Day 1, Thursday, November 8, 2018

1. Welcome and Call to Order (Josh Strigle (CCF))
   The DLSS Members Council meeting was held Thursday, November 8, 2018 and Friday, November 9, 2018, at the University of Central Florida. The meeting was called to order by Josh Strigle (CCF). New members were introduced and welcomed.

   Elisavet Rios (SFSC) made a motion to approve the minutes from the July 11-12, 2018, meeting, and Dr. Vicki Brown (FAU) seconded the motion. The minutes were approved by the DLSS Members Council.

2. Future Meetings Update (Josh Strigle (CCF))
   - Winter: Tuesday, February 5 – Wednesday, February 6 (University of North Florida)
   - Online Student Services Summit: Wednesday, February 6 (UNF post-DLSS MC Meeting)
   - OER Summit: Wednesday, February 27 – Thursday, February 28 (Sheraton Orlando North)
   - Spring: Tuesday, May 21 – Wednesday May 22 (Pensacola State College)
   - Fall: TBD (Palm Beach Atlantic University)

   For the Members Council meeting in February, the group discussed a different format. FLVC will on have an Online Student Services Summit following the Winter Members Council meeting in February. This will be a good opportunity to connect with individuals from around the state.
For the OER Summit, we have some great presenter nominations from this group and from the Library Services Members Council for some specific disciplines. The summit organizers are also interested in finding out about platforms and products being used for OER at member institutions. The summit will integrate representatives into the program for breakout sessions as well as to help inform other participants about the products. Josh Strigle (CCF) asked the group to think about this and email him directly with any ideas.

3. **Quality Matters Consortium and Instructional Designer Network Update (Tom Tu (FLVC))**

**Florida Quality Matters System License**

**Benefits for the Institutions:**
- Lower subscription costs
- More services
- More professional development opportunities
- FLVC Administrative coordination. Tom Tu is the System Lead and the QM Coordinator. In this role, Tom will assist the institutions in the implementation of Quality Matters as well as to help coordinate communications and to encourage the sharing best practices and more opportunities across the system.
- A stronger web presence for member subscribers

**Outcomes:**
- To date FLVC has 25 member institutions. FLVC expects to increase this number.
- FLVC launched a Florida QM Initiative and a website: [https://dlss.flvc.org/flqmi](https://dlss.flvc.org/flqmi)
- FLVC established a FLQMI Listserv: FLQMI@LISTSERV.FLVC.ORG  The listserv is for the QM Coordinators within the system. The purpose of the listserv is to help the group communicate better and to help make this initiative more transparent and to share best practices and resources.

**FL-IDN: Florida Instructional Designer Network**

- The purpose of the Instructional Designer Network is to develop a statewide professional development network for instructional designers, instructional technologists and educators to:
  - share research, best practices, and resources;
  - gain the knowledge and skills to support faculty;
  - support student success in Florida.
- Partnership with the FCS and SUS institutions (Seminole State College of Florida and University of Central Florida). Tom Tu thanked Wendy Howard, the representative from the University of Central Florida, and Michelle Franz, the representative from Seminole State College of Florida, for partnering with FLVC to create the Instructional Designer Network.
- Subscribe to the FL-IDN Listserv: FL-INST-DESIGN-NET@listserv.flvc.org
  - Weekly news, announcements and sharing
  - More than 80 people have joined
- The FL-IDN Webinar Series:
  - First webinar offered on October 17, 2018. The webinar focused on the award-winning UDOIT accessibility enhancement tool.
  - Contributed by the UCF team
  - 42 people attended
  - Webinar archive available online: [https://youtu.be/T6DGzqLgcdQ](https://youtu.be/T6DGzqLgcdQ)
  - The group hopes to provide a second seminar in December.
  - The DLSS Members Council has a Twitter account: @DLSSCouncil. Please join.
4. **New DLSS Members Council Handbook Discussion (Dr. John Opper (FLVC))**

Dr. Opper discussed that the original handbook included detailed information on achieving SACS accreditation. That handbook was a three-ring binder that contained all types of resources but over time a lot of the information was added to the website. The members are FLVC’s touchpoint for most of the functions for the institutions, and they have access to the back end of FloridaShines, the catalog, and all of the services. Members have access to listservs in addition to newsletters that are sent to the members. What should the new handbook contain?

- Previously Included:
  - History and Overview
  - Vision Statement
  - Purpose
  - Organization Structure
  - Membership List
  - Membership Responsibilities
  - Committee and Work Group Information
  - Policies and Operating Procedures
  - Minutes of Past Meetings
  - List of Resources
  - Glossary of FLVC Acronyms

Members were asked to think about what they would like included in the updated version of the DLSS New Member Handbook, the preferred version (online or hardcopy) and to complete the recommendations form and return it to FLVC.

5. **Executive Director Updates (Dr. John Opper (FLVC))**

Dr. Opper discussed the status of various DLSS services.

**K – High School Advising and Career Planning Services**

Get Ready for College with the updated 2018-19 College and Career Planner

- The College and Career Planner is a digital document, and it is the most requested document from high school counselors and college counselors.
- The MyCareerShines system is open to the citizens of Florida and everyone one can use it. You can take a look at it and set up a profile.
- Additionally, FLVC has been working on a K-5 career tool. The tool is about defining what a job is and working with young children to think about what a job is. K-5 teachers are excited about the tool. The tool is designed around a number of adventures where the children can try out different jobs. Future pilot schools will begin testing soon, and based on their feedback, the goal is to roll it out in the Fall.

**MyCareerShines – Education and Career Planning for Life**

System Overview: Program Totals since July 2015

- 615,582 Total Registered Users
- 951, 400 Total Number of Completed Assessments
- Total Participating Locations:
  - 2,743 Middle/H.S.
  - 456 College/Adult
Virtual College Week (Presented by FloridaShines)
The Fall 2018 Virtual College Week Event was a great success! It was held in October 2018 with over 2,200 registrants for the event. All session recordings and materials are posted to virtualcollegeweek.org.
The FAFSA is new this year, with a Mobile App. FLVC is working on a video to put on the FloridaShines website to show students how to fill out the financial aid form. FLVC will send the videos out when they are completed.

Transient Student Admissions Application
TSAA Updates: Most of the applications are done in the Summer. September had 56.9% increase in created applications, compared to 2017. In addition, Florida Polytechnic University is working to be able to accept transient applications sometime during Spring 2019.

Student Services Data Usage agreement
FLVC is currently updating the Master Agreement between institutions, including the following areas:
- Data Usage responsibilities for all Student Services (e.g. SSN)
- MOU between institutions regarding the Transient Process
- Roles and responsibilities
- FLEID - There is a big discussion within the DOE about the FLEID. Everything moving forward from a year ago would use the FLEID. They are not going back and retrofitting. Over time, you will see the FLEID replace any usage of social security numbers. In this case, financial aid officers are saying that they have to have it for reporting and other reasons.

Transient Student Administrators have counterparts at other institutions. FLVC created a list of these individuals (not to be shared with students or the public) so that they can talk with each other.

A real goal for FLVC is to move forward with the Next-Gen Student Advising System, and it would be part of FloridaShines. FLVC has tried to focus FloridaShines around roles and tasks and to find a solution that makes it easy for students to use the website. There is a lot of information on the website, therefore, the FLVC will conduct surveys asking questions about services on FloridaShines. FLVC will have a summit, and then a report will be drafted. FLVC will realign services based upon what we hear from our institutions and usage data. FLVC will think about new technologies and new capabilities.

There is important work underway to rebuild the Common Prerequisite Manual to make it a searchable database. There are conversations about a web based 2 plus 2 advising tool for the college and university system. In February, FLVC will compile the information from the Student Services individuals and build a plan based on where we think we need to go. The plan will be shared with the DLSS Members Council for feedback.

Next-Gen Statewide Advising System
The update will build the foundation for a new integrated K-20 career and education advising system. The inclusion of advising and career planning services for Florida’s students will include Pre-K to 20.
Most importantly will be the efficient and effective integration and connections with our clients’ systems (SSO, N2N, and integration platform). FLVC plans a strong involvement and networking effort from FLVC staff with relevant stakeholders and workgroups.

Student Services Summit
Date: February 6-7, 2019
Time: February 6th, 1:00 p.m. – 5:00 p.m.
February 7th, 8:00 a.m. – 12:00 p.m.
Location: University of North Florida

6. ITN Committee Discussion (Dr. John Opper (FLVC))
The Proctored Testing Services INT has been drafted and reviewed. It went to UWF Procurement, and a Procurement Officer has been assigned to work with FLVC on it. FLVC is requesting 3-4 members to serve on a review committee.
The ITN will be sent out by early 2019. Some presentations may be requested by successful vendors that meet the criteria, and then a recommendation(s) will be made by the review committee. The goal is to have one or more master agreements that will allow institutions to provide the services at their institutions at a reasonable price.
Let Heather Thompson know if you are interested in serving on the committee.

Dr. Kelvin Bentley (UWF) stated that there is proctoring and there is also student authentication. Dr. Opper commented that the ITN was written in a broad enough way to include multiple solutions.

7. Professional Webinar Series Topics (Dr. John Opper (FLVC))
The FLVC is seeking topics for a professional webinar series. Dr. Opper asked the members to use the back of the New Member Handbook Member Recommendations handout to write down webinar topics.
Suggestions provided by members include: data governance with analytics; FERPA: Leadership – such as how to advance or be better leaders in the online/distance arena; data and predictive analytics in online; continue data privacy as it morphs; veterans and current military support; international data privacy as related to us.
Three emerging technology issues that keep coming up are Artificial Intelligence (AI), Multiple Realities of three or four types, particularly augmented and virtual reality, and block chain. A lot of registrars are attending seminars on block chains.

8. QM System Membership Discussion (Brenda Boyd) – Moved to Day 2

9. DLSS MC Workgroup Updates (Josh Strigle (CCF)) noted that the members would not be voting on the Operating Procedures at today’s meeting due to versioning issues. At the Executive Committee’s last meeting, the Committee tried to make sense out of all the workgroups. The Committee is still identifying how to best make the workgroups run smoothly. The Executive Committee’s recommendation was to condense some of the workgroups into a total of four standing committees and let the standing committees decide what work needs to be done. The Executive Committee will be one of the four committees. The other standing committees include the Strategic Partnership and Licensing, Student Support and Web Services, and the Standing Committee on Design, Development, and Delivery, which is the new committee that all other projects will be put under.

The new committee’s charge focuses on researching tools and methodologies to address concerns
related to online courses and faculty. Activities of this committee may include, but will not be limited to, faculty development, course design, course delivery, and improvements in innovation.

The committee chairs may assign projects to subgroups and members as needed. With all of the standing committees, the Executive Committee would like to take the current model and have someone from each system (FCS and SUS) on each standing committee, and those individuals will be on the Executive Committee calls. The Executive Committee will now be made up of the three Chairs (future, current, and past) as well as the two Chairs from the other three standing committees: Strategic Partnership and Licensing, Student Support and Web Services, and the Standing Committee on Design, Development, and Delivery.

The group discussed keeping user group time at future meetings (e.g. LMS, etc). There seemed to be a desire to influence the type of data that is reported and the way it is reported. Josh Strigle (CCF) encouraged the members to work with their standing committees and bring gathered data to the larger group. The Council may be able to influence those discussions with our respective vendor partners, and this would help everyone out.

Michael Nathanson (LSSC) discussed a possible collaborative idea. He asked the Council about their thoughts on putting together “x” number hour certification course for distance learning directors. We would put in all the information we think it should include and come up with a course that is done over a period of time. The group could get together at Council meetings and receive a framed certificate. Everybody knows something, but there may not be anyone that knows everything. If there is enough interest, then let’s create a subcommittee under the standing committees, and we can start working on that and actual topics based on what we are doing. We could work the webinar concept in there. The handbook could also include some additional information. Ideas discussed included: how to set up a department (hybrids, what do you do for fees, etc.). What is it that we do, what are some important things to know, what do we wish we knew on the first day of work as a director? How are people housed within the organizational structures? Attendees discussed the idea of a virtual campus as opposed to being part of a regular campus. FLVC could hold webinars and address best practices and ideas using many of these topics. A suggestion was made to have it be in the form of mentoring instead of a course. This could address how to be a better leader among the arena here but also at home.

➢ **Action:** Strigle (CCF) or Montgomery (FLVC) will send out a link to a Google Doc for members to fill out and update to move from the committee they are currently serving on to a different committee and to volunteer to serve as chair of a committee.

➢ **Action:** Michael Nathanson (LSSC) will Co-chair his suggestion for a collaboration group. We can put mentoring as a part of it. Kendall St. Hilaire (IRSC) liked the idea.

Josh Strigle (CCF) noted that at ITC they spent several hours on self-promotion and how to tell their institution’s stories to administration about what is going on in the college system for distance learning.

10. **FLVC Updates on Projects and Catalog Enhancements (Dr. John Opper (FLVC))** At WCET, there was a conversation about the need to develop leadership in the field of online learning and the changing nature of this. They talked about the idea of some type of academy like the Chancellor’s Leadership Academy. This could be on two levels: one would be at the basic level to those new to Florida, and
one could be at the higher level to include updates on items such as SARA and how to produce the best distance learning report. The topic that moved around at WCET among a number of attendees was ensuring that those that come after those currently working in the field have the necessary skills to move forward.

**Common Prerequisite Manual** Nashla Dawahre (FLVC) noted that this is the state manual that tells students what they need to go from an Associate’s program to a Bachelor’s program, not just in terms of courses but also admissions requirements. FLVC is tasked with keeping this for the state. Staff has been working to move materials from a series of PDFs into a full database, which will allow access to the actual requirements in a much better format, but it will also allow some flexibility in terms of interface design for mobile, tablet, and desktop. It will track the changes more efficiently. The initial phase of the mobile first strategy is almost complete. It will allow students and advisors to see their requirements statewide. The approval process is also being automated.

Dr. Opper noted that this could be something that students conceivably use as well, and it could be incorporated into a student advising tool.

**Program & Course Catalog**

*Catalog Program Upload: Training/Roles/Expectations*

Training - Two separate online training sessions were held during the month of September 2018. Recorded sessions are available upon request. Derik Wolfe (FLVC) has been doing a lot of training with Heather Thompson (FLVC). Heather Thompson is moving out of her role in the Catalog, and Derik Wolfe will be taking over the Catalog. They are working as a team to help train your institutional employees that load the Catalog.

Updated templates, guides and Data Standards Document (previously Schema) are available. There are some new formats and data elements for this year. There is a lot of work going on to load the Course Catalog. Please reach out to Nashla Dawahre or Derik Wolfe if you are still having problems uploading data.

Moving forward, institutions must upload Program Data before each Fall term. Automated reminders will be sent through the Catalog and are expanded to include the program requirements as well as the Institution Profile review.

**Course Catalog: SUS Quality Designators**

A project underway with a statewide workgroup to incorporate the SUS Quality Designators. The anticipated timeline is:

- Fall 2018 – new catalog fields for course review designations available to six pilot institutions
- Spring 2019 – Faculty award designation information finalized and provided to FLVC
- Summer 2019 – catalog fields for course review designations available to all FCS and SUS institutions
- Fall 2019 – public display of course designations begins
- Spring 2020 – catalog fields for faculty award designations available to all FCS and SUS institutions

FLVC’s job is to display the indicators and explain it to students. The project team will work with the statewide committee on the language to use for that. There will also be awards. An award process is being developed for those courses that reach the
pinnacle of development and design. We will have a way to designate those that receive the award in the Catalog.

Website Updates
DLSS Site Updates: [https://dlss.flvc.org](https://dlss.flvc.org)
- Admin Tools are now available the under the College & University or High School menu pages
- Contracting and Testing Center Administration are located under the College & Universities menu

Florida Faculty Academic Integrity
- [https://dlss.flvc.org/florida-faculty-academic-integrity](https://dlss.flvc.org/florida-faculty-academic-integrity)
- Countering Cheating
- Course Design
- Proctoring Options
- More to come!
- The intent is to help you and faculty members on how to approach academic integrity in your courses.

Rich Senker (HCC) asked if anyone is finding that they have students with counterfeit student IDs? There is a website called idviking.com, where for thirty-nine dollars, you can get counterfeit IDs.

Dr. Bentley (UWF) asked for examples of policies that institutions could look at. At UWF, they are trying to establish a policy that sets minimal expectations for faculty around accessibility and what they are required to do. He has discussed with WCET in the past the need for something other than listserv discussion and surveys. We know who we are in terms of our membership. He requested a way to create, with FLVC’s help, more of a searchable database. Members could share types of technology being used to help show what the digital learning environment is starting to look like in the state. The database could include key things like LMS, proctoring, faculty learning stuff, and analytics. Instead of sending out a survey, you send out a reminder to the membership to update that information once or twice a year. Dr. Bentley made this recommendation to WCET in the past, however, WCET asked who would maintain the information and who would be willing to share such information. He thinks that as a consortium we would be willing to share the information more readily, and he thinks this is a great opportunity for FLVC.

Dr. Opper noted the idea has come up in various ways before. The questions that commonly are asked include: Who is on what LMS? Who is on what ERP-SIS? Do you have a spreadsheet of the latest fees so everyone knows what everyone else is charging? The other one that comes up has to do with the usage of a certain product. We have some of the data, but the LMS does not change that often.

➢ **Action:** Dr. Opper will work with Heather Thompson to discuss this as the FLVC has a range of surveys from the past. FLVC can put a list together of what kinds of surveys we have done and include data points we might want information on.

The second part of that is to what extent are you using it? I want to know who is using what proctoring tool and also to what extent are you using it? Are you using it for a handful of classes or are you full blown? A member might not call the person who is using a product here and there, but
would want to call the institutions that are full blown using it to ask do you like it, and how does it work. We also want to know if it is integrated into your LMS. We also want to know who is using RBI and Tableau because we want to explore pooling those resources so we can share how we pull the data efficiently and effectively.

Dr. Bentley (UWF)- During the last meeting we talked about piloting Blackboard Ally. There were several people that came up to him that were thinking about it or piloting it, but he would never have known that.

Deb Miller (UNF) noted that part of the problem may be that we have not moved to more collaborative open tools so maybe having everyone do a survey twice a year that goes to one person that has to manage it is not the way to go for these basics. It is a better use of effort to spend some time designing a nice Google spreadsheet that we get an email twice a year to update. The representatives will be listed. For the big bucket items that we want to talk about in more detail maybe that is the time for a survey.

Josh Strigle (CFF) noted that the old-style web forms are still useful.

Dr. Opper noted he would rather do less surveys unless they are critical surveys. He would rather have a document he could put behind the Admin section that can be accessed.

➢ **Action:** Dr. Opper and Heather Thompson will work on a document and bring it back to the Council before or at the next DLSS Members Council meeting for discussion.

Dr. Opper noted that FLVC could put a data record that you could get to behind the Admin console that members could access when needed.

Michelle Franz (SSCF) asked where the LEARN Platform fits into the conversation. Dr. Opper noted that it is a pilot test that WCET has operated. WCET is trying to figure out where LEARN fits into the conversation as well. LEARN is an interesting platform because they are selling access to us to that information, but we are the providers of the information. LEARN may eventually become a solution for that; we just have to wait and see. It is like a crowd-sourcing solution for evaluating products and services based on other peoples’ experiences.

➢ **Action:** If you would like access to LEARN, send us an email and we will provide the information to you.

11. **Wrap-Up and Adjournment**
Day 2, Friday, November 9, 2018

1. **FCS Update (Dr. Karinda Barrett (DOE))**
   Dr. Karinda Barrett discussed the damage of Hurricane Michael, which greatly impacted Gulf Coast State College. All 23 buildings sustained damage, however, the College just came online this week. Classes had 100% attendance after the storm. There is a lot of recovery. There was a grant for $25,000 from Helios for $5,000 per student for emergency funds. The CIA developed documents with tips on how to keep things going.

   Student Success Practice Priority Group: It impacts the advising system. The group collected surveys and worked with “Achieving the Dream.” An environmental scan may be found online. Completed Textbook Affordability Report: 26/28 are using OER.

2. **SUS Update / SARA Update (Dr. Jon Rogers) (BOG)**
   Dr. Rogers discussed recent activities and gave an update on SARA. The Executive CIE meet once a semester.

   Dr. Rogers noted they are trying to track why students go out of state. What are students not finding in the Florida system?

   The BOG Online Committee met yesterday and had a workshop on Open Ed (OER). It contained videos with students showing how to be innovative. A student paid $900 for a textbook which led to UCF changing the nursing school book.

3. **USDOE FERPA Discussion (Ross Lemke)**
   - 2011 established the Privacy Technical Assistance Center
   - Data breach
   - FERPA
     - Asked a number of questions to the group.
     - Lemke noted to be transparent about policy. Be upfront and open and explain why the policy is in place.
     - Q & A session
     - Lemke gave examples of scenarios as to whether FERPA applies and addressed fees charged.
     - How are institutions tracking?
       - Release of information?
       - Who has access?
       - What is locked down?
       - Why should a policy be put in place?
     - Cyber security is important at the postsecondary level for the U.S. Department of Education (FERPA) and the FSA also.

4. **Future Proofing Update (Dr. John Opper (FLVC))**

   *Tea Leaves and Some Hard Data*
   This information is the result of a 15-minute presentation at a WCET Summit Meeting in June. Thank you Sally Johnstone and NCHEMS! Some additional information that has come to me over the last 6
months in scanning the Chronicle and Inside Higher Education: There is increasing chatter about the
need to increase competition from the private sector in the education space. Student career
goals/path and a lack of fit with degree programs, is pushing the search for alternative pathways.

Environmental Influencing Factors

- Evidence of a challenged business model
- A loss of confidence in higher education
- Rising tuition and fees
- Student loan debt
- Decline in state support for public education
- A crowded marketplace of education providers

Dr. Opper discussed some changing demographics as well as basic assumptions, to summarize that
confidence in higher education is being adversely affected by perceived high costs and student debt
as compared to starting salaries. Student debt has climbed to 1.5 trillion dollars and has become a
major concern across all surveys of public opinion. There are increasing numbers of challenges in the
Higher Education Marketplace and nationally, student HS graduations have flattened out and are
headed toward a decline. Institutions are likely to be very sensitive to small percentage declines.
Online program enrollments may begin to peak and competition may lead to market saturation for
some programs. The business model that has traditionally surrounded higher education is not
sustainable given the factors presented without modification. Dr. Opper asked if this resonated with
what attendees are seeing.

Dr. Opper noted that the business model is in trouble. Our group, those of us that do online
education, those of us who are converting education in the digital realm are uniquely suited to have a
conversation with our campus and our leadership about what we need to do next as an institution.
The question for us is where do we want to be and what can we do as institutions that can move
content around and can serve people in unique ways. How can we position ourselves to be that
catalyst? Some of this is not about delivery mode it is about new models in instruction, new
credentials, competency based education, and credit for prior learning. Industries want their
employees trained well and quickly with new skills and technology, reasonable fees, and they want it
to work.

Strategies, Solutions, Saviors?
According to Gartner, the solution is probably optimization. If you can take eighty percent of your
advising load and make it automated so that you can use your people more efficiently, you can save a
lot of money. Then you can move towards the other side, which is transformation. If your assets are
digital you can move into a new model.

Dr. Opper described the iron triangle in education. Gartner believes the only way to break it is
through scale and technology. Gartner thinks you can decrease your costs and increase your quality
with technology and scale. It works. In order to get there, you have to become more of a digital
organization than we are. We have an opportunity to help our institutions think about distance
learning on digital terms. Online learning has kept us alive a long time because it was one place
where we could charge new fees and move in some new directions. If you think about it, we are
actually converting fifty present of our enrollment online now so what’s happening is that you have
part of the institution that is digital, and part of the institution is completely analog. In order to move forward efficiently you have to get it all digitized. It does not mean you do it all on your own online, it just means that as much of your process that you can get digital. It would be good for this group to think about doing a study and putting out a white paper on the future and where we think is going and what we think the role of this is because our institutions have a large investment in what we do in terms of online learning. Can we leverage that to move forward?

**New Business Models**

Dr. Bentley (UWF) asked if this is group capable of lobbying the BOG to have this conversation so that there could be a way for our institutions to have some type of incentives or plans to move toward the direction of CBE. In Texas, Dr. Bentley noted they are trying to move students through the system faster. Without there being some top down focus on it, in addition to other things like OER, it is really difficult for this group to say to our faculty, “We can see the potential, and we have talked about it.” California is creating a brand-new employee online community college, but we need to find a way to address the schools that we work for. How do we get people to pay more attention and provide faculty with resources to do this work? We need incentives to get the faculty moving in that direction. Maybe it is a white paper or a presentation. We have bigger things than the quality high quality issue that we should be focusing on that actually will matter more over time.

Dr. Opper commented that this is a good question and that he asked Sally Johnstone that question about how to move forward in the field. FLVC members need to talk about it, and institutions need to look at their own numbers. Dr. Opper looked at Florida’s numbers, and in four years, enrollment is forecast to begin declining. When this happens, institutions will start to fold in, and some services that were nice to have are not nice to have anymore and we start looking at the core. It is a good exercise to think about.

Michelle Franz (SSCF) noted that we hear a lot about the BOG. There is a college system involved in all of this decision making as well. A lot of times what happens is the BOG makes a big decision and then it is placed upon the college system, and I would like to see us as FLVC start advocating along more for the FCS. Strigle (CCF) noted that he agrees. If, as a college system, we said here are ten ideas we are going to accomplish in the next few years, and if the universities have the same one we have to do something about that. Mark Lewis (HCC) noted that the biggest problem that our instructional designers face is defining and meeting objectives. If there is something we can do right now, let’s really work on that.

Hector Valle (DSC) noted that it comes down to good instructional design. Redesign courses for CBE.

➢ **Action:** Dr. Opper will send the WCET deck of slides to the Council.

Dr. Opper asked if it would be helpful to have speakers/webinars from people who are working to actually doing it. The two examples that Gartner rolled out are Southern New Hampshire and Northern Arizona.

Dr. Bentley (UWF) noted that Broward has done some things as well. There are some examples in the state.
Strigle (CCF) noted that one thing as a representative from a state college that he heard at WCET, as this pool of students shrinks nationally they are talking about state universities raising entrance requirements. Where does this leave some of the state colleges?

Strigle (CCF) asked the members to think about how we can address CBE in this group. Do you want symposiums, do you want webinars, do you want to pair with TOPkit?

5. Textbook and Contract Survey Reports (Dr. John Opper (FLVC))

The 2018 Textbook & Course Materials Survey preliminary results are in. This survey was first administered in 2012, then repeated in 2016 and 2018. The results give a Snapshot of current state of textbook and materials costs and their impact on student success, choices, and degree completion.

Preliminary results show that textbook costs for Florida University and College students were still high. However, for the first time since 2012 survey, the overall textbook cost to students trend is lower.

Compared to the 2016 survey results (Spring 2018 vs Spring 2016), there was a significant decrease in the cost categories above $300 from 53.2.% to 43.8%, while cost categories of below $300 increased from 45.3% to 56.0%.

More required textbooks are purchased but not always used in course instruction.

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 (66.0%). The top two increase categories were rent digital textbooks (increased by 11.8%) and buy used copies from the campus bookstore (increased by 4.2%).

The high cost of textbooks is negatively impacting student access, success, and completion. Compared to Spring 2016 survey, it is worth noting that the percentage of each negative impact category was decreased by 2% to 5%. The result is in line with the trend of overall decrease of the textbook cost and increase of the using strategies to reduce textbook cost.

The Annual Contract Interest Survey will be sent out after the Executive Committee edits are made. The next ITN will be for closed captioning services.

Strigle (CCF) introduced Dr. Brown, (FAU), who thanked respondents for their help with collecting online readiness data.

6. Updates from WCET (Dr. John Opper (FLVC)), Dr. Vicki Brown (FAU), (Josh Strigle (CCF))

QM System Membership Discussion (Brenda Boyd and Michael Nathanson (LSSC)):

Michael Nathanson (LSSC) described how the new Quality Matters system membership can help reduce costs and provide more professional development opportunities for faculty and staff at the member institutions.
Brenda Boyd introduced the official QM course review policy, process and best practices, as well as a bartering system from the Ohio QM System. She discussed with the audience how the bartering system can help support the Florida Quality, High Quality course designation requirements. For more questions, Brenda Boyd can be reached at brenda.boyd@qualitymatters.org.

7. Wrap-Up and Adjournment (Josh Strigle (CCF))
   - Dr. Brian Marchman (UF), moved to adjourn and Vicki Brown (FAU) seconded.