description are the quality indicators within that particular category. The quality indicators serve as descriptors of the activities for online students which should be occurring at an institution to replicate the services students on campus receive. Each of the quality indicators in the rubric has a description of what would be considered full implementation of that quality indicator for 100% online programs and classes. Full implementation allows the student to participate anytime and anywhere without the need to visit the campus. Partial implementation indicates the student can access many services without visiting the campus, but some services might require a visit to campus, or because access is limited to typical work hours. No service would indicate the student must come to campus for that particular service.

2 points: Full Implementation is the availability of the service in a distance learning format: on-campus, virtually, extended work day hours and weekends.

1 Points: Partial Implementation is the availability of one or more options beyond on-campus or on-paper.

0 points: No Service is not available in any delivery format.

Following the indicators and levels of implementation at the institution is a list of suggested practices. This section serves as guidance to the institution related to services or activities the institution can provide to support online students. The suggested items provide guidance for items that are scored within the scorecard.

The last section is the example section. Examples have been gathered through research and provided by the institutions across Florida as suggested practices that have assisted online students. The institutions providing the examples are included to promote communication across the system regarding improvements in student support services for online.

ONLINE STUDENT SUPPORT AND SERVICES DELIVERY MODELS

The goal of the online and support services is to provide equivalent services to online students to match those available to on ground students. Distance learning, as defined by the SACS-COC in the Distance and Correspondence Education policy statement, is a “formal educational process in which the majority of the instruction (interaction between students and instructors and among students) within a course occurs when the students and instructors are not in the same place” (SACS-COC, 2014, pp. 1). *Principles of Accreditation* provide guidelines in meeting SACS-COC standards for institutions offering significant distance learning. Below are the items within the policy statement which institutions should be addressing in their reports to SACS-COC related to student services (SACS-COC, 2014).

SACS-COC Guidelines

Curriculum and Instruction

- The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of the technology are clearly communicated to students.
- Academic support services are appropriate and specifically related to distance and correspondence education.

Institutional Effectiveness

- The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

Student Services

- Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.
- Students in distance and correspondence programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.
- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations in the dissemination of results.
- Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

Facilities and Finances

- Appropriate equipment and technical expertise required for distance and correspondence education are available.

Centralized Student Services Model

In this model, student support services are provided as a one-stop shop model. The staff in a centralized model are within the same department within the institution's organizational structure. The staff specializes in assisting online students. The online student is able to connect with support services through a toll free number or online chat tools. The personnel understand the unique needs of the distance learning students; therefore, they are able to respond quickly to their inquiries and concerns. Distance learning students are usually 25 + years old. They have often not been successful in a traditional program because of life factors that interfere with their ability to complete their degrees. These students can be holding down jobs that do not allow them to contact the institution during the typical work hours making extended hours extremely important. Having one accessible contact point to receive answers quickly removes barriers in accessing the services offered by the institution.

Decentralized Student Services Model

The decentralized student services model expands upon the expertise within the institution's student services unit to support the needs of the online student. In the decentralized model, students may still have access to a toll-free number and chat services that allows the student a single point of contact with the institution. The students reaching out are then channeled to the appropriate unit at the institution to address the issue of concern the student may have. Within the units, a staff member is trained in addressing the needs of the online student and in the communication tools required to support the distance learning student. Addressing their needs could be knowledge of the curriculum and services available for distance learning only students. Communication tools include the use of web conferencing tools and online chat tools so documents and technical demonstrations can occur. The staff is also available after typical business hours so that students with other responsibilities during the day can still receive support.

Providing Web Resources as Best Practice

Many online students are tech savvy. As result, they want to quickly find answers on their mobile devices, laptops, or computers. A web portal allows students to explore and locate the answers to questions at the time the information is required. The portal can also provide helpful information in improving success in taking online classes at the institution should the student do further investigation of the content.

Another good strategy to support online students is an easily accessible frequently asked question (FAQ) section within a web portal. The FAQ section can provide students with specific answers with step-by-step directions for services students need to access online. A good FAQ can substitute for contacting a real person. FAQs expand the options to students when a live person is not available or for those wanting quick access without contacting the institution.

The processes at institutions for admissions, enrollment into classes, and accessing standard services can be complex. Just as instruction should have multiple ways of interacting with the material, websites should have multiple ways of communicating with students. Providing both textual

directions and short videos that demonstrate processes can reach the students to ensure understanding of the message that needs to be communicated.

Finally, the web portals should be accessible by mobile devices and by those with disabilities. More students are using mobile devices with small screens to access the electronic resources around them. Designing the web portals for easy display is important for locating information on-the-go or as the student supplements learning activities on the computer. Carefully designed web pages allow students to navigate web resources open to the public with screen readers and all videos should also include captions.

Draft

ADMISSIONS

DESCRIPTION

During the admission process, the distance student is able to access information about the degree program, admission criteria, transcript evaluation, and application without going to campus. The institution provides access to recruitment specialists beyond typical business hours and weekends.

QUALITY INDICATORS

1. The institution responds to prospective student inquires during the admission process.
2. The institution provides virtual campus tours during the admission process.
3. The institution has online applications.
4. The institution has the capability for documents to be submitted online.

SUGGESTED PRACTICES

- The institution provides a single recruiter for the student as a point of contact through the admission process and enrollment into the first semester of classes.
- The institution makes sure all documents required for the admission process can be submitted online.
- At no point does the student need to visit the campus to be accepted at the institution.
- Website should contain calendars with important dates based upon the enrollment process, checklists of items required for admissions, checklist of the processes involved in admissions, and FAQs that allow students to locate information independently.
- The institution has a tracking systems that allows monitoring where the student is in the admission process and is able to reach out to the student to notify that student of missing documents and/or to complete a process.
- The institution has onboarding tools for students to use to guide them through the submissions of documents and processes required for admissions.
- A sample course is available for students to participate in at the institution to fully understand what is expected from an online student.

EXAMPLES

Penn State Global Campus: Created two advising teams. One team is for prospective students which are located in marketing, enrollment, and admission offices. Second team was for current students.

EAB Recommendation: Providing self-help tools online for when the staff struggle to meet all the needs of the students. Tools include a visual rubric to guide the student through the admissions processes, online tutorials and demonstrations, calendar of deadlines, and online resource centers with detailed information about registering for classes or access to financial aid (EAB, 2016d).

RUBRIC

Admissions

| | Fully Implemented | Partially Implemented | Service not Available |
|---|--|--|---|
| The institution responds to prospective student inquiries during the admission process. | Students can easily locate multiple means of making inquiry. In the event a live person is not available, students are automatically directed to self-service information. | Only one option, such as telephone service, is available or personnel who answer inquiries may have other duties that delay responding to students. | Responses to prospective student inquiries occurs during standard business hours. |
| The institution provides virtual campus tours during the admission process. | The tour should be self-guided and cover all of the information a student needs. An institution may consider creating a separate tool for the completely online student that covers the electronic campus and services, since that information is more relevant than the location of building on campus. | Only limited information is available. Information may not be available in an organized tour or self-guided website experience. For example, a campus map is linked from one page and individual department websites contain listings of their locations and services, leaving it up to the student to find their way around the college site. | Students must attend on campus orientation. |
| The institution has online applications. | The application can be accessed and submitted online. It can be started, saved and continued as needed. Contextual help in completing the application is available and "live" help is available as described in part a. | The application is available online with electronic submission. However, assistance with the application can only be obtained during standard business hours. | The application is available online but may require a trip to campus for assistance or to be printed and mailed. |
| The institution has the capability for documents required for the admission processes to be submitted online. | Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. Assistance is available after business hours. | Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. However, assistance with the application can only be obtained during standard business hours. | A student must visit campus to submit transcripts, recommendation letters, shot records, and other admissions documents. |
| The institution provides onboarding service support for all types of students. | The institution has a web based software program which walks the student through the application, admission, and enrollment processes step-by-step and provides the students notification as to which items are required next. | The institution provides a checklist on the website of the items required for the application, admission, and enrollment processes. The steps are also provided on the website. | The information for the application, admission, and enrollment processes are provided on the website; however, the student must search those answers across multiple web pages for each of the different departments. |

FINANCIAL AID

DESCRIPTION

The student has access to the full range of financial services without visiting the campus. The financial aid office is part of the centralized one-stop shop for online students or has financial aid specialists trained in the use of communication tools to share computer screens or to demonstrate how to access financial aid tutorials and resources.

QUALITY INDICATORS

1. Students have access to a financial counselor/advisor/coordinator.
2. Students have access to financial literacy assistance

SUGGESTED PRACTICES

- Students are aware of what financial aid support they will be receiving as part of the enrollment process.
- A website is available that details the total cost of the online degree.
- Students participate in online financial literacy training that walks through decisions related to student loans and use of credit cards to pay for their education. Upon completion, students understand the long-term consequences of their financial decisions.
- Students have access to online tutorials and explanations on how to complete the federal financial forms.
- The financial aid office is included on a team that monitors stop-outs to identify temporary crisis situations to provide financial resources to bridge the at-risk students through the crisis.

EXAMPLES

Xavier University: Created a three phase system to address bursar holds. Phase one was a mass email reminder two weeks prior to registration for student with outstanding balances. Those students would receive an automated, notification email. Phase two occurred as registration opens. Weekly audits were performed. Student with holds were targeted for phone or in-person counseling. Phase three was providing students with micro-scholarships to students with urgent financial issues. Emergency funds were provided by alumni through small donations (EAB, 2015b).

BYU Idaho: Created an Online Support Center. Using student employees, the Center was able to resolve routine requests related to student records, billing, and financial aid from 7 am to 7 pm. More complex problems were escalated to the appropriate unit on campus (EAB, 2015b).

University of California, Santa Barbara: Provides 14 short videos featuring screen shots and voice-over narration for just-in-time support in filling out the FAFSA (EAB, 2015b).

Financial Aid TV: This is a paid service which provides institutions engaging, self-service, web-based tutorials on a variety of financial topics including financial literacy, federal financial aid, and more. The service will develop custom landing pages and videos on institutional specific topics (EAB, 2015b).

RUBRIC

Financial Aid

| | Fully Implemented | Partially Implemented | Service not Available |
|--|--|---|---|
| Students have access to a financial counselor/ advisor/ coordinator. | Students have the opportunity to interact with a financial aid professional electronically, via several methods, such as live chat, email and phone. Either the institution assigns a professional to the student or uses a CRM solution to ensure continuity of the process | Students may have remote access to assistance but it may only be by phone, may be limited by hours or assistance may be disorganized and the student may have to speak to a different person each time they call. | Students must visit campus to receive assistance with their financial application or other information. |
| Students have access to financial literacy assistance. | The institution provides financial literacy to students that can be accessed remotely. It should also be available as both self-service and person to person so that students may choose how they want to seek assistance. | Some resources may be available but may be limited in scope or format. Assistance may only be available by phone or only through 3rd party web tools. | The institution provides on campus seminars or workshops to learn about financial literacy. |

PRE-ENROLLMENT ADVISING

DESCRIPTION

Understanding degree program requirements during the admissions process promotes a well-informed student. The best practice is for the pre-enrollment advisor to follow the student through the first semester. This allows advisors to make a connection with the students and serve as unofficial life coaches. Online students often struggle with life pressures; having someone they can reach out to for ideas on how to handle the challenges in their life and accomplishing the instructional goals in their courses is valuable. Providing robust information on a website is also helpful allowing students access to valuable information at their fingertips.

QUALITY INDICATORS

1. The institution provides advising for students to set academic goals for themselves.
2. Students have access to transcript evaluation/degree audits.
3. Students have access to enrollment planning
4. Students have access to personal development strategies.
5. The institution provides placement testing, if needed.

SUGGESTED PRACTICES

- Students have access to a career advisor to ensure they are selecting the degree program that is the best match for their academic performance and aspirations.
- The institution is able to evaluate transcripts and inform students about courses which are required before admission.
- Provide online tools that allow a student to input previously taken courses to determine the possible time to graduate.
- Pre-enrollment advisors that create personal connections with incoming students often become life coaches that encourage the student in successfully completing the enrollment process and their first courses.
- Website provides the student with a suggested degree program plan so the student knows which classes should be taken first and when to take subsequent classes.
- An advisor tracking system allows the director of the unit to monitor the availability of the advisors to the online students and the quality of those interactions.
- Follow-up student surveys evaluate the student experiences, identify the barriers that students encounter, and suggestions for improvement from the students.

EXAMPLE

- Franklin University has a MyTransferCredit App to assist applicants in determining how long it will take to complete degree and what actual cost is based upon the transfer credits (UB Business, 2016).

RUBRIC

Pre-enrollment Advising

| | Fully Implemented | Partially Implemented | Service not Available |
|---|---|---|--|
| The Institution provides advising for students to set academic goals. | The institution's degree offerings are available via the FL SHINES platform and the college website. Advisors are available in person and virtually to assist students in understanding academic pathways and how they relate to career goals. | Degree offerings may only be available via the institutions website. Advising help may be limited with students accessing the assistance during normal business hours. | Degree offerings may only be available via the institutions website. Advising help may be limited. Students must come to campus to obtain information. |
| Students have access to transcript evaluation/degree audits. | The institution's records system is integrated with FL SHINES, to provide degree audit capabilities. An institutional degree audit may also be available. These systems are available "on demand" so that students can obtain the information as they need it. Advising personnel are available to assist in "what if?" and substitution scenarios. | The institution's records system is integrated with FL SHINES, to provide degree audit capabilities. Advising personnel are available to assist in "what if?" and substitution scenarios during business hours. | Students may be required to come to campus for these processes or they may only be available via a formal request with some turnaround time. |
| Students have access to enrollment planning. | Online degree pathways are available for the online only students. If an online course is not offered each term, students are aware of when the course will be available. Students are aware of their options if a course is cancelled for any reason. | Degree pathways are available for students. If an online/on campus course is not offered each term, students are aware of when the course will be available. Students are aware of their options if a course is cancelled for any reason. | Students may only have access to a list of degree requirements, such as is often found in an institution's catalog. |
| Students have access to personal development opportunities. | Students have the opportunity to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on campus students. | Students have some opportunities to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on campus students. | Students have no opportunity to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on campus students. |

| | | | |
|--|--|---|--|
| The institution provides placement testing, if needed. | The institution has partnerships with other institutions to provide testing sites outside of the immediate region and provides a coordinator who works with the student to identify alternative testing locations for those who may live farther away. | The institution provides recommendations on the web to identify alternative testing sites for placement testing or provides a coordinator who works with the student to identify alternative testing locations. | The institution does not provide recommendations for alternative testing sites for placement testing. |
| Students are able to contact the student disability office during the pre-enrollment process to services are in place for the first classes. | During the onboarding process is a step to contact the disabilities office for notification of a disability before classes begin. | As a checklist item in the enrollment process is a link to the student's disability office which contains information to notify the office of a disability. | The student must search the website for the appropriate office and contact information of the student disability office. |

VETERAN SERVICES

DESCRIPTION

Veterans often continue their careers as contractors with private companies supporting the military. Those positions require veterans to continue with employment opportunities outside of the United States or to move to alternate locations within the United States. As a result, veterans continue to need the flexibility in accessing their courses. The veteran services at the institution allows the veteran to remain connected with the institution and to successfully complete their degree programs. Maintaining after hour services for this group of students is important to accomplishing their educational goals.

QUALITY INDICATORS

1. Students have access to support for personal/financial VA processes.
2. Students have access to transition support services.

SUGGESTED PRACTICES

- Veterans are aware of the processes and procedures to inform instructors and professors of their unique employment situations that may result in loss of internet connections due to travel or missing streamed courses.
- Separate financial advisors are available that understand the Veteran's Administrations processes to apply for financial assistance through that organization. The advisors are available after typical office hours for out-of-country deployments and weekend hours.
- The online veteran students have access to an online support community using web conferencing tools.
- The online support community connects with alumni to assist in sharing their strategies for successfully completing and graduating and to promote connections to future employment opportunities.

RUBRIC

Veteran Services

| | Fully Implemented | Partially Implemented | Service not Available |
|--|---|--|--|
| Students have access to support for personal/financial VA processes. | Staff at the institution's veterans' support office are aware of the unique needs of distance learners. They are available to provide services at a distance. | Staff at the institution's veterans' support office are aware of the unique needs of distance learners. They are available to provide services during standard business hours. | Services for veterans may only be available on campus. Staff may only have time to handle in-person workload. |
| Students have access to transition support services. | The support group and counseling services to assist veterans in transitioning to an educational environment is available using web collaboration software at times that distance learning veterans are available. | The support group and counseling services to assist veterans in transitioning to an educational environment is available using web collaboration software at | The support group and counseling services to assist veterans in transitioning to a campus environment is only available on campus. |

CAREER COUNSELING

DESCRIPTION

The ultimate goal of a post-secondary education is advancing a career or beginning a different one. Providing guidance to students in achieving this goal increases the value of the education. Career counseling actually begins during the enrollment process as the student explores potential career options in relationship to their previous academic performance. Service should then extend to the training that typical on-campus students can receive through practice interviews. In today's world, students should know how to present themselves well using web conferencing tools or telephone. Talking to an audience that students are unable to see to sell them on their strengths can be challenging.

QUALITY INDICATORS

1. Students can explore career assessments during counseling
2. Students have access to job placement services.
3. Students have access to internships resources and/or services.
4. Students have access to resume writing workshops.
5. Students have access to interview preparation workshops.

SUGGESTED PRACTICES

- During the admission process, a career advising tool allows students to match interest to specific degree programs. The results can include mapping the students to various jobs which displays the possibility of obtaining a position in that field and the potential earnings.
- The institution is offering internships at locations where distance learning students are able to access during their coursework or are providing the ability to attend the internship opportunities virtually.
- The institution provides a way for students to create a profile, upload resumes and work samples through career portfolios to share with future employers. The tool also allows the students to search job postings and connect with alumni in their chosen fields.
- Counselors are available to practice interview skills for both live and virtual interview situations.
- Virtual job fairs are provided to give students an opportunity to connect with potential employers.
- Digitalized tutorials are provided for writing resumes and cover letters, preparing online profiles, searching job databases, and compiling online portfolios. Information is provided how to evaluate content posted on personal social media.

EXAMPLE

LDS Business College: Implemented a Mock Interview Week in which college staff and administrators conducted interviews to assist students in making a great impression. The sessions taught job readiness skills and could be done virtually (UB Business, 2016).

RUBRIC

Career Counseling

| | Fully Implemented | Partially Implemented | Service not Available |
|--|---|--|--|
| Students can explore career assessments during counseling. | Career assessments can be completed online and the results discussed by a career counselor or coach who is available to the student without coming to campus; availability includes after hours' support. | Career assessments can be completed online and the results discussed by a career counselor or coach who is available to the student without coming to campus during business hours only. | Career assessments must be completed on campus and the results discussed by a career counselor or coach who is available on campus only. |
| Students have access to job placement services. | Job placement services are available to the student without coming to campus; availability includes after hours' support. | Job placement services are available to the student without coming to campus during business hours only. | Job placement services are available to the student only on campus. |
| Students have access to internships resources and/or services. | Internship resources and services are available to the student without coming campus; availability includes after hours' support. | Internship resources and services are available to the student without coming to campus during business hours only. | Internship resources and services are available to the student only on campus. |
| Students have access to resume writing workshops. | Workshops and one-on-one sessions for resume writing are available to the student without coming to campus; availability includes after hours' support. | Workshops and one-on-one sessions for resume writing are available to the student without coming to campus during business hours only. | Workshops and one-on-one sessions for resume writing are available to the student only on campus. |
| Students have access to interview preparation workshops. | Workshops and one-on-one sessions for interview preparation are available to the student without coming to campus; availability includes after hours' support. | Workshops and one-on-one sessions for interview preparation are available to the student without coming to campus during business hours only. | Workshops and one-on-one sessions for interview preparation are available to the student only on campus. |

ORIENTATION

DESCRIPTION

The ability to simply ask a fellow classmate how to access services or where to go for support is more difficult for online only students. Online orientations bridge the gap. Online orientations should be carefully designed to meet the specific needs of the online students. For example, consider the relevance of a virtual campus tour and replace with a university digital resources tour instead.

QUALITY INDICATORS

1. The institution provides parent support services for First Time in College (FTIC) students.
2. The institution provides onboarding service support for distance learning students.
3. The institution provides first year advising for FTIC students.
4. The institution provides orientation for transfer students.
5. The institution provides orientation for incoming graduate students.
6. During the registration period, students have access to course catalog/information.
7. Students can make payments for courses/application/deposit fees and tuition.

SUGGESTED PRACTICES

- Orientations that use the learning management system provide a great opportunity to learn how to navigate through the system before classes begin.
- Orientations can promote study strategies for successfully completing online classes that require skills in organization and self-starting. Some students may benefit from tips on how to prepare a study spaces at home.
- Orientations that are designed to meet different group populations such as online only, first time in college, transfer and graduate students promotes targeted messages that are applicable for that student population.
- Orientation for online students should include a description of the minimal technology requirements for taking online courses. The technology section should also include tutorials on how to use the collaboration tools available at the institution and other required technology that may be unique to a degree program.
- Making the resources discussed in the orientation available after completion. Providing just-in time resources for the student to refer back to when the need arises.

EXAMPLES

To increase the success rates of high dropout with first time enrolled courses, a video orientation was embedded into courses on the following topics: how to get started, navigation, posting to discussion threads, submitting assignments, checking grades, and checking for instructor feedback. The videos remained available throughout the course as a “just-in-time” assets for the students (Taylor, Dunn, & Winn, 2015).

Five elements were recommended for an orientation at the beginning of an online course. Those elements included description of online learning, how to use the LMS, technical requirements, identification of learning skills, and motivation required for completion (Cho, 2012).

RUBRIC

Orientation

| | Fully Implemented | Partially Implemented | Service not Available |
|---|---|--|---|
| The institution provides first year advising for FTIC students. | The institution has specialist advisors for FTIC, first-year students. Required advising contacts are clearly laid out and enforced through a mechanism such as registration holds. Those advisors are available to both distance and traditional students. Additional electronic resources, tailored to FTIC students, are available online. | Advising services may not be specialized for FTIC students. Advising contacts may be optional. The institutional web presence may lack self-help materials for FTIC students. | Online advising services may not be specialized for FTIC students. Advising contacts may be optional. The institutional web presence lacks self-help materials for FTIC students. |
| The institution provides orientation for transfer students. | An orientation tailored to the specific needs of online transfer students. The orientation includes specific information on the processes in place for handling awarding of credit/credentials etc. | Orientation materials may be minimal (not sufficient to cover all of the needed information) or the institution may require the online transfer student to complete a one-size-fits-all orientation. | Orientation for the online transfer students is only available on campus. |
| The institution provides orientation for graduate students. | An orientation tailored to the specific needs of graduate students is available at a distance. The orientation includes specific information on research, thesis and other topics pertinent to graduate students. | Orientation materials may be minimal (not sufficient to cover all of the needed information) or the institution may require the graduate student to complete a one-size-fits-all orientation. | Orientation for online graduate students is only available on campus. |
| During the registration period, students have access to course catalog/information. | The course catalog is available in an ADA accessible/mobile-friendly/searchable format online. | The catalog may be available, but not in a user-friendly environment. Perhaps it is not linked from the course registration search or some other factor complicates its use. | The catalog is only available in book form. |
| Students can make payments for courses/applications/deposit fees. | A user-friendly-secure payment system is available in both web accessible and mobile friendly formats. | A user-friendly-secure payment system is available on the web. | Online payments are not available. |

POST ENROLLMENT SERVICES

DESCRIPTION

Post-secondary institutions offer expansive student services to assist in retention, graduation, and employment. Offering the full range of services equivalent to those that are offered to the on-ground students should be a goal of any institution offering distance learning degree programs. Computer-based technology available today allows students to be connected to their institutions in ways never before available. As such, an online student's educational experience can be engaging with many non-educational opportunities.

QUALITY INDICATORS

1. The institution offers academic advising for students.
2. The institution has early alert notifications and follow through contact with students.
3. Students have access to success/academic coaching.
4. Students have access to counseling and health services.
5. Students have access to personal development opportunities.
6. Students have access to tutoring services.
7. The institution offers students access to academic proctoring.
8. Students have the choice to participate in student/campus organizations.

SUGGESTED PRACTICES

- The learning management system data can identify students at-risk of not completing course. The addition of three data points at the beginning of the course can predict the likelihood of a student success in a course. If students are not engaging in the first week of class, academic success coaches or advisors can begin an immediate outreach program to engage the students in the courses and provide support as needed.
- Access to tutorial support is also important to students. Student progress can be monitored through gradebook and participation data that is mined from the learning management system. Academic coaches or advisors can use the data to identify and then contact the students at the first sign of failure and reinforce the use of support services.
- Although online counseling and health services may not be as robust as the face-to-face, resources for how to handle depression and other mental health issues can be made available. Students can still access hotline numbers, virtually meet with counselors and health care providers, and attend webinars on health topics. Guides on how to access community health services and links to health information can be made available to students.
- Opportunities for the development of leadership skills and engagement in special interest groups can be designed to enhance the online student's education. For example, the ability to represent online students in student government or to be a part of content specific clubs are great opportunities for the student to become connected to the larger community on campus.
- Virtual proctoring services to support academic integrity in course work is available for 100% online courses with alternative proctoring options for those requiring legal protection.
- If online proctoring services are not appropriate for the course, the student has a campus contact who will assist in the location of a proctoring center to take the exam. This can be done through a network of collaborative institutions or using for-profit testing centers.

- Offering a toll-free number for students to call provides a quick reference point of contact that will connect the students to the other services on campus. Online chat systems and call centers are other quick access points to online support services.
- Tutorial support services via web conferencing software can facilitate after-hours live tutors to guide students in how to study for exams and complete homework. Teacher assistance or student coaches can be imbedded in difficult courses to arrange study groups sessions which can be live through various technology then recorded for review or others who were unable to attend.

EXAMPLES

Indiana University Southeast: FYRST program was designed to support students in the murky middle who were not being retained into the second year. Students were often leaving because they could no longer afford to stay due to the loss of crucial financial aid. These students needed guidance in managing their time and money. Incentives were offered to students to make up course credits over the summer to ensure they were able to keep their financial aid (UB Business, 2016).

University of Nebraska-Lincoln: Academic Probation Recovery Program is designed for students who are on probation. Students are not allowed to register for future classes until they meet plan requirements and meet with an academic recovery coach. The plan is developed with an academic advisor and entered into an advising system. Other tools are used to track the student's participation in workshops and tutoring sessions. (UB Business, 2016).

Middle Tennessee State University: REBOUND program sends a letter to the students who have lower than a 2.0 grade point inviting them to attend a two-day REBOUND event. During the workshops, students learn about financial aid, study skills, time management, tutoring, and personal accountability (UB Business, 2016).

University of Florida and Florida State University: Publish all degree maps in a common format hosted on the Registrar's website. The documents prescribe course progressions which can be used by departments to standardize advising, research opportunities, careers, and other pertinent major information (EAB, 2013).

Saint Leo University: Assigns a full-time, program specific online advisor to serve as the primary institutional point of contact through graduation. The online advisors typically had a master's-level experience in education or social work allowing them to be coaches if needed. These advisors work evenings and summers to provide support when students are focused on their coursework. The advisers call 30 to 40 students a day. Students receive a welcome call and a check-in call two weeks into the term. They also monitor LMS activity and grades for early alert signs that indicate the need for intervention (EAB, 2015a).

SUNY Empire State College: Create a trained, volunteer student monitoring program for students on academic warning. The volunteer mentor called assigned students weekly during the course of the term. Between calls, the mentors also send emails. The mentors addressed financial, personal, and other risk factors during the calls. The mentors connect the student to other resources on the campus (EAB, 2015a).

SUNY Empire State College: Built in tutorial support in the LMS creates easy access to student success tools. The faculty member can refer the student to specific tutorials based on assignments, observations, or conversations. The referrals to the tutorials is monitored. If the same tutorial was flagged by multiple instructors or if an instructor refers to several tutorials, an advisor contacts the student for further interventions (EAB, 2015c).

Rio Salado College: Identified four, easy to track, highly-predictive variables to flag for instructors' attention in the LMS. The variables are LMS log-in activity, participation activity, and course load. A score is created based on the variable which is displayed in the LMS. As the instructor hovers over the students' name, the score is displayed. The instructor can decide the best intervention based upon the score and knowledge of the student (EAB, 2015c).

RUBRIC

Post Enrollment Services

| | Fully Implemented | Partially Implemented | Service not Available |
|---|---|---|---|
| The institution offers academic advising to students. | Advisors remain available to students throughout their time at the institution. Advising is available both virtually, after hours and on-site. | Advisors remain available to students throughout their time at the institution. Advising is available both virtually, during standard business hours and on-site. | Advisors remain available to students throughout their time at the institution. Advising is available on-site. |
| The institution has early alert notifications and follow through contact with students. | An early alert system helps keep students from deviations detrimental to their educational path and to ensure active engagement in courses. The institution is proactive in reaching out to students through automatic messaging systems and person contact. | May or may not have early alert system to keep students from deviations detrimental to their educational path and to ensure active engagement in courses. The institution is proactive in reaching out to students through automatic messaging systems. | Does not have an early alert system to keep students from deviations detrimental to their educational path and to ensure active engagement in courses. The institution does not reach out to students. |
| Students have access to success/academic coaching. | Success coaches are available at a distance. Coaches understand the unique challenges faced by distance learners. The institution may assign certain coaches to work exclusively with distance learners. Coaching is available in a flexible time schedule that allows distance learners some level of convenience. | Success coaches are available at a distance. Coaches understand the unique challenges faced by distance learners. The institution may assign certain coaches to work exclusively with distance learners. Coaching is available during typical business hours. | Success coaches may concentrate on on-campus students or may not be specialized in the needs of distance learners. They may not be available on a schedule that allows distance learners to access the service. |
| Students have access to counseling and health services. | The institution provides services to assist students with health/mental/ psychological issues that they may encounter. The services are available both in-person and virtually. Providers are aware of the different challenges that e-learners and traditional students face and the differences in their interactions and the groups they may impact. | The institution provides services to assist students with health/mental/ psychological issues that they may encounter. The services are available in-person. | Services are not available for online students. |

| | | | |
|---|---|---|--|
| Students have access to personal development opportunities. | Students have the opportunity to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on campus students. | Students have some opportunities to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on campus students. | Students have no opportunity to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on campus students. |
| Students have access to tutoring services. | Tutoring services are available to e-learners and traditional students. The institution leverages the appropriate technologies to accommodate the delivery of academic support at a distance. The range of subjects offered for tutoring is the same between traditional and e-delivery. | Students may visit the campus for tutoring. Their access to online tutoring help may be very limited as to time of day or duration. | Students must go to campus for tutoring. |
| The institution offers students access to Academic Proctoring. | The institution offers proctoring for both traditional and online students. Online students have a choice between utilizing online-proctoring services, coming to a campus location or choosing an approved third-party physical location. The preferred method would be to use virtual proctoring in 100% online courses. | Students choice in proctoring is limited by location, modality or time of day, in such a way that it may cause a hardship for them completing the coursework. | Online proctoring is not available. The student must take exams on campus. |
| Student have the choice to participate in student/campus organizations. | Institution provides methods for students to engage in campus organizations at a distance. Technologies are used to, when possible, replicate the on-campus experience. When there is no commonly available technology to facilitate an interaction, e-learners are provided with an alternate means of engagement and participation in the student body. | Online students may be limited in engagement opportunities to those which they can attend in-person. If events are offered virtually, they may be limited to a one-way delivery, with no real interaction or involvement. | Online students do not have opportunities to participate in student/campus organizations. |

LIBRARY

DESCRIPTION

Libraries have moved away from the collection of print products to extensive collections of digital resources. Gradually, libraries have developed tutorial and other assistance tools to support students in learning how to access those digital resources and develop appropriate research skills.

QUALITY INDICATORS

1. Students have access to library support personnel.
2. Students have access to library materials and databases.
3. Students have access to library workshops and tutorial library skills.

SUGGESTED PRACTICES

- 24/7 help desk support services or "Ask a Librarian" chat gives students access to live support that will guide the students through research strategies and availability of digital resources to answer research questions. Libraries often form collaborative agreements to extend the on campus support to online and beyond the typical operating hours.
- The library participates in agreements and partnerships that allow bulk purchasing or sharing of resources.
- Students have access to online tutorials or guides on how to navigate the resources available at the library and topics that libraries often provide workshops for the campus courses.
- LibGuides are developed upon the request of instructors to provide quick links to digital content for particular topics

RUBRIC

Library

| | Fully Implemented | Partially Implemented | Service not Available |
|---|--|---|---|
| Students have access to library support personnel. | Library support personnel function seamlessly between traditional services and online. Students may seek one-on-one assistance virtually including after-hours. | Librarians may be limited to on-campus availability or choose not to promote their services to distance learners. | Library support personnel are available on campus only. |
| Students have access to library materials & databases. | The library has sufficient resources to support online classes in completing assignments and research. | The library has some resources to support online classes in completing assignments and research. | The library has limited resources to support online classes in completing assignments and research. |
| Students have access to library workshops and tutorial library skills. | Students may seek one-on-one assistance or participate in an in-person or online workshop covering research skills, citations styles, database use and other topics. | Workshops for e-learners may be limited to pre-recorded sessions or text-based instructions. | Students must come to on campus workshops and other library services. |
| The library has developed an app to improve the accessibility of the library's resources. | The library has an app that can be used on any mobile devices that provides access to library support personnel, the electronic materials, and tutorial supports. | The library has an app that provides access to library support personnel, the electronic materials, and tutorial support for at least one platform. | The library does not have its own app. |

STUDENTS WITH DISABILITY SUPPORT

DESCRIPTION

Evaluate the extent of support and accommodation provided to students with special disability-related needs and whether it is equally supported in-person on campus and virtually at a distance.

QUALITY INDICATORS

1. Students can request academic accommodations.
2. The institution offers new student intake appointments.
3. The institution provides academic accommodations.
4. The institution provides assistive technology access.

SUGGESTED PRACTICES

- All students are fully informed of services and accommodations provided by the school.
- Intake processes are convenient and respectful of student disabilities and sensitivities.
- Standards and policies focus on the information and communication needs of users with disabilities rather than on specific technological or performance issues.
- Accessible design practices are established, monitored and enforced for all instructional materials, documents and LMS course design. This is to include:
 - Providing extra time or attempts in quizzing or related assessments.
 - Implementing Universal Design for Learning (UDL) principles.
<http://www.udlcenter.org/aboutudl/udlguidelines>
 - Use text in pdf documents.
 - Captioning or transcriptions of all audio and video materials.
 - Use Microsoft's Accessibility Checker to check for accessibility issues in Word, Excel, and PowerPoint.
- Software and hardware assistive technologies should be provided to students. This is to include:
 - Screen readers
 - Voice to text software
 - Alternate screen navigation tools
 - Notational interpretation software
 - Augmentative and alternative communication devices

RUBRIC

Students with Disability Services

| | Fully Implemented | Partially Implemented | Service not Available |
|---|--|---|--|
| Students can request academic accommodations. | The institution provides a seamless process for students to register for services, both on and off campus. | Not applicable | Student must be on campus to register for services. |
| The institution offers new student intake appointments. | They have a choice of whether or not to participate in an intake appointment with office staff. The appointment and the process to request accommodations is available both in-person and virtually. | Not applicable | They have a choice of whether or not to participate in an intake appointment with office staff. The appointment and the process to request accommodations is available in-person. |
| The institution provides academic accommodations. | Accommodations are provided without bias toward traditional or online students. The online courses are developed meeting ADA standards. | Accommodations are available; however, may not be fully available to distance learners. For instance, a student may have to come to campus to take advantage of an accommodation, such as additional testing time. Online classes are not developed to meet ADA standards requiring accommodations to be made as the class is taught. | Student may have to come to campus to take advantage of an accommodation, such as additional testing time. |
| The institution provides assistive technology access. | The institution provides appropriate access to assistive technology to both traditional and e-learners. | The institution provides appropriate access to assistive technology to both traditional and e-learners in most incidences. Students may need to visit campus for some accommodations. | Technologies may only be available on campus or may not be sufficient to provide access to the course materials that are provided (i.e. an online faculty member requires interaction with content that cannot be read by the institution-provided screen reader.) |

TECHNOLOGY SUPPORT

DESCRIPTION

The most prevalent reason for taking an online course is the flexibility the technology provides in engaging in learning experiences at any time of the day using a multiple of different devices to access the instructional material. Students are using standalone computers, tablets, and smartphones to access the instructor learning activities, instructional material, and in some cases assessments. Students can also be using a variety of devices.

QUALITY INDICATORS

1. Students have access to help desk support for technical support.
2. Students have access to information about the minimal software and computer requirements for taking online classes at the institution.
3. Students have access to information about the specific minimal software required for an online course.

SUGGESTED PRACTICES

- As students register for courses, they can see the technology and/or software requirements for a course.
- On a website portal for online students, the minimal technology requirements for participation in the typical online courses are clearly posted. Included on the site are student requirements for broadband access and computer systems required for student engagement and successful completion of coursework.
- A toll-free number is available to a call center that can provide 24/7 assistance with most computer access issues and troubleshooting for the learning management system for turning in assignments and participation in learning activities.

RUBRIC

Technology Support

| | Fully Implemented | Partially Implemented | Service not Available |
|--|---|---|--|
| Students have access to help desk support for technical support. | Help desk support is offered through email, chat, or telephone 24 hours a day with response time to technical issues in 24 hours or less. | Help desk support is offered through at least one method such as email, chat, or telephone with some after hours and response time to technical issues in 24 hours or less. | Help desk support is offered by telephone during the day. |
| Students have access to information about the minimal software and computer requirements for taking online classes at the institution. | Information about the minimal software and computer requirements is available in the online catalog and on a website that is easily accessible. | Information about the minimal software and computer requirements is available either in the online catalog and on a website that is easily accessible. | Information about the minimal software and computer requirements is not available. |
| Students have access to information about the specific minimal software required for an online course. | Information about the minimal software requirements is available and is easy for students to see when registering for class. | Information about the minimal software requirements is available but may not be easily accessible when registering for classes. | Information about the minimal software requirements is not available. |

APPENDIX A

SACS-COC STANDARDS RELATED TO DISTANCE LEARNING

- 2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and series are sufficient to support all its educational, research, and public service programs. (Learning resources and services)
- 2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student support services)
- 3.4.3 The institution publishes admissions policies that are consistent with its mission.
- 3.4.4 The institution publishes policies that include criteria for evaluation, awarding and accepting credit for transfer, experiential learning, credit by examination, Advance Placement, and professional certificates that are consistent with its mission and ensure that course work and learning outcomes are at the collegiate level and comparable to the institution's won degree programs. The institution assumes responsibility for the academic quality of the course work or credit recorded on the institution's transcript. (See Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.") (Acceptance of academic credit)
- 3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)
- 3.4.9 The institution provides appropriate academic support service (Academic support services)
- 3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and services mission.
- 3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources (Instruction of library use)
- 3.8.3 The institution provides a sufficient number of qualified staff- with appropriate education or experiences in library and/or other learning/ information resources-to accomplish the mission of the institution. (Qualified staff)
- 4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities)

APPENDIX B

ONLINE LEARNING CONSORTIUM SCORECARD CRITERIA

- Students are provided non-instructional support services such as admission, financial assistance, registration/enrollment, etc.
- Before starting an online program, students receive (or have access to) information about the program, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.
- Students have access to effective academic, personal, and career counseling.
- Policy, processes, and resources are in place to support students with disabilities.
- Tutoring is available as a learning resource.

Draft

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Florida College System Activities Association

Report to the Council of Presidents

November 2, 2016

Hall of Fame Reminder: FCSAA Hall of Fame Induction Ceremony is 10:15am Friday as part of the AFC Closing Awards brunch. Chipola College, Hillsborough Community College, Miami Dade College, Seminole State College, South Florida State College, and Tallahassee Community College have inductees. Reception is 9:30am-10am in the Sapphire Room.

FCSAA Executive Committee Policies and Constitution and By-Laws Revisions: The FCSAA Executive Committee has approved revisions to the Executive Committee Policies and FCSAA Constitution and By-Laws. FCSAA By-Laws require the COP to have 30 days to review any revisions prior to approval. These proposed revisions will be distributed to the COP later in November via email for approval at the January COP meeting.

Academic Divisions

Brain Bowl: FCSAA Regional Tournaments are scheduled for February 10-11, 2017 at:

| | |
|--|--------------------------------|
| East Central: College of Central Florida | West Central: Valencia College |
| Panhandle: Tallahassee Community College | South: TBA |

FCSAA State Tournament is March 30-April 1, 2017, at Gulf Coast State College. Brain Bowl State Advisor is James Givvines, Florida Gateway College.

Forensics: FCSAA State Championship is scheduled for February 2-4, 2017, at Florida State College at Jacksonville's South Campus. Forensics State Advisor is Chad Kuyper at Florida State College at Jacksonville.

Music: Winter Music Symposium is scheduled for January 26-28, 2017, at Jacksonville University. Music State Advisor is Michael MacMullen, Palm Beach State College.

Publications: Florida College System Press Association Annual conference was October 12-14, 2016, in Orlando. Approximately 90 students and advisors attended. General Excellence Awards below.

| General Excellence Awards | | |
|------------------------------|--------------------|----------------------------|
| Magazine – Division A | | |
| 3 rd Place | Estuaries | |
| 2 nd Place | TIE: Aeolus, Eyrie | Daytona SC, Tallahassee CC |
| 1 st Place | Cafe' Cultura | Miami Dade - Hialeah |
| Magazine – Division B | | |
| 3 rd Place | P'an Ku FALL | Broward College |
| 2 nd Place | Phoenix | Valencia College |
| 1 st Place | P'an Ku SPRING | Broward College |
| | | |

| Newspaper | | |
|-----------------------|--------------|---------------------------|
| 3 rd Place | The Talon | Tallahassee Comm. College |
| 2 nd Place | The Corsair | Pensacola State College |
| 1 st Place | The Reporter | Miami Dade College |

Outgoing Publications State Advisor is Elena Jarvis, Daytona State College. Incoming State Advisor is Lisbeth Martin, Palm Beach State College.

Student Government: Districts II, III and IV have held their leadership retreats. District I was cancelled due to Hurricane Matthew. The November Legislative and Leadership Conference is scheduled for November 18-19, 2016, at Seminole State College, Sanford/Lake Mary Campus. Student Government State Advisor is Davie Gill, St. Petersburg College.

Theatre: The Theatre Division has begun their 2016-2017 traveling respondent program. To date 17 colleges have submitted requests for production respondents. Theatre State Advisor is Jeanine Henry, Eastern Florida State College.

Model United Nations: The FCSAA Executive Committee approved an affiliate Model United Nations division to begin development. Ten colleges currently have active Model U.N. programs. They are:

| | |
|----------------------------|-------------------------------|
| Broward College | St. Petersburg College |
| College of Central Florida | Santa Fe College |
| Gulf Coast State College | State College of Florida |
| Miami Dade College | Tallahassee Community College |
| Palm Beach State College | Valencia College |

Eastern Florida State College is currently in development. Hillsborough Community College and Pasco-Hernando State College have had programs in the past and may now reactivate. This division will be begin as a financially self-supporting program. Dr. Rick Murgo at Tallahassee Community College has agreed to serve as the State Advisor.

Athletic Division

State Tournaments:

- Women's Soccer: October 28 and 30, Eastern Florida State College
- Women's Cross Country: November 4, Tallahassee's Apalachee Regional Park
- Women's Volleyball: November 4-6, Bradenton Area Convention Center
- Women's Basketball: March 8-11, College of Central Florida
- Men's Basketball: March 8-11, College of Central Florida
- Women's Tennis: April 21-23, TBA
- Women's Softball: April 27-30, Historic Dodgertown, Vero Beach
- Men's Baseball: May 4-10, Joker Marchant Stadium, Lakeland

Council for Athletic Affairs Marketing Fund Proposal: The CAA has brought forward a proposal to develop a Marketing Fund to cover additional costs of the state tournaments. This fund would cover programs that provide marketing coverage to our state tournaments, including webcasting costs that are not covered by the tournament guarantee, photography services, and any needed equipment. This fund may also be used to provide these types of services to conference tournaments should the

conferences choose to host a tournament. The contribution may be reduced in subsequent years based on each year's tournament guarantees. Contribution amounts per college follow. This proposal was unanimously approved by both the CAA and the FCSAA Executive Committee.

| College | Number of sanctioned sports | \$200 per sport |
|---------------------------------------|-----------------------------|-----------------|
| ASA College | 3 | \$600 |
| Broward College | 7 | \$1,400 |
| College of Central Florida | 5 | \$1,000 |
| Chipola College | 5 | \$1,000 |
| Daytona State College | 6 | \$1,200 |
| Eastern Florida State College | 7 | \$1,400 |
| Florida SouthWestern State College | 4 | \$800 |
| Florida State College at Jacksonville | 6 | \$1,200 |
| Gulf Coast State College | 5 | \$1,000 |
| Hillsborough Community College | 6 | \$1,200 |
| Indian River State College | 5 | \$1,000 |
| Lake-Sumter State College | 3 | \$600 |
| Miami-Dade College | 5 | \$1,000 |
| Northwest Florida State College | 4 | \$800 |
| Palm Beach State College | 5 | \$1,000 |
| Pasco-Hernando State College* | 1 | \$200 |
| Pensacola State College | 5 | \$1,000 |
| Polk State College | 5 | \$1,000 |
| Santa Fe College | 5 | \$1,000 |
| Seminole State College | 2 | \$400 |
| State College of Florida | 5 | \$1,000 |
| South Florida State College | 4 | \$800 |
| St. Johns River State College | 3 | \$600 |
| St. Petersburg College | 6 | \$1,200 |
| Tallahassee Community College | 5 | \$1,000 |
| | | |
| TOTAL | 117 | \$23,400 |

*Pasco-Hernando State College was only included in Cross Country, their only Division I level sport.

CAA 8-Team Tournament/Re-conferencing: The CAA has brought forth a proposal to convert state tournaments to eight-team tournaments and re-conferencing for fairness in the process. Men's and Women's Basketball are already at eight teams; this would bring Baseball (currently 10), Volleyball (currently 10), and Softball (currently 16) to align with eight as well. Proposal, conference structures, Softball Tournament data, and softball feedback from ADs and coaches is attached. This proposal was approved by both the CAA and the FCSAA Executive Committee.

FCSAA Conference Structure

August 1, 2017

- The attached four conference structure for baseball, men's basketball, women's basketball and volleyball would begin August, 2017
- All State/District Championships would be two teams from each conference for each sport-all State/District Championships would be 8 team tournaments
- Conference would decide by sport how they qualify the two teams per sport from their conference,
 - Top two in standings with tie breaker systems in place
 - Top team advances and all other places have conference tournament to decide second team
 - Any other conference approved system
- All State/District Championship brackets would be determined by rotational basis each year.
 - Currently have rotations for baseball and men's basketball (attached)
 - Women's Basketball could mirror the men's basketball rotation
 - Softball could mirror baseball rotation
 - Volleyball rotation would be establish or could mirror another sport
- Conceptual vote was taken at May 24th CAA meeting on whether to move forward:

| | |
|---------|----|
| Yes | 19 |
| No | 2 |
| Abstain | 2 |
- Motion-have final vote in Fall CAA Meeting-Approved
- Discussion with Eastern Florida State College and confirmation that they are okay with multiple conferences for their sports. Changed Polk State College MBB back to Suncoast and moved EFSC to Mid-Florida
- Received numerous emails and discussion items from softball
- Received email from VB chair that VB is fine with proposal. Want to look at bracketing to be sure we do not have to play additional or useless games.

Baseball

| <u>Panhandle</u> | <u>Mid-Florida</u> | <u>Suncoast</u> | <u>Southern</u> |
|------------------|--------------------|----------------------|-----------------|
| Pensacola | Santa Fe | St. Pete | Miami-Dade |
| NWFSC | Central Florida | Hillsborough | Broward |
| GCSC | FSCJ | Polk | Palm Beach |
| Chipola | SJRSC | Florida Southwestern | Indian River |
| Tallahassee | Lake-Sumter | South Florida | Eastern Florida |
| | Daytona | State College | |
| | Seminole | | |

Men's Basketball

| <u>Panhandle</u> | <u>Mid-Florida</u> | <u>Suncoast</u> | <u>Southern</u> |
|------------------|--------------------|----------------------|-----------------|
| Pensacola | Santa Fe | St. Pete | Miami-Dade |
| NWFSC | Central Florida | Hillsborough | Broward |
| GCSC | FSCJ | Polk | Palm Beach |
| Chipola | Daytona | Florida Southwestern | Indian River |
| Tallahassee | EFSC | State College | ASA-Miami |

Women's Basketball

| <u>Panhandle</u> | <u>Mid-Florida</u> | <u>Suncoast</u> | <u>Southern</u> |
|------------------|--------------------|----------------------|-----------------|
| Pensacola | Santa Fe | St. Pete | Miami-Dade |
| NWFSC | Central Florida | Hillsborough | Broward |
| GCSC | FSCJ | EFSC | Palm Beach |
| Chipola | Daytona | Florida Southwestern | Indian River |
| Tallahassee | | | ASA-Miami |

Softball

| <u>Panhandle</u> | <u>Mid-Florida</u> | <u>Suncoast</u> | <u>Southern</u> |
|------------------|--------------------|-------------------|-----------------|
| Pensacola | Santa Fe | St. Pete | Miami-Dade |
| NWFSC | Central Florida | Hillsborough | Broward |
| GCSC | FSCJ | Polk | Palm Beach |
| Chipola | SJRSC | Florida Southwest | Indian River |
| Tallahassee | Lake-Sumter | South Florida | ASA-Miami |
| | Daytona | State College | Eastern Florida |
| | Seminole | | |

Volleyball

| <u>Panhandle</u> | <u>Mid-Florida</u> | <u>Suncoast</u> | <u>Southern</u> |
|------------------|--------------------|----------------------|-----------------|
| Pensacola | Central Florida | Hillsborough | Miami-Dade |
| Gulf Coast | Daytona | St. Pete | Palm Beach |
| Santa Fe | Lake-Sumter | South Florida | Broward |
| SJRSC | Polk | State College | Indian River |
| FSCJ | Eastern Florida | Florida Southwestern | ASA-Miami |
| | | | |

FCSAA State Baseball Tournament Pairings
Six-Year Rotation

| Year | Team | Team |
|------|-----------------|-----------------|
| 2018 | Suncoast # 1 | Panhandle # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Mid-Florida # 1 | Suncoast # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2019 | Mid-Florida # 1 | Southern # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Suncoast # 1 | Mid-Florida # 2 |
| | Southern # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2020 | Suncoast # 1 | Southern # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Panhandle # 1 | Mid-Florida # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2021 | Mid-Florida # 1 | Suncoast # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Suncoast # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2022 | Southern # 1 | Panhandle # 2 |
| | Suncoast # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Southern # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2023 | Panhandle # 1 | Mid-Florida # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |
| | Suncoast # 1 | Southern # 2 |

FCSAA State Softball Tournament Pairings
Six-Year Rotation

| Year | Team | Team |
|------|-----------------|-----------------|
| 2018 | Suncoast # 1 | Panhandle # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Mid-Florida # 1 | Suncoast # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2019 | Mid-Florida # 1 | Southern # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Suncoast # 1 | Mid-Florida # 2 |
| | Southern # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2020 | Suncoast # 1 | Southern # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Panhandle # 1 | Mid-Florida # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2021 | Mid-Florida # 1 | Suncoast # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Suncoast # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2022 | Southern # 1 | Panhandle # 2 |
| | Suncoast # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Southern # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2023 | Panhandle # 1 | Mid-Florida # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |
| | Suncoast # 1 | Southern # 2 |

FCSAA State Men's Basketball Tournament Pairings
Six-Year Rotation

| Year | Team | Team |
|------|-----------------|-----------------|
| 2018 | Suncoast # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2019 | Suncoast # 1 | Panhandle # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Mid-Florida # 1 | Suncoast # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2020 | Mid-Florida # 1 | Panhandle # 2 |
| | Suncoast # 1 | Southern # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Panhandle # 1 | Mid-Florida # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2021 | Suncoast # 1 | Mid-Florida # 2 |
| | Southern # 1 | Panhandle # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Southern # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2022 | Suncoast # 1 | Southern # 2 |
| | Panhandle # 1 | Mid-Florida # 2 |
| | Southern # 1 | Panhandle # 2 |
| | Mid-Florida # 1 | Suncoast # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2023 | Mid-Florida # 1 | Southern # 2 |
| | Suncoast # 1 | Panhandle # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Southern # 1 | Mid-Florida # 2 |

FCSAA State Women's Basketball Tournament Pairings
Six-Year Rotation

| Year | Team | Team |
|------|-----------------|-----------------|
| 2018 | Suncoast # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2019 | Suncoast # 1 | Panhandle # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Mid-Florida # 1 | Suncoast # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2020 | Mid-Florida # 1 | Panhandle # 2 |
| | Suncoast # 1 | Southern # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Panhandle # 1 | Mid-Florida # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2021 | Suncoast # 1 | Mid-Florida # 2 |
| | Southern # 1 | Panhandle # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Southern # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2022 | Suncoast # 1 | Southern # 2 |
| | Panhandle # 1 | Mid-Florida # 2 |
| | Southern # 1 | Panhandle # 2 |
| | Mid-Florida # 1 | Suncoast # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2023 | Mid-Florida # 1 | Southern # 2 |
| | Suncoast # 1 | Panhandle # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Southern # 1 | Mid-Florida # 2 |

FCSAA State Volleyball Tournament Pairings

Six-Year Rotation

| Year | Team | Team |
|------|-----------------|-----------------|
| 2017 | Panhandle # 1 | Mid-Florida # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |
| | Suncoast # 1 | Southern # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2018 | Suncoast # 1 | Panhandle # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Mid-Florida # 1 | Suncoast # 2 |

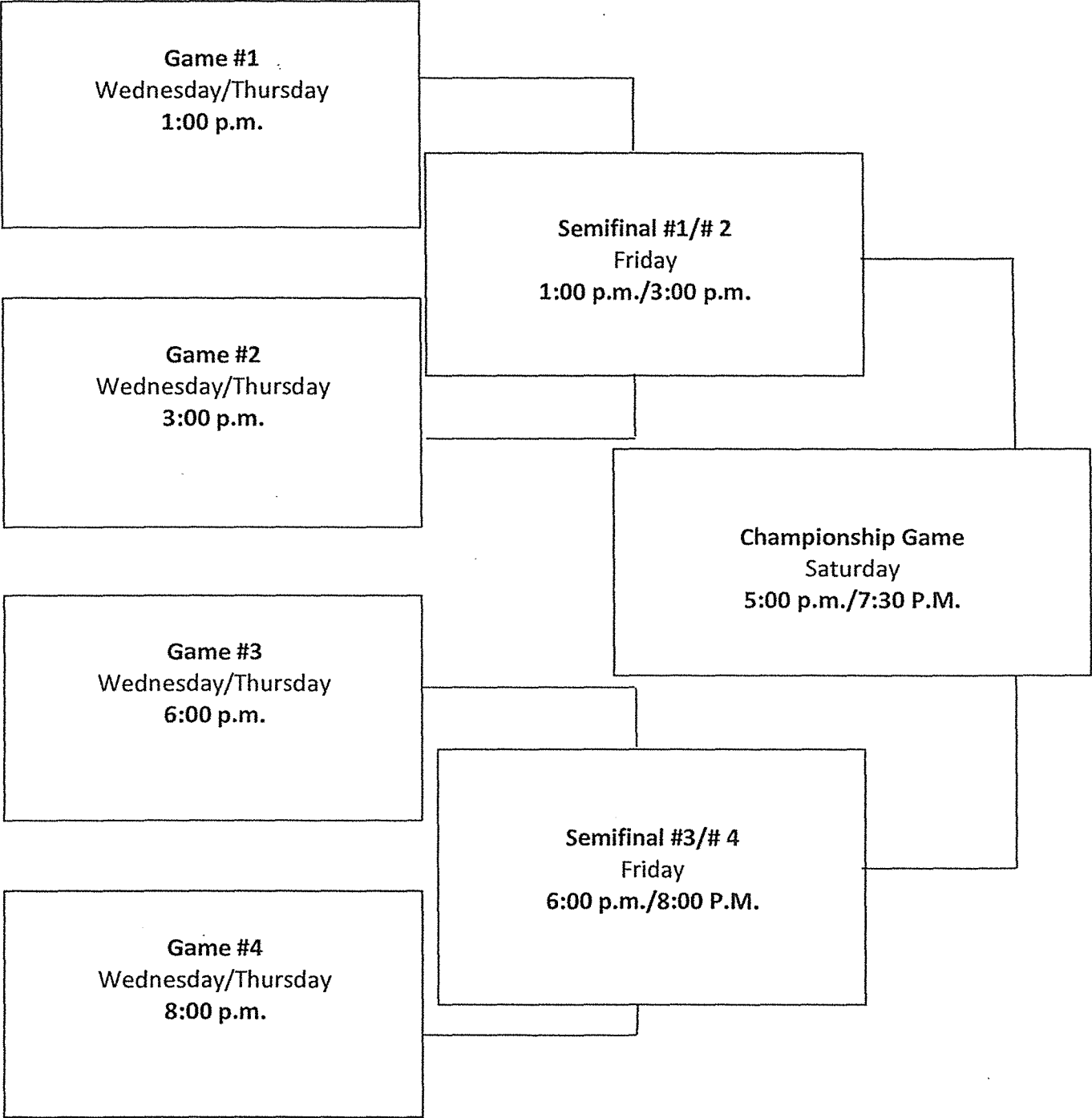
| Year | Team | Team |
|------|-----------------|-----------------|
| 2019 | Mid-Florida # 1 | Southern # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Suncoast # 1 | Mid-Florida # 2 |
| | Southern # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2020 | Suncoast # 1 | Southern # 2 |
| | Mid-Florida # 1 | Panhandle # 2 |
| | Southern # 1 | Suncoast # 2 |
| | Panhandle # 1 | Mid-Florida # 2 |

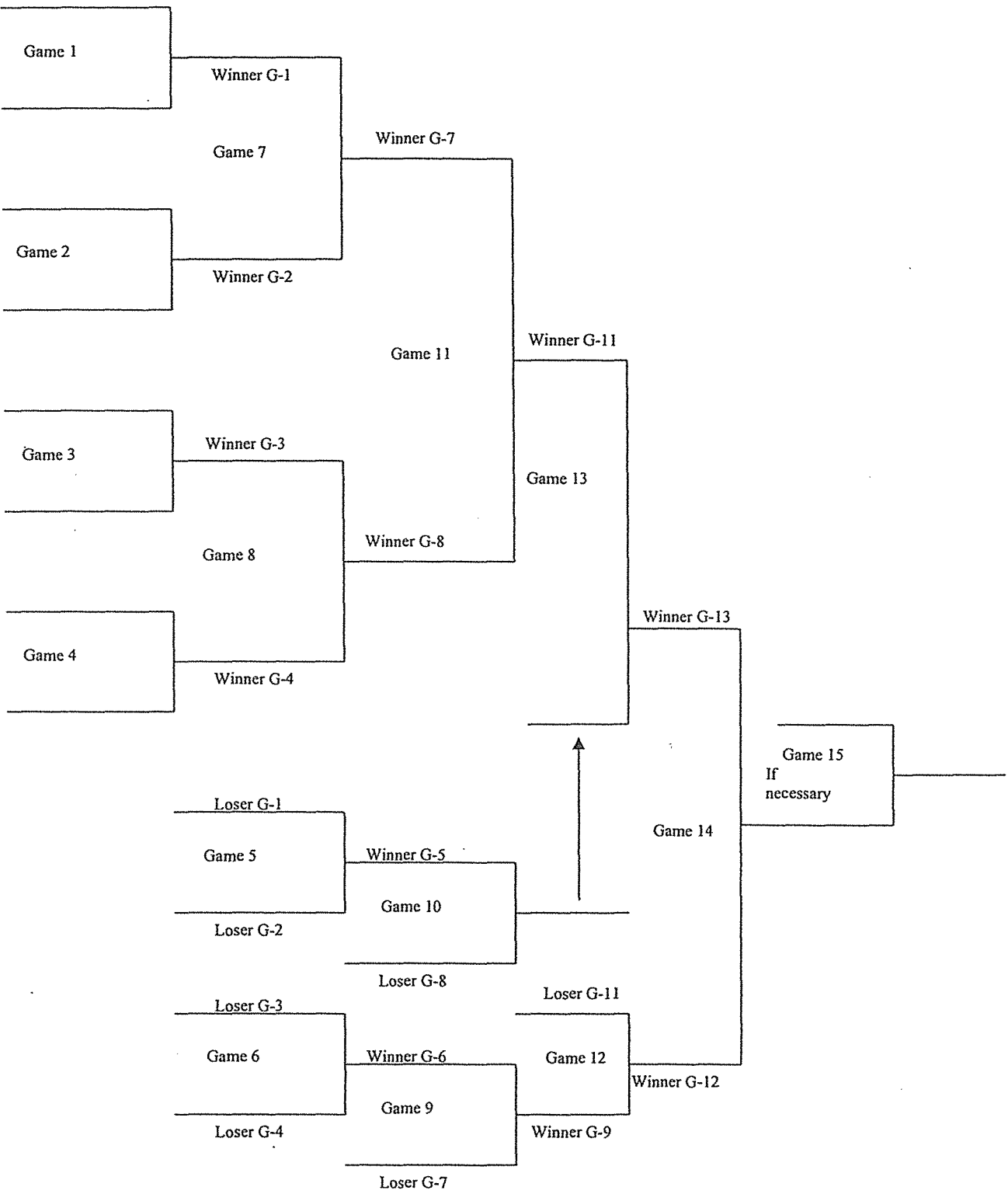
| Year | Team | Team |
|------|-----------------|-----------------|
| 2021 | Mid-Florida # 1 | Suncoast # 2 |
| | Panhandle # 1 | Southern # 2 |
| | Southern # 1 | Mid-Florida # 2 |
| | Suncoast # 1 | Panhandle # 2 |

| Year | Team | Team |
|------|-----------------|-----------------|
| 2022 | Southern # 1 | Panhandle # 2 |
| | Suncoast # 1 | Mid-Florida # 2 |
| | Panhandle # 1 | Suncoast # 2 |
| | Mid-Florida # 1 | Southern # 2 |

Single Elimination Bracket for Men's and Women's
Basketball



Double Elimination Bracket for
Baseball and Softball

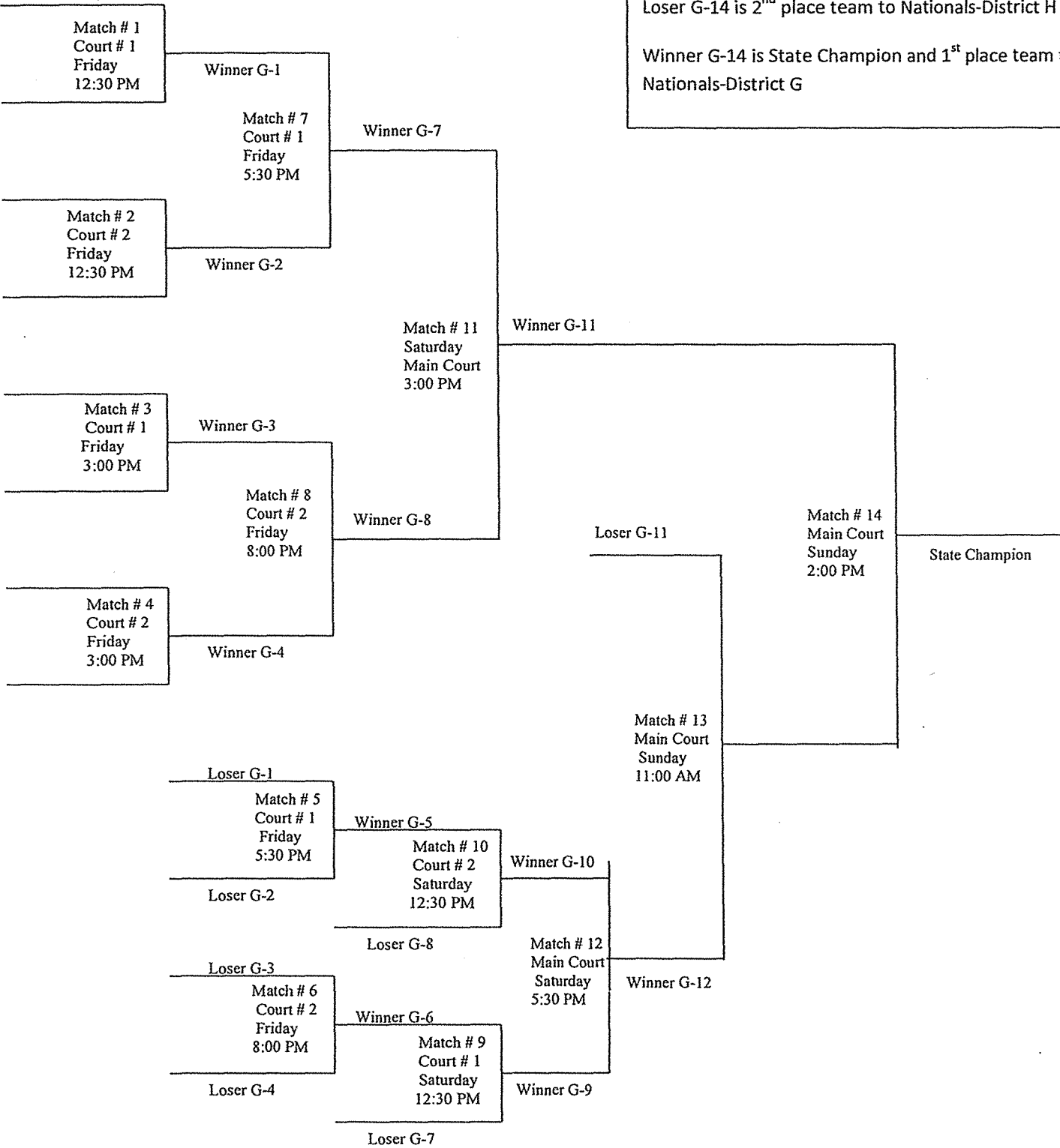


Double Elimination Bracket for Volleyball w/ Exception of Game # 14

Loser G-13 is 3rd place team to Nationals-District P

Loser G-14 is 2nd place team to Nationals-District H

Winner G-14 is State Champion and 1st place team to Nationals-District G



Softball Tournament Costs and Records per College

| College | 2014 Costs Pensacola | Season Record | T-ment Record | 2015 Costs Vero Beach | Season Record | T-ment Record | 2016 Costs Vero Beach | Season Record | T-ment Record |
|----------------------------|-------------------------|------------------|------------------|--------------------------|------------------|------------------|--------------------------|------------------|------------------|
| Broward College | * | 2-41 | * | * | 5-35 | * | * | 0-46 | * |
| College of Central Florida | \$8,800 (2) | 48-15 | 5-2 | \$7,200 | 53-9 | 2-2 | \$6,100 | 62-5 | 1-2 |
| Chipola College | \$6,974 | 34-22 | 2-2 | \$10,052 (1)! | 49-10 | 5-0 | \$9,961 (1) | 49-15 | 5-0 |
| Daytona SC | \$11,159 | 36-16 | 1-2 | * | 20-24 | * | \$6,800 | 34-18 | 0-2 |
| Eastern Florida SC | \$14,000 | 22-27 | 0-2 | \$3,000*** | 17-21 | 0-2 | \$3,000*** | 24-30 | 0-2 |
| Florida SouthWestern SC | * | * | * | * | * | * | \$8,500 (2) | 53-16 | 4-2 |
| Florida SC at Jacksonville | * | 20-29 | * | \$10,000(e) | 29-27 | 2-2 | \$8,124 | 35-18 | 3-2 |
| Gulf Coast SC | \$12,923 | 28-33 | 2-2 | * | 28-25 | * | \$17,299 | 34-18 | 3-2 |
| Hillsborough CC | \$7,680 | 30-30 | 1-2 | \$8,170 | 29-29 | 1-2 | * | 22-33 | * |
| Indian River SC | \$13,500 | 43-12 | 2-2 | \$3,500*** | 45-12 | 3-2 | \$3,500*** | 46-10 | 2-2 |
| Lake Sumter SC | \$5,500 | 26-35 | 2-2 | * | 14-39 | * | * | 13-46 | * |
| Miami Dade College | \$11,250 | 29-16 | 0-2 | \$13,000 (2) | 34-21 | 3-2 | \$15,000 | 23-24 | 1-2 |
| Northwest Florida SC | \$4,158 | 39-17 | 0-2 | \$8,296 | 23-28 | 1-2 | \$12,814 | 44-8 | 3-2 |
| Palm Beach SC | * | 19-29 | * | \$3,267.00 | 17-27 | 0-2 | \$4,494.00 | 17-37 | 1-2 |
| Pasco-Hernando SC ** | ** | ** | ** | ** | 17-24 | ** | **/X | 22-15 | ** |
| Pensacola SC | * | 25-19 | * | \$4,400 | 25-17 | 1-2 | * | 22-26 | * |
| Polk SC | \$9,200 | 44-14 | 3-2 | \$5,124 | 27-19 | 1-2 | \$3,060 | 18-34 | 0-2 |
| Santa Fe College | \$12,303 | 36-23 | 2-2 | * | 22-27 | * | * | 21-33 | * |
| Seminole SC | \$7,675 | 32-29 | 1-2 | \$8,400 | 51-9 | 4-2 | \$9,017 | 41-23 | 3-2 |
| State College of Florida | \$14,875 | 27-23 | 0-2 | \$14,599 | 28-19 | 2-2 | \$13,375 | 34-18 | 2-2 |
| South Florida SC | * | 15-29 | * | * | 11-34 | * | * | 24-25 | * |
| St. Johns River SC | * | 17-31 | * | \$5,819 | 33-22 | 0-2 | * | 28-25 | * |
| St. Petersburg College | \$9,965 | 27-26 | 1-2 | \$5,071 | 26-25 | 0-2 | \$6,973 | 32-29 | 1-2 |
| Tallahassee CC | \$11,127 (1) | 41-14 | 7-1 | \$11,177 | 33-17 | 4-2 | \$9,847 | 21-23 | 0-2 |
| | | | | | | | | | |

*Did not participate

**Plays in NJCAA Division II, so does not participate in State Tournament

***Tournament Host and/or no travel

1-FCSAA State Champion and NJCAA Division I National Tournament Participant

2-FCSAA State Runner-Up and NJCAA Division I National Tournament Participant

!-National Champion

X-Qualified for NJCAA Division II Post-Season

e-Estimated: Records not available

Softball Tournament Records by Seed

2016

Records in the first round

- #1 seeds 4-0
- #2 seeds 1-3
- #3 seeds 3-1
- #4 seeds 0-4

Records for the entire tournament

- #1 seeds 10-8
- #2 seeds 6-4
- #3 seeds 8-8
- #4 seeds 4-8

2015

Records in the first round

- #1 seeds 4-0
- #2 seeds 4-0
- #3 seeds 0-4
- #4 seeds 0-4

Record for the entire tournament

- #1 seeds 13-6
- #2 seeds 9-8
- #3 seeds 4-8
- #4 seeds 4-8

2014

The Southern Conference only had 3 teams and the Mid-Florida conference had 5 teams

Records in the first round

- #1 seeds 2-2
- #2 seeds 1-3
- #3 seeds 3-1
- #4 seeds 2-1
- #5 seed 0-1

Records for the entire tournament

- #1 seeds 14-7
- #2 seeds 4-6
- #3 seeds 4-8
- #4 seeds 4-6
- #5 seed 2-2

Question asked of the ADs: Number of softball players recruited over the past three years directly as a result of their participation in the state tournament.

"The NCAA Schools begin recruiting players prior to their arrival on our campuses. Most of our student-athletes are attending our institutions for a variety of reasons and colleges looking for players to successfully transfer upon completion of the AA degree or during their sophomore year, begins in the fall. The "Early Signing period" begins on November 9th and ends on November 13th. Most student-athletes in our programs sign during this period because most of the (NCAA) Division I and Division II programs will use all their allotted National Letters of Intent at this time. In my 30 years of experience, most of the volleyball, baseball, and softball players will sign or commit during this early period. The student-athletes that may not have met all the requirements for graduation or eligibility standards for transfers may not be able to sign at this time. The late signing period begins in April and is completed in August; most of the student-athletes in this group have already been contacted by the college that was recruiting them, earlier. The post-season has no bearing on their status! Student-athletes in this group may not be able to attend the NCAA schools because of graduation or eligibility status; these student-athletes would then have to opt for their secondary choices; NAIA or other division. This is a short synopsis of what transpires. This is one of the reasons that baseball has had the fall showcase (All-Star games and sophomore workouts) in October, which has been a very successful event and great opportunity for recruiting and scholarship opportunities." *Note: Softball coaches responded to this description follow these comments.

"We have not qualified for the state tournament in 10 years."

"Zero [this college] softball players have been picked up by four-year institutions (walk-on or scholarship) from any recruiting that occurred at the FCSAA state tournament. May is very late in the recruiting process for any four-year softball program, and minus injury or losing a student to ineligibility, the four year coaches are just monitoring students that have already committed to their programs. As a FYI – [This person] is the head softball coach at Embry Riddle University in Daytona Beach. Embry Riddle is a NCAA D-II member institution that competes in the Sunshine State Conference. She recruited 3 JUCO students this past year (2 from Chipola, and 1 from DSC). She signed all three students and their recruiting began much earlier in the year than the state tourney. By the time the state tourney had occurred she had been recruiting these students for many months, hosted them on recruiting visits, and made offers and/or had signed them to their NCAA NLI. The FCSAA state tourney played no factor in their recruitment or that they were signed by ERAU."

"[This College] had zero students recruited last year at the State Tournament. We only had two sophomores and neither of them planned to continue playing after the 2016 season. We did have some freshman that were spoken to about Fall of 2017, but none by schools that had not already shown an interest in them earlier in the process."

"[This college] players are not recruited because of being seen at the state tournament. Players are recruited due to the yearly efforts of our coaching staff to market the kids to NCAA Division I, II and III coaches as well as other colleges in other divisions such as the NAIA. These efforts assist in getting coaches to come see the players throughout both the fall and spring seasons. The majority of our players have made future college decisions prior to the tournament's start date."

"This is not going to be an accurate estimate of the numbers you are looking for. The colleges opposed to the reduction of teams at the tournament will increase their numbers; there is not going to be any evidence to support their numbers. And the reverse could be true as well. In talking to our SB coach, he does not think anyone was recruited solely at the tournament the past three years. But for us to put zero (0) out as our

number will appear that because [this college] is in favor of the proposal, we are skewing our numbers. This recruiting issue at the tournament is an argument that does not hold up to scrutiny when looking at the number of recruiters at the event each year. I would suggest contact with Scott at Indian River to find out the recruiting number for the past two years at Vero. Not sure we can get anything from Pensacola for the third year ... Look at the past three years Section 16 reports, I think this will give us a much better look at what is happening with transfers and signees at four year colleges and will be a more accurate representation of our success rates in moving student-athletes on to the next level. In preliminary discussion with [commissioner], there will be some interesting data from these reports The CAA properly vetted the proposal, obtained feedback from multiple colleges, had hours long discussion and took into consideration many issues including finances, travel, competition and overall fairness to all sports and has democratically agreed to the full proposals including the reduction of the number of softball teams at the State Tournament..."

"We have missed the tournament the last three years so 0 is our number. But my coach pulled his file, and we have 12 ladies who have met the criteria you asked for the last 3 years even not attending the tournament."

"We have had more turn down scholarships and opportunities to play than were ever not recruited."

"Our student-athletes on our softball team are being heavily recruited this year and it is hard to say that the state softball tournament influenced this. My belief is good coaches will find good players if they play one game in the middle of nowhere."

"2012: One player recruited and signed to a D1. 2015: Two players recruited and signed to a D1"

"Six total students over the last three years."

"The number from [this college] over the last three years is 14."

"[This college] did not go to the three years ago but went the last two. 7-8 players from the past two years were recruited during the state tournament. I think the request from the COP may be an attempt to determine exposure for the players. If the player signed with the team is in my opinion not relevant. Last season at [other college] I know we had at least 5 players who were contacted and seen by the coaches for the first time, three of which were freshman. Those coaches never would have seen them if they were not at the tourney and as a result are being recruited/watched by them this year."

"2014, 1 player contacted by 1 school; 2015, 3 players contacted by 4 different schools; 2016, 5 players contacted by 9 different schools."

"Sixty-one percent of our softball players who transferred to play were recruited at the tournament. In whole numbers, this was 11 of 18 over the past three years. When you look at all of those that were recruited over the last three years, 17 of 30 (57%) were recruited at the state tournament."

"Last year we had four players get recruited from the state tournament. There were lots of coaches that approached me about the same four players. My players went on visits to these schools within the weeks following state tournament. Two of them visited several schools and signed with one of them, and two of the players visited a few schools and ended up signing with a school that had been recruiting them prior to the state tournament. I do feel like it gave them more options, and a little bit more bargaining power so to speak. Since softball is not a head count sport, and scholarships are divided up at the D1 and D2 level, it always helps to have more schools interested in a player and helps them to get better scholarship offers at the next level, due to the increased exposure."

Discussion points emailed from one AD opposed to the proposal:

- In 2002 the tournament expanded to allow 16 teams to participate in the post season. It is important to note that this was a directive Council of Athletic Affairs (AD's)
- Until 2015, the tournament was two 8 team tournaments with the winners qualifying for nationals then, playing for the state championship.
- In 2015 all 16 teams were placed in to single bracket

Below are a few reasons I oppose and believe [this college] should oppose the proposal to decrease participating teams in the state tournament:

- **Expert Support:** An overwhelming majority of softball coaches oppose this proposal. I believe our coaches are our resident experts and their pulse on the sport is valuable. We should strongly consider their feedback.
- **Ratio of Participants to Berths:** Eight teams compete in baseball, men's basketball, and women's basketball states for a single automatic berth in the national tournament. Sixteen softball teams compete for two national tournament berths. Maintaining the softball tournament at sixteen maintains the same ratio of state tournament participants to national tournament berths. Volleyball is the only outlier with three automatic berths for nationals and only eight teams competing in states. The major difference in this discussion is that the volleyball coaches are in support of the eight team state tournament.
- **Preparation for NJCAA:** The current format is similar to the format of the national tournament and may help to prepare out teams to compete on the national stage.
- **Efficiency:** The tournament is extremely efficient. Men's basketball, Women's basketball, and volleyball are all completed in three days. Softball completes its tournament in three days with twice as many participants. Baseball takes the longest to complete the tournament. However, this is a reflection of safety and protection necessary for baseball pitchers. The baseball tournament is, also, run efficiently.
- **Matriculation of Students:** In the last three years at [this college], we have seen 61% of the softball players who move on to play at the four-year school level get recruited at the state tournament. This is not exclusive to sophomores, but freshman whose recruiting process starts at the tournament and carries through their sophomore season.
- **Fairness:** No other sport will experience as drastic of reduction in their state tournament as softball with the current proposal. I believe this reduction to a female sport places the organization at risk of being questioned for its commitment to gender equity.

In summary, sixteen teams have been participating in the tournament for fourteen years. The coaches strongly oppose reducing the tournament to eight teams. The tournament is completed in the same time as three of the other FCSAA sanctioned sports, but with twice as many teams. Our students have benefited from the opportunity this tournament has provided for them to continue their athletic and academic goals. Risking a reduction in our matriculation rate simply isn't worth the financial savings some colleges may experience.

****Softball Coaches responses following one AD's Description of How Described the Recruiting Process Works (first description at the beginning of this document)***

"I have had no players sign because they were seen at states the last 3 years."

"I have not had any players sign as a result of being seen in the State Tournament. A few schools have showed up to see a player they were already recruiting."

"We did not have any of our players recruited as a direct result of us participating in the state tournament for the past three years. All our players were committed prior to the tournament."

"We have not had any players sign as a result of being seen at the State Tournament. Thank you."

"In the past three years twenty-one of our players have been recruited at the State Tournament. In the past twelve years I have had only four players sign in the early signing period. The State Tournament has been a great opportunity for our players to be seen by four year coaches. At [this college] we do not get a lot of players that come to us because they do not qualify for a four-year school. We get players that need developing and the State Tournament is a place where they can show their growth."

"I can only speak for the past year, but for last year, I had 2 players sign with schools as a direct result of them being seen at the State Tournament. I had 3 more players visit schools as a result of being seen at State, although they decided to go to schools that had previously been recruiting them. The opportunity to get seen again at the end of the year is beneficial as 4-year schools are looking to fill a direct need that may have come up as a result of a player injury or a kid leaving the program for example, during the spring. I think it is safe to say that the 4-year schools recruiting at the state tournament are not leaving their own programs at that late in the year if they aren't actively recruiting and in need of players to come in right away."

"I feel we all do a good job placing our kids but every year is different. There is no doubt that many four year institutions (including DI and DII schools) are still recruiting for the coming year in the spring. Historically we have a few that commit or sign early each year but new opportunities for the majority of our players often come available after the early signing period. The majority of our kids are in the recruiting process and sign in the spring. The state tournament can be an opportunity for players to be seen in a highly competitive environment. It would be nice to showcase our players in an All-Star game like baseball. I played in one as a player and I am not sure why we don't do it anymore. Like Jack noted it is important to provide opportunities for all of our players that want to continue playing not just our DI "All-Stars". Past three years... In 15-16 we had 7 (3 DI, 1 DII, 3 NAIA) or our 8 sophomores sign. One signed early and two of my girls were in the recruiting process with two of the schools that attended the state tournament and signed with them (one DI and the other DII). Two others were contacted by colleges that attended but chose a different route. We didn't qualify for state in 14-15 but two of our players committed in the fall after the signing date and signed in the spring with the other 6 sophomores (7 of the 8 were DI institutions). In 13-14 I remember two of my players in particular getting a lot of attention at the state tournament, one lead to a scholarship. No one signed early that year they all signed in the spring (3 DI, 2DII, 1 NAIA)."

"Over my 8 years here we have had 40+ athletes move on and only one of those committed early and that player did it this year and hasn't even signed yet. I talked with my AD and he feels the other guy just doesn't know softball. Our numbers for the past three years are 8 three years ago, 3 two years ago, and 3 last year. Those were all of our sophomores that were able or wanted to move on.... I agree with Coach Fagan a lot of players are recruited beforehand and then watched at state. Again a good reason to have it that way so they can be seen. But are we talking about those kids that don't get pushed or just haven't been seen? We are trying to help all players not just the ones that were fortunate to get signed early, I mean if that is the case then why are

there so many colleges recruiting at state? Are they there for vacation? We need to provide an opportunity for all our athletes around the state.”

“I have had only 2 or 3 players over the years sign in the early period. Most of our signees are in the spring. There are a good number who had opportunities but the schools that offered were not first choices so they waited and signed spring. I know in the last 3 years I had two girls signed from state, Krista Patterson to FIT and Katie Patterson to FL Southern. A couple years before Riley Carter signed to Mercer from the tournament. Then there are a number who get on someone's radar during their freshman year, so they do get looks.”

“I can tell you that in my 5 years as being a head coach, I have had 0 players sign during the early signing period. All of my kids have signed in either late April, May, or June. While I was at [this college] the year we went to state, I had 4 players sign after the state tournament, 2 of whom were seen at the state tournament. That's the only time that I've been to the state tournament, so that's all I can really say. But I have never had a kid sign in the early signing period. Maybe I'm doing something wrong, but in most cases, these JUCO kids are fill ins for transfers and injuries at 4 year schools, which is why they sign or are seen so late.”

“We have only had half a dozen sign during the early signing period in my 6 years so this description below does not apply to my athletes. Thanks.”

“In my 24 years, I have only had a handful of kids sign in the November period, most have signed after the season. 4 year colleges are signing HS kids then. I would say a majority of JUCO kids sign in April or later. The 4 year schools are waiting to see how their season goes, who leaves or isn't asked back etc. to free up scholarships. They wait to see how their recruits do and if they need to bring in a JUCO kid to fill that need. Softball is different than baseball for sure in this regard. Most softball players ARE eligible right away for NCAA schools.”

Council of Student Affairs
2016-2017 Plan of Work
October 24, 2016

Dear FCS Presidents,

The Council of Student Affairs (CSA) recently updated its handbook and has reflected upon the statement of purpose which reads, “The purpose of the Council is to serve in an advisory capacity to the Council of Presidents (COP) on matters related to student affairs.” The 2016-17 CSA Executive Committee is committed to fulfilling this purpose, and is presently identifying issues to address this academic year. Below is a tentative list of issues identified by CSA’s Executive Committee. Of course, meeting the needs of the Council of Presidents is our top priority and we welcome your input to guide and set our priorities. As you know, our October Council meetings were cancelled due to Hurricane Matthew. In the coming weeks, we will present these topics to the full CSA, select up to three issues, and identify sub-committees for those issues. We believe that each of the below issues reflects our commitment to student success and completion. CSA will provide COP with our findings and recommendations with a written report at the end of this academic year. Please let me know if you have any questions or concerns.

CSA 2016-17 Plan of Work Issues:

1. 2+2 articulation issue and the loss of Federal Financial aid once the General AA is conferred when remaining state-pre-requisites exist.
 - a. The underlying problem is that there are a handful of SUS transfer programs where the common pre-requisites and the requirements for our AA degrees exceed 60 credit hours. This poses a problem for our students receiving federal financial aid once these students meet the 60 hour minimum requirements for the General AA if remaining state mandated pre-requisites are needed. The baccalaureate programs in excess of 120 credits include Architecture, Biology, Engineering, among others. Once the AA is conferred, FCS institutions do not have a Financial Aid eligible program to place these students in.
 - b. Native SUS students do not face this problem as the awarding of the AA degree is inconsequential and the awarding of federal financial aid is uninterrupted.
2. Using an assessment instrument for advising students at the front door (not used for placement). We respect the SB1720 legislation, but the fact remains that many advisors do not have adequate information to properly advise students. We would like to propose a standardized assessment which would only be used to help better advise students and as such would not violate the intent of SB1720.
3. Serving students with intellectual disabilities. SB850 of 2015 increased the population of high school students with intellectual disabilities who are eligible to obtain a standard high school diploma. No additional funding for new programs was provided and this presents challenges for advisors and faculty to help this population of students to be successful.
4. Expanding Reverse Transfer initiatives. Many FCS institutions are working on this with their regional SUS institutions with limited success. Recently the National Student Clearinghouse implemented a service which could expand the reach of potential completers beyond these regional relationships.

Best Regards,

Patrick W. Rinard
2016-17 Chair, Council of Student Affairs