Welcome

Josh Strigle, Chair
Director, E-Learning and Learning Support Services
College of Central Florida
Future Meeting Planning

1. Spring 2023 Dates
   • Week of February 6th?

2. Summer 2023 Dates
   • Late May-Early June?
System Updates

Dr. Carrie Henderson, FCS
Robert Fuselier, FSU
Florida Department of Education Updates

Dr. Carrie Henderson
Executive Vice Chancellor
Carrie.Henderson@fldoe.org
Agenda

• Math pathways
• Textbook affordability
• Workforce program inventory
• Common Prerequisites Manual – FCS Audit
Mathematics Pathways Legislation

• SB 366 from the 2021 legislative session states:

  To facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future career, the articulation agreement must establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors, and careers. A representative committee consisting of State University System faculty, faculty of career centers established under s. 1001.44, and Florida College System institution faculty shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs and careers.
Committee’s Approach: Skills vs. Courses

• To address the ambiguity about mathematical knowledge, the committee adopted a program-level assessment (survey) to determine exactly which mathematical *skills* – opposed to *courses* – students need to be exposed to and master in order to be successful in the degree.

• The survey was disseminated to discipline experts at Florida College System and State University System institutions.

• Survey responses informed the foundation of the proposed mathematics pathways.
Proposed Pathways

- Algebra through Calculus
- Statistical Reasoning
- Mathematical Thinking in Context
Math Pathways Implementation

Establish the three math pathways in articulation rule (6A-10.024) and regulation

Incorporate by reference the math pathways mapped to disciplines

- Modify GE Core (6A-14.0303) to phase out MGF courses and phase in MTIC courses for students in 2024-25
- Modify Gordon Rule (6A-10.030) to allow MTIC courses to count toward math requirement
- Modify meta-major rule (6A-14.065) to reference math pathways

MTIC = Mathematical Thinking in Context
# Timeline

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<thead>
<tr>
<th>Activity</th>
<th>Expected Timeline</th>
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<tr>
<td>ACC considers proposed mathematics pathways and course sequences</td>
<td>July 21, 2022</td>
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<tr>
<td>Florida Department of Education (FDOE) initiates rule development process/Office of the Board of Governors (BOG) initiates regulation development process to incorporate math pathways</td>
<td>July 2022</td>
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<td>FDOE conducts rule workshop on proposed mathematics pathways rule revisions</td>
<td>November 9, 2022</td>
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<td>State Board of Education/Florida Board of Governors considers mathematics pathways rule/regulation revisions</td>
<td>January 2022</td>
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<td>FDOE/BOG notify institutions and provide technical assistance (T.A.)</td>
<td>January 2022 (T.A. ongoing)</td>
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<td>State and institutional curriculum processes (curriculum committees, curriculum frameworks, catalog updates, staff training, etc.)</td>
<td>2023-24 academic year</td>
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<tr>
<td>Mathematics pathways effective for entering students in associate and baccalaureate degree programs</td>
<td>2024-25 academic year</td>
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Rule 6A-14.092, F.A.C., Textbook and Course Material Affordability and Transparency

- During the 2022 legislative session, Senate Bills 7044 and 2524 passed, amending ss. 1004.085 and 1006.73, F.S., respectively.

- On August 17, 2022, State Board of Education approved revisions to Rule 6A-14.092, F.A.C., to implement the new provisions.

- The amendment to s. 1004.085, F.S., provides additional requirements related to the list of required and recommended textbooks and instructional materials that colleges are required to post. The list must:
  - Remain posted for at least five academic years;
  - Be searchable by the course subject, course number, course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material; and
  - Be easily downloadable by current and prospective students.
Rule 6A-14.092, F.A.C. (continued)

- The amendment also includes syllabi posting requirements for general education core courses and limited exceptions to those posting requirements.
  - FCS institutions are required to publish course syllabi for each section of a general education core course identified in Rule 6A-14.0303, F.A.C., as early as feasible but at least forty-five (45) days before the first day of class for each term.
  - Limited exceptions to the forty-five (45) day syllabi posting requirement are as follows:
    - A faculty member has not yet been assigned to teach the course section before the forty-five (45) day notification deadline.
    - The course section is added after the forty-five (45) day notification deadline.
Rule 6A-14.092, F.A.C. (continued)

- Additionally, the amendment modifies syllabi requirements for general education core courses. For the syllabi of general education core course options identified in Rule 6A-14.0303, F.A.C., the following information is required:
  - Course curriculum,
  - Goals, objectives, and student expectations, and
  - Assessment of student performance.

- The amendment to s. 1006.73, F.S., specifies that an icon must be used to indicate course sections that have no cost for textbooks or use no-cost Open Educational Resources (OER). The Zero Cost Indicator developed by the Florida Virtual Campus (FLVC) may be used as the required icon to indicate the status of a zero-cost textbook or instructional material.
Workforce Program Inventory Update

- The Department has completed its review of each FCS institution's workforce program inventory for the 2021-22 academic year.

- All workforce program inventories will be sent to the Florida Virtual Campus (FLVC) for FloridaShines, and to Credential Engine to have each college's inventory uploaded to the Credential Registry.

- The Department will soon release guidance on how colleges can submit their 2022-23 inventory.
Common Prereqs Update
CPM Technical Accuracy Review

• The purpose of the technical accuracy review is to ensure that the CPM contains accurate information.

• To achieve this, a joint technical accuracy review between the Division of Florida Colleges and FCS institutions is being conducted.

• The purpose of this review is to confirm that the CPM page accurately reflects the program requirements that were:
  • approved by the SBOE as part of the baccalaureate application process; and
  • approved by the Articulation Coordinating Committee as a CPM revision request.
CPM Technical Accuracy Review

• For the review, the Division provided each college with a:
  • Master list of baccalaureate programs linked to the college’s baccalaureate program CPM page (Excel spreadsheet)
  • CPM review template (Word document)
    • One for each baccalaureate program

• By Monday, December 5th, colleges should complete reviews and submit templates.
Q&A
Standing Committee Formation

Josh Strigle, Chair
Academic Integrity Discussion and Q&A

Dr. John Opper
Bill Mullowney, Valencia College
Leslie Golden, Valencia College
Honorlock
AFTERNOON BREAK
Executive Director Update

Dr. John Opper, Executive Director Distance Learning and Student Services
Fall 2022 College 101
This webinar series was packed with great information about the next steps to take to go to college and find a career you’ll love.

**September 15**\(^{th}\) - Explore *(Preparing for College)*
**September 22**\(^{nd}\) - Apply *(Admissions)*
**October 10**\(^{th}\) - Fund *(Financial Aid)*
**October 19**\(^{th}\) - Filling Out the FAFSA

Total Event Registrations: 3,700
Thanks to our Partners!
FloridaShines Catalog: Zero Textbook Cost Indicator

ZTC Courses in the Catalog:

Fall 2022: 1,011 total course sections

Spring 2023: 606

Additional Information:

https://dlss.flvc.org/florida-zero-textbook-cost-indicator
2022-2023 Florida Shines Upload Schedule Reminders

Online Courses

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<th>Summer Term</th>
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<td>Term Visibility</td>
<td>June 1</td>
<td>October 1</td>
<td>March 1</td>
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*Please note:
• Should your institution need assistance or additional time, please contact catalog@flvc.org to notify FloridaShines for auditing purposes.
# 2022-2023 Upload Schedule

**Institution Profile**

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<th>Upload Period Opens</th>
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The Florida Virtual Campus has been working with the Florida College System, the State University System, and the Technical Colleges and Centers on changes to the FloridaShines Catalog related to HB 1507, and the EMOP (Education Meets Opportunity Project).

Florida is in the final phases of this initiative, and we hope to have an official “upload window” announced soon.

When the period opens, we will allow the adequate amount of time for institutions to complete the program uploads, typically 2 months, as provided in the past.

Additionally, FLVC will be available to assist with any issues or questions that may arise during the data upload process.
FloridaShines Network
RESTrofit Project
Re-establishing
Institution Connections
Project Objectives

Compliance

• The statutory requirement established in F.S. 1006.735 and reiterated in CS/HB 847 (2021) requires the Florida Postsecondary Academic Library Network to provide, as one of its functions, statewide online student advising services and support.
• This project will enable institutions to become compliant with statutory requirements and re-establish or strengthen their connections to FloridaShines.

Sunsetting EDI

• To support compliance, the EDI frontend connection will be replaced with a REST solution. The REST solution will address concerns with the resources, efforts, and costs associated with the tasks of institutions becoming compliant and maintaining compliance.
Institution Statuses

4 groups of institutions

1. **Connected with REST**: institution has sunset EDI and upgraded to REST for all functions

2. **Connected with EDI**: institution needs to sunset EDI and upgrade to REST for all functions and rebuild broken functions

3. **Broken/New Implementation** (institutions implementing a new SIS): institution needs to sunset non-working EDI connections and rebuild all functions with REST specifications

4. **Broken/No Functionality**: The Workday SIS does not currently have “shop” or “what if” capabilities, which in turn means that FLVC’s “LocalShop,” “RemoteShop,” and “Advise22” services are not functional using current Workday schema, resulting in noncompliance.
## State University System Institution Statuses

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<th>Transcript</th>
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### Connected with REST

- Florida A & M University
- Florida Atlantic University
- Florida Gulf Coast University
- Florida International University
- Florida Polytechnic University
- Florida State University
- New College of Florida
- University of Central Florida
- University of Florida
- University of North Florida
- University of South Florida
- University of West Florida

### Connected with EDI

- Florida A & M University
- Florida Atlantic University
- Florida Gulf Coast University
- Florida International University
- Florida Polytechnic University
- Florida State University
- New College of Florida
- University of Central Florida
- University of Florida
- University of North Florida
- University of South Florida
- University of West Florida

### Broken

- Florida Atlantic University

### Broken/No Functionality (due to Workday)

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Next Steps:

- Prioritizing broken institutions to reestablish connections
  - **SUS**
    - Florida A&M University
    - New College of Florida
    - Florida Polytechnic University
    - University of West Florida
  - **FCS**
    - Chipola College
    - Florida State College of Jacksonville
    - Miami Dade College
    - Northwestern Florida State College
- There will be a public calendar for onboarding dates/information
  - *FLVC Recommendation*: Broken institutions should reconnect their functions directly via REST, rather than through EDI (ending soon)
Florida Instructional Designer Network

- More than 400 500 listserv subscribers:
Florida Instructional Designer Network

• Special Summer 2022 Professional Development Webinar Sessions:
  ➢ Offered a repeat session by popular demand;
  ➢ A total of 380 participants;
  ➢ Many thanks to our guest speaker, Mr. Josh Strigle!

Scan to visit the IDN Website
## Fall 2022 Professional Development Webinar Schedule

<table>
<thead>
<tr>
<th>September 7</th>
<th>October 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Accessible Is it? A Proactive Approach for Online Course Accessibility</td>
<td></td>
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<tr>
<td>Katie Profeta, Indian River State College</td>
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<tr>
<td></td>
<td>Training Camp: Successful Implementation of E-Faculty Coaching</td>
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<tr>
<td></td>
<td>Kristen Kelton, Tarrant County College</td>
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<tr>
<td>November 8</td>
<td>December 1</td>
</tr>
<tr>
<td>Cultivating Deep Learning Using Discussion Boards</td>
<td>Quality Content: A Case Study on Creating Effective Training for Educators</td>
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<tr>
<td>Rob Rose, University of North Florida</td>
<td>Caity Bente, Florida State University Program for Instructional Excellence</td>
</tr>
</tbody>
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Florida Instructional Designer Network

Spring 2023 Professional Development Webinar Schedule

<table>
<thead>
<tr>
<th>January 17</th>
<th>February 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the Bar: A Quality Approach to Online Learning</td>
<td>Fast 5: Quick Tips to Make Your Course More Accessible</td>
</tr>
<tr>
<td>Katie Ragsdale &amp; Carleigh Okwali, Polk State College</td>
<td>Lindsey Morris, Tarrant County College</td>
</tr>
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<table>
<thead>
<tr>
<th>March 7</th>
<th>April 11</th>
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</thead>
<tbody>
<tr>
<td>Building Interactive Textbooks for OER-driven Courses</td>
<td>Live online: ALIVE</td>
</tr>
<tr>
<td>Laurie Nave, University of Alabama in Huntsville</td>
<td>Dax Parcells, Palm Beach State College</td>
</tr>
</tbody>
</table>

Scan to visit the IDN Website
Florida Instructional Designer Network

• Call for Participation
  Instructional Design & Technology (IDT) Around Florida
  ➢ To highlight the online instructional design and learning technology teams/units/offices for Florida higher education.
  ➢ To promote a culture of quality instructional design.
  ➢ Learn key strategies and resources.

• What to Submit: In any media format, please include:
  ➢ Who We Are (about your team)
  ➢ What We Do (services you provide)
  ➢ Key Strategies and Resources for Quality Instructional Design

See Examples on the IDN Website
The Florida Quality Matters Consortium (FLQMC)

Congratulations!

Please join us in congratulating the following Florida institutions for having one or more courses recently Quality Matters-Certified:

- Florida Atlantic University
- Florida International University
- Hillsborough Community college
- Polk State College
- South Florida State College
- University of Florida
- University of North Florida
- University of West Florida

A total of 35 member institutions (including FLVC)
2022 Textbook Survey

- Closed data collection on May 13th.
- 13,830 total responses – 11,022 completed surveys
  - FCS Students 9,843
  - SUS Students 3,987
- Initial review of data indicates that approximately 19% did not attend in the fall.
Textbook Affordability: What Are Students Saying?

Results of the 2022 Textbook and Instructional Materials Survey

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

Textbook costs decreased in 2022 survey

How much are students spending on textbooks?

- 2018: 56% under $300, 30% $301-500, 14% over $500
- 2022: 68% under $300, 23% $301-500, 9% over $500

13,800 STUDENTS SURVEYED
IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS

The high cost of textbooks is negatively impacting students’ academic progress.

How are they coping?

- 53% Don’t buy required books
- 44% Take fewer courses
- 38% Don’t register for a course
- 24% Drop a course

How are these choices impacting their learning?

- 32% Earn a poor grade
- 19% Fail a course

Are all required books used at some point in an academic career?

2.6 required textbooks

average number purchased but NEVER used
How are they dealing with the costs?

- 51% Buy books from a source other than the campus bookstore
- 50% Rent digital textbooks
- 40% Buy used copies from the campus bookstore
- 29% Rent printed textbooks

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

Does financial aid help?
Some Good News and Some Concerns

• The amount students reported spending to acquire their textbooks has declined and the number of books required but not used has also declined. **But, the numbers are still concerning!**

• The advancement of a digital sales model has provided some of that relief but there is a concerning trend.

• Most of the frequently used methods that students use to manage their textbook costs involve a physical textbook or resource. Those seem to be decreasing as the digital sales model advances. This leaves students with fewer options beyond the campus bookstore or commercial publishers.
<table>
<thead>
<tr>
<th>Cost Reduction Strategies</th>
<th>2022</th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy books from a source other than the campus bookstore</td>
<td>50.6%</td>
<td>66.0%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Rent digital textbooks</td>
<td>50.5%</td>
<td>41.4%</td>
<td>29.6%</td>
</tr>
<tr>
<td>Buy used copies from the campus bookstore</td>
<td>40.4%</td>
<td>53.0%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Rent printed textbooks</td>
<td>29.1%</td>
<td>47.8%</td>
<td>47.0%</td>
</tr>
<tr>
<td>Sell used books</td>
<td>19.0%</td>
<td>37.4%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Share books with classmates</td>
<td>17.0%</td>
<td>27.1%</td>
<td>23.7%</td>
</tr>
<tr>
<td>I do not attempt to reduce textbook costs</td>
<td>12.2%</td>
<td>4.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>9.2%</td>
<td>10.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Rent only the digital textbook chapters needed for the course</td>
<td>8.6%</td>
<td>7.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Buy lifetime access to a digital version of a textbook</td>
<td>6.9%</td>
<td>5.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Use a reserve copy from the campus library</td>
<td>6.4%</td>
<td>11.7%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
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</table>
Some Good News and Some Concerns

• The amount students reported spending to acquire their textbooks has declined and the number of books required but not used has also declined. But, the numbers are still concerning!

• The advancement of a digital sales model has provided some of that relief but there is a concerning trend.

• Most of the frequently used methods that students use to manage their textbook costs involve a physical textbook or resource. Those seem to be decreasing as the digital sales model advances. This leaves students with fewer options beyond the campus bookstore or commercial publishers.

• Decline of the used book market, book resale, sharing, library textbook collections and outside sources like Amazon.

• One other troubling sign…
Publisher Blocks Access to Ebooks, Scrambling Fall Courses

Wiley withdraws more than 1,300 titles from a large multidisciplinary ebook collection for libraries as fall classes begin, hindering students' access to affordable learning materials.

By Susan D'Agostino 
September 29, 2022

At George Washington University this fall, 269 students enrolled in a geography class were supposed to have free access to their course textbook, An Introduction to Human-Environment Geography: Local Dynamics and Global Processes, via a link on the course's Blackboard site. But when many clicked on the link, the book was unavailable.

The book's publisher, Wiley, had withdrawn the book, along with more than 1,300 other ebooks, from ProQuest Academic Complete, a large multidisciplinary ebook collection to which the university had a paid subscription. The change took effect on the last day of August, right before the start of fall classes. As a result, librarians and faculty members in the United States and beyond have scrambled to identify alternative textbook options for their students.

Librarians and professors said the decision would have a direct, negative impact on students' ability to afford college and access learning materials.
Some Good News and Some Concerns - Programs

- When asked about their participation and opinions on fee-based programs that provide low-cost textbooks or access to a range of resources – students seemed to be poorly informed about such programs
  - 54.8% were not sure if such programs were available
  - 14.3% indicated that no such programs were available to them
  - 18.8% had participated in such programs
  - 12.1% specifically opted not to participate
- Of those students that did participate in such programs, 53.2% indicated that they did not feel the program reduced their overall textbook costs.
<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was not aware of the program</td>
<td>372</td>
<td>28.1%</td>
</tr>
<tr>
<td>I wanted to shop to try find materials at a lower rate</td>
<td>291</td>
<td>22.0%</td>
</tr>
<tr>
<td>I did not like the idea</td>
<td>241</td>
<td>18.2%</td>
</tr>
<tr>
<td>I could not afford it</td>
<td>142</td>
<td>10.7%</td>
</tr>
<tr>
<td>The program was not convenient for me</td>
<td>117</td>
<td>8.8%</td>
</tr>
<tr>
<td>I did not understand how to participate</td>
<td>99</td>
<td>7.5%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>63</td>
<td>4.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,325</strong></td>
<td><strong>100.0%</strong></td>
</tr>
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Some Good News and Some Concerns - OER

• When asked about their exposure to open educational resources…

• 44.4% indicated that they did have at least one or more courses that provided OER textbooks or other instructional materials to them at no cost.
Questions???
Day 1 Wrap Up & Adjournment

Josh Strigle, Chair
Welcome Day 2

Josh Strigle, Chair
Director, E-Learning and Learning Support Services
College of Central Florida
One-Minute Updates

Josh Strigle, Chair
Environmental Scans

Josh Strigle, Chair
Committee Work Time

All Members
Morning Break
Member/Institution Directory/ Profile Discussion

Josh Strigle, Chair
Cool Tools: Pathify

Chris Harvey, SPC
New Items
All Members
Wrap Up & Adjournment

Josh, Strigle