





**BOARD OF GOVERNORS  
INNOVATION AND ONLINE EDUCATION COMMITTEE  
STEERING COMMITTEE  
MINUTES  
VIRTUAL MEETING  
DECEMBER 7, 2022**

**1. Call to Order and Opening Remarks**

Chair Joe Glover

Dr. Ying Liu, Associate Provost, Office of Institutional Effectiveness and Analysis at Florida Atlantic University and Chair of the SUS CODA, reviewed the questions and offered feedback. He said that it will be important to identify and control for variables within the different delivery modalities that will influence student learning and success. Dr. Liu added that courses that serve as prerequisites for subsequent courses should be identified to measure their direct relationship.

Dr. Liu discussed the value of examining the impact of increased remote instruction by high school students on their preparedness for and success at the postsecondary level. He agreed that the mobility of students among and/or between SUS and FCS institutions would be worthwhile research.

Dr. Hiselgis Perez, Associate Vice President, Analysis and Information Management at Florida International University, participated in the discussion. Dr. Perez commented that comparison of an academic course that is delivered both in-

#### **4. Board of Governors Updates**

Dr. Jon Rogers provided an update of activities and plans at the Office of the Board of Governors. He reported that the new chancellor Mr. Ray Rodrigues is now at work for the SUS and is planning to visit each of the 12 universities in the next few months to meet with academic leaders and gain understanding of their priorities and plans. Dr. Rogers is meeting with Governor Ed Haddock, chair of the Board's Innovation and Online Committee, to discuss plans for the Committee for 2023.

Dr. Rogers reported that the Florida Virtual Campus programs are very active and involved in numerous important initiatives that include significant enhancements to the statewide integrated library system and other technological advances. He added that the Florida Distance Learning Consortium will become active during the coming year to identify and pursue important research activities related to distance learning.

#### **5. Concluding Remarks and Adjournment**

Chair Glover thanked Provost Ellenberg for his service to the Steering Committee and adjourned the meeting at 1:44 p.m.

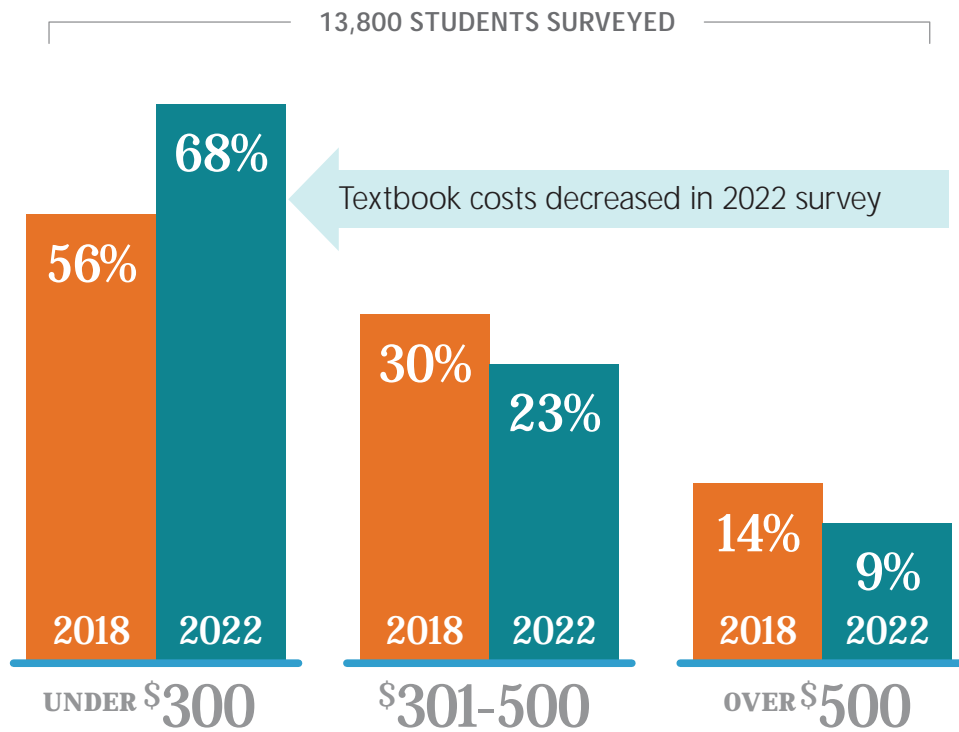
**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**

# Textbook Affordability: What Are Students Saying?

Survey Audience: 13,800 students from Florida's public higher education institutions

## TEXTBOOK COSTS TO STUDENTS

How much are students spending on textbooks?



How are they dealing with the costs?\*



Does financial aid help?

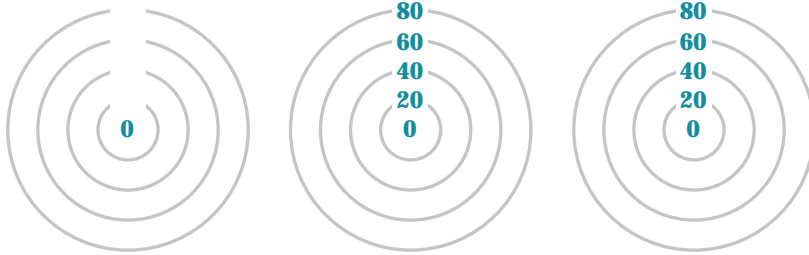


Only **24%** of respondents said financial aid covered ALL their textbooks.

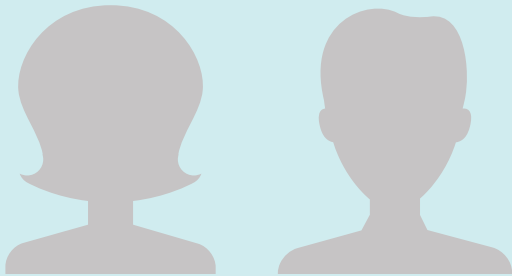


# IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS

How are they coping?\*



How are these choice











### **Key Finding 1:**

Textbook costs continue to decrease but remain a substantial problem for students. This downward trend was first reflected in the 2018 survey and continued with the 2022 survey.

#### **Key Finding 4:**

A significant percentage of students continue to be impacted by high textbook costs. However, we do see some improvement in some places over previous years.

**Key Finding 7:**

Students in some areas of study are spending more on textbooks than others.

**Key Finding 8:**

Students are not well-informed about some cost savings programs.

### **Key Finding 10:**

The use of open educational resources (OERs) is making progress, but there is more that can be done.

**Key Findings: EC2C 0 -2.109 TD( )TJMC P KICID 10 B**

## Introduction





## B. Participants

## C. Survey













## **Key Finding 2:**

How are students reducing textbook costs? Similar to past surveys, Florida students are utilizing a variety of strategies to reduce costs. Though some numbers have shifted.

## AVERAGE NUMBER OF BOOKS BOUGHT BUT NOT USED

2022	2.6
2018	3.6
2016	2.3
2012	1.6

### Key Finding 4:

A significant percentage of students continue to be impacted by high textbook costs. However, we do see some improvement in some places over previous years.

*required*

## IMPACT OF TEXTBOOK COSTS

Compared to Past Surveys





Spring 2022











	Education	Computer Sciences	Social Sciences	Engineering	Public Administration and Social Service
≤\$300					
\$301-\$600+					
≤\$300					
\$301-\$600+					
≤\$300					
\$301-\$600+					

**Key Finding 8:**



**Key Finding 10:**













## Section 2: Degree Level and Area of Study

Which degree are you seeking?

**DEGREE LEVEL**





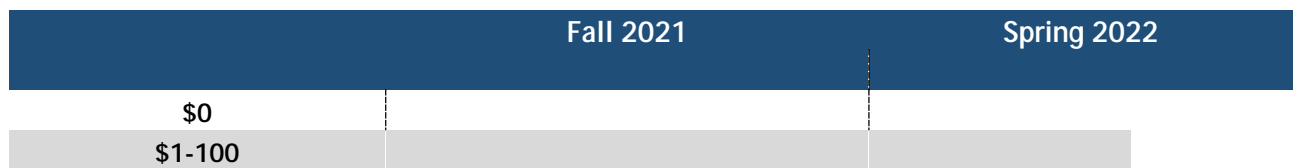


## Section 4: Spending Per Term

**How much did your textbooks cost for the term?**

*(Note: Please consider all textbooks, both physical and e-books)*

### TEXTBOOK COST PER TERM





## Section 5: Financial Aid

For each term, what percentage of your textbook costs is covered by financial aid? *(of any kind)*

### PERCENTAGE OF TEXTBOOK COSTS COVERED BY FINANCIAL AID

	Fall 2021	Spring 2022
I do not receive financial aid		
None		
Less than 25%		
26% to 50%		
51% to 75%		
76% to 99%		
All of my textbook costs		
Total		

Student Comments:



## Section 6: Steps to Reduce Costs

**In your academic career, what measures have you taken to reduce your required textbook costs?**

### STEPS STUDENTS TAKE TO REDUCE COSTS

Buy books from a source other than the campus bookstore	
Rent digital textbooks	
Buy used copies from the campus bookstore	
Rent printed textbooks	
Sell used books	
Share books with classmates	
I do not attempt to reduce textbook costs	
Other (please specify below)	
Rent only the digital textbook chapters needed for the course	
Buy lifetime access to a digital version of a textbook	
Use a reserved copy from the campus library	
Total	

## Student Comments:

*"Find books at other libraries such as public or other universities."*

*"I'd like to rent more and sell back others but the books have (useless) scratch off codes or are wrapped in plastic and therefore can't be sold back or used again. Other books are being used one semester and then outdated the next semester. It's a scam- a racket."*

*"I buy the physical book in whatever platform it's cheaper; Amazon, online bookstores, or the schools bookstore."*

*"Find older versions of the textbook online for free."*

*"My daughter and I are in college she is a semester behind me and we try to coordinate our classes so that the books are the same to save money."*

*"If I share a class with a roommate, we split the bill for the req. textbook."*

## Section 7: Textbook Acquisition

### Where do you acquire most of your textbooks?

**Student Comments:**

*"The trashcan after the final exam of a course one semester before I took it. Found over 8 books this way."*

*"Used my sister's book she bought previously when she was at this college."*

*"Don't buy the book/code because it's too expensive and hope for the best."*

*"I have learned to pirate textbook and ebooks. and have successfully pirated many textbooks for myself and fellow students. If the textbooks were reasonably priced (no more than \$50 if it's a hardcover, maybe even \$60 if it includes an online copy since I would be able to use a search function) and I actually got to keep the text then I would not have to resort to such means."*

*"Either Amazon, Chegg, or Bigwords.com"*

*"I acquire my textbooks from campus bookstore or campus bookstore website as well as borrow from friends or colleagues."*

## Section 8: Textbook Purchased But Not Used

**Of all the textbooks you have been required to purchase in your academic career, approximately how many were NOT used during your classes?**

### TEXTBOOKS PURCHASED BUT NOT USED

2022	
2018	
2016	
2012	

## TEXTBOOKS PURCHASED BUT NOT USED

None	
1	

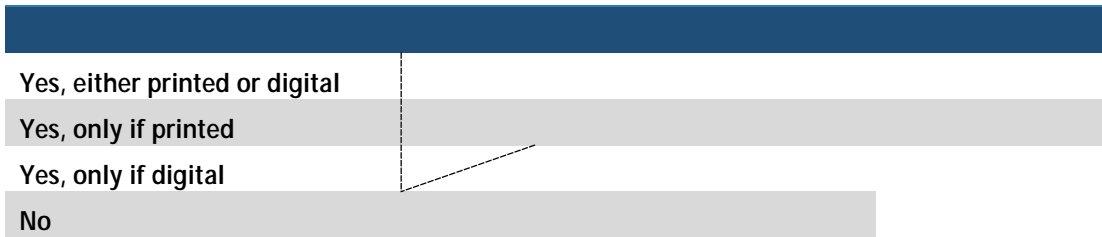




## Section 10: Textbook Rentals

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

WOULD STUDENTS RENT TEXTBOOKS?







*"I THINK it saved me money - but I'm not sure. I was going to buy a used book on eBay, but it*

## IF YOU DID NOT PARTICIPATE IN A FEE-BASED PROGRAM, WHY NOT?

IF YOU DID NOT PARTICIPATE IN A FEE-BASED PROGRAM, WHY NOT?		
I was not aware of the program		
I wanted to shop to try find materials at a lower rate		
I did not like the idea		
I could not afford it		
The program was not convenient for me		
I did not understand how to participate		
Other (please specify)		
<b>Total</b>	<b>1,325</b>	<b>100.0%</b>

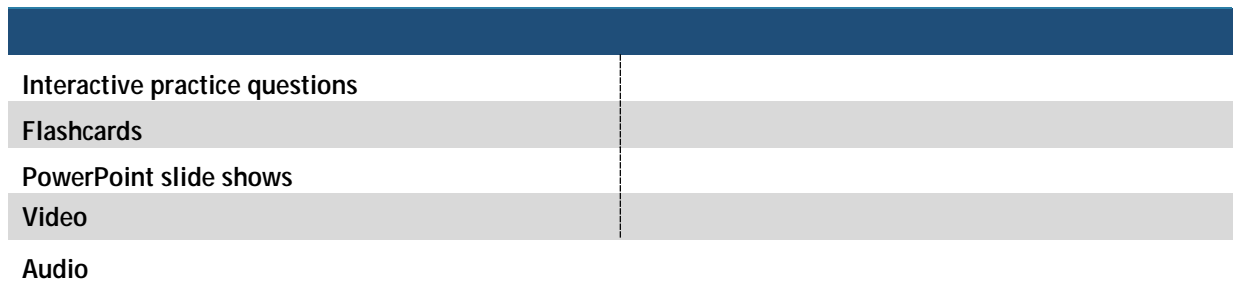
### Student Comments:

*"Because it incentivizes textbook companies to overcharge students and I would not be able to keep the textbook. What is the point if I do not have ownership and am not able to re001 Tc fEMC 7BDC owrcey4.5 (er-0.*

## Section 12: Study Aids

Select the top three digital study aids you find to be the most useful to support your learning.

### MOST POPULAR STUDY AIDS







*"I have been looking for classes only that have zero textbook costs. This helps me save my grant money for future classes."*

*"I took Philosophy last semester and the instructor taught us using books that were available to us free online. What a great idea."*

*"Whenever I see that one of my new classes is using OpenStax I have sigh of relief."*

*"...my grown daughter in Colorado is attending college where all her book materials are provided through OERs. As a full-time student with no income right now, every dollar helps to feed and shelter me and my family."*

## **Section 15: Personal Stories About the Impact of Costs**

**If you would like to share a personal story about the impact of the costs of textbooks and instructional materials is having on you, please do so below.**



*"On one of my classes for digital marketing I asked for help for my book but my professor kicked me out because I didn't have the textbook."*

*"I've always been fortunate enough to qualify for FA so I've thankfully never have had to pay out of pocket for any supplies or textbooks needed. Without the assistance I would never have gotten my AA because I simply would never have been able to afford it."*

*"My graduate professors are actually pretty good at assigning materials that are both cheap and useful to completing the course."*



*PhilOnEdTech*

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
March 20, 2023

**SUBJECT:** Ensuring Quality in Online Education in the SUS: Distance Education Programs

---

**PROPOSED STEERING COMMITTEE ACTION**

For Information.

**BACKGROUND INFORMATION**

At Board of Governors Innovation & Online Committee meetings in early 2022, the Committee received information from UF and UCF on the national rankings of their online bachelor's degree programs according to the U.S. News and World Report. As a result, committee members requested to receive information from other SUS distance education programs at future meetings. At the January Online Committee meeting, FIU and UNF distance education programs were highlighted.

At today's meeting, Dr. Franzetta Fitz, FAMU Director of Instructional Technology, will provide an overview of the growth of FAMU distance education programs, in preparation for a presentation to the March 28<sup>th</sup> meeting of the Board's Online Committee.

---

<b>Supporting Documentation Included:</b>	n/a
<b>Facilitators/Presenters:</b>	Dr. Fitz

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
March 20, 2023

**SUBJECT:** Post-Pandemic Research Questions: Proposed Metrics

---

**STATE UNIVERSITY SYSTEM OF FLORIDA  
Innovation and Online Education  
STEERING COMMITTEE**

**Proposed Metrics - Research Questions from Post-Pandemic Report**

**Input and Suggestions from:**

- **SUS Council of Data Administrators (SUS CODA)**
- **SUS Office of Data Analytics (SUS ODA)**

**Metric 1: SCH distribution by level, term, and modality**

**SUS CODA:**

FTE by level and modality (converted from SCH) already exists in the Accountability Plan. Adding SCH may not provide any additional insights.

A us1 (c)(a)-5 ul measure may be count/c1 (c)(nt)2.1 (a)9.9 (ge)9.9 ( of)12 ( c)4(our)7(s)41 s)14

### Metric 3: GPA and test score trends for FTICs.

#### SUS CODA:

This should be limited to only incoming FTICs for a particular year. It is better to measure the full year including summer, fall, and spring starts.

#### SUS ODA:

How does modality factor in to this question?

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**Innovation and Online Education**  
**STEERING COMMITTEE**  
March 20, 2023

**SUBJECT:** Office of the Board of Governors: Update

---

**PROPOSED STEERING COMMITTEE ACTION**

For Information and Discussion

**BACKGROUND INFORMATION**

Assistant Vice Chancellor Dr. Jon Rogers will provide an update of Board Office activities and plans.

---

**Supporting Documentation Included:**

n/a

**Facilitators/Presenters:**

Dr. Rogers