



VCU

**VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE**

9:20 A.M.**

December 7, 2018

**JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA**

DRAFT

AGENDA

- 1. CALL TO ORDER** Dr. Carol Shapiro, *Chair*

- 2. APPROVAL OF AGENDA** Dr. Carol Shapiro, *Chair*

- 3. APPROVAL OF MINUTES** Dr. Carol Shapiro, *Chair*
(May 11, 2018)

- 4. ACTION ITEMS:** Dr. Carol Shapiro, *Chair*
 - a. Proposal to Close the Master of Science in Occupational Therapy (MSOT) Degree Program
 - b. Proposal to Close the Master of Science in Occupational Therapy (MS) Degree Program

- 5. REPORT FROM PROVOST** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*
 - a. Updated Financial Aid Report

 - b. Strategic Enrollment Management Report (Questions only) Dr. Tomikia LeGrande, *Vice Provost for Strategic Enrollment Management*

 - c. Committee Charter (preparation for March) Dr. Carol Shapiro, *Chair*

- 6. DISCUSSION ITEMS** Dr. Carol Shapiro, *Chair*
 - a. Quest 2025: Together We Transform

 - b. Diversity Driving Excellence Dr. Aashir Nasim, *Vice President for Inclusive Excellence*

- 7. INFORMATIONAL REPORTS**
 - a. Affordable Course Content Mr. John Ulmschneider, *Dean, VCU Libraries and University Librarian*

 - b. East End Health & Wellness Initiative Ms. Sheryl Garland, *Vice President, Health Policy and*

*Community Relations, VCU
Health System and Director,
VCU Office of Health
Innovation*

*Ms. Heidi Crapol, Director,
VCU Center for Urban
Communities*

- c. Update on Student Athletes

*Mr. Ed McLaughlin, Vice
President and Director of
Athletics*

8. CONSTITUENT REPORTS

- a. Student Representatives

*Dhruv Sethi,
Graduate Student
Representative*

*Jacob Parcell, Undergraduate
Student Representative*

- b. Faculty Representatives

*Ms. Holly Alford, Faculty
Senate Board of Visitors
Representative*

*Dr. Scott Street, alternate
and president, VCU Faculty
Senate*

- c. Staff Representatives

*Mr. Nick Fetzer, Staff
Senate Board of Visitors
Representative,
VCU Staff Senate*

*Ms. Ashley Staton, alternate,
Staff Senate*

9. MISCELLANEOUS REPORTS

For informational purposes only

- a. Follow-up to previous discussion

Dr. Carol Shapiro, Chair

10. OTHER BUSINESS

Dr. Carol Shapiro, Chair

11. ADJOURNMENT

Dr. Carol Shapiro, Chair

****The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.**



VCU

DRAFT

**BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
9:20 A.M.
May 11, 2018
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE, ROOM 303, RICHMOND, VIRGINIA**

COMMITTEE MEMBERS PRESENT

Dr. Carol S. Shapiro, Chair
Dr. Robert D. Holsworth, vice chair
Mr. H. Benson Dendy III
Mr. William M. Ginther
Mr. Ed McCoy
Mr. Tyrone Nelson
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

OTHERS PRESENT

Dr. Michael Rao, President
Dr. Gail Hackett, Provost and Vice President for Academic Affairs
Dr. Marsha Rappley, Vice President for Health Sciences
Dr. Frank Macrina, Vice President for Research and Innovation
Ms. Elizabeth L. Brooks, Associate University Counsel
Ms. Jamie Stillman, Director of Strategic Communications, Office of the Provost
Mr. Justin Mattingly, reporter, Richmond Times-Dispatch
Staff and students from VCU and VCUHS

CALL TO ORDER

Dr. Carol Shapiro, Chair of Academic and Health Affairs Committee, called the meeting to order at 9:20 a.m.

APPROVAL OF MINUTES

On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the meeting held **March 22, 2018**. A copy of the minutes can be found on the VCU website at the following webpage <http://www.president.vcu.edu/board/committeeminutes.html>.

ACTION ITEMS

On motion made and seconded, the Academic and Health Affairs Committee approved the following proposals, policy and bylaws and recommends that these items be submitted to the full Board of Visitors for approval:

- 1) Proposal to offer a new Graduate Certificate in Special Education K-12 Teaching;
- 2) Proposal to offer a new Ph.D. in Special Education and Disability Policy;
- 3) the revised Student Code of Conduct Policy; and

4) the revised Bylaws of the Faculty.

REPORTS

Dr. Hackett presented the committee dashboard, noting that there were few new metrics to report. Preliminary new numbers will be available in the fall, with final numbers at the December meeting.

Professors Jennifer Johnson & Faye Prichard, co-chairs of the General Education Task Force, presented an overview of the university's new general education program, called GenEd30. The framework was developed and vetted by the faculty. Over the next year, two new committees will be convened to focus on curriculum and assessment. Once completed, the program will be vetted through all university academic committees for approval. Implementation of GenEd30 will take place no later than fall 2020. Overall, this new general education program will allow general education courses to be portable, not tied to a specific major. It was noted that since programs will not include general education courses as part of the specific requirements of a major, students will be less likely to lose important credits when changing majors, which can reduce debt. In addition, this change also allows departments to be more innovative in their course offerings.

Dr. Deborah Noble-Triplett, senior vice provost for academic affairs, informed the committee that the VCU R.E.A.L (Relevant, Experiential and Applied Learning) Task Force submitted a completed report with recommendations to President Rao last fall. With his approval a search for a new associate vice provost for R.E.A.L. was launched and it is expected that an appointment will be announced soon. It was noted that further updates will be provided at a future committee meeting during the upcoming academic year. Additional discussion involved the advising component of R.E.A.L. Dr. Maggie Tolan, interim associate vice provost for student success, briefly described the role of advisors in providing resources and support to students in meeting their academic and career goals.

Dr. Noble-Triplett also reported that the international pathway program that was developed through the university's contract with Navitas –the VCU Global Student Success Program – now has a director and two staff members on campus.

Ms. Holly Alford, the faculty representative, reported that she and Faculty Senate President Scott Street, as well as other members of the university's academic leadership, attended a two-day SCHEV-sponsored institute on Strengthening Virginia Transfer Outcomes. Participants were pleased to learn that VCU is well respected by Virginia's community college leadership. She also announced that Carmen Rodriguez has been elected as Vice President of the Faculty Senate of Virginia. Professor Rodriguez is a faculty member in the Department of Biology and also serves on the VCU Faculty Senate.

Ms. Lauren Katchuk, the staff representative, thanked the Faculty Senate for their help this year in ensuring a smooth transition as the Staff Senate prepares to grow dramatically when the new

human resources transition is complete this summer. She also introduced the incoming president of the Staff Senate, Mr. Nick Fetzer, director of sponsored programs for VCU Life Sciences. Ms. Sarah Izabel and Ms. Katherine Pumphrey, the student representatives, provided their last report as student representatives. Since the committee’s March meeting, the students held a successful Wellness Block Party, which reached about 300 community members, and highlighted student achievements through the Leadership and Service Awards and the Student Organization Awards. The proposed new student representatives for the Board of Visitors were also introduced: Mr. Jacob Powell, undergraduate representative, and Mr. Dhruv Sethi, graduate representative.

OTHER NOTES

Dr. Shapiro announced that additional updates that have been requested by committee members will be made at future meetings. An update on Online @ VCU will be presented in September 2018 and an update on VCU Career Services will be presented in December 2018

CLOSED SESSION

On motion made and seconded, the Academic and Health Affairs Committee of the Board of Visitors of Virginia Commonwealth University convened a closed session under **Section 2.2-3711(A)(7)** to receive legal advice about matters that pertain to potential litigation.

Resolution of Certification

BE IT RESOLVED, that the Committee certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board.

<u>Vote</u>	<u>Ayes</u>	<u>Nays</u>	<u>Absent</u>
Dr. Carol S. Shapiro, Chair	X		
Dr. Robert D. Holsworth, vice chair	X		
Mr. H. Benson Dendy III	X		
Mr. William M. Ginther	X		
Mr.. Ed McCoy	X		
Mr. Tyrone Nelson	X		
Dr. Shantaram Talegaonkar	X		
Mr. G. Richard Wagoner, Jr.	X		

All members voting affirmatively, the resolution of certification was adopted.

ADJOURNMENT

There being no further business, Dr. Carol Shapiro, Chair, adjourned the meeting at 10:45 a.m.

**Virginia Commonwealth University
Proposed Degree Program Closure Brief**

**Proposal to Close the Occupational Therapy, MSOT in the
College of Health Professions**

Overview

The College of Health Professions requests approval to close the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy (CIP code: 51.2306). VCU has offered the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy since 1999.

Recently VCU received approval for an entry-level Occupational Therapy doctorate degree program. With the introduction of entry-level doctoral degree programs as mandated by the ACOTE, the accreditation agency for Occupational Therapy education, only entry-level doctoral Occupational Therapy programs will be eligible to receive or maintain the ACOTE accreditation status as of July 1, 2027.

The College of Health Professions Occupational Therapy faculty began discussions in 2015 about the ACOTE position on entry-to-practice. The majority of the faculty voted to discontinue the MSOT, and the College of Health Professions fully supported its closure.

Method of Delivery

N/A

Target Implementation Date

Summer 2019

Demand and Workforce Needs

Future demand will be met by the entry-level doctoral degree program in occupational therapy in the College of Health Professions.

External Competition

N/A

Target Population

Currently, one student is enrolled in the MSOT degree program in Occupational Therapy. This student is expected to graduate no later than spring semester 2019. To ensure that this student can meet the graduation deadline, the discontinuation of the degree program has been extended beyond the expected graduation date to summer 2019.

Impact on Existing Programs

The curriculum will not be offered as a sub area in any other existing master's degree program.

Impact on Faculty

All faculty are reallocated to the entry-level doctoral program in occupational therapy in the College of Health Professions.

Funding

The resources are reallocated to the doctoral program in occupational therapy in the College of Health Professions.

Benefit to University

The university reallocates resources to a viable program that will be accredited and positions itself for the future.

Next Steps

University Council Academic Affairs and University Policy	10/25
University Council	11/1
President's Cabinet	TBD
Board of Visitors	12/7
Submit to SCHEV	12/10

Full Proposal

The full proposal to be filed with the State Council for Higher Education in Virginia is attached.

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Rationale for Intent to Discontinue.....	1
Critical Shortage Area.....	1
Teach-Out Plan	1

Virginia Commonwealth University

Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests to discontinue the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy (CIP code: 51.2306). The degree program is located in the College of Health Professions.

Background

VCU has offered the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy since 1999 in the School of Allied Health Professions until April, 2018, when the School changed its name to College of Health Professions. Since then, the degree program has been in the College of Health Professions. The MSOT is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

Faculty discussed suspending admission to the degree program in summer semester 2015 and the majority of the Occupational Therapy graduate faculty voted to discontinue the MSOT. The College of Health Professions fully supported the closure of the degree program.

Rationale for Intent to Discontinue

The Accreditation Council for Occupational Therapy Education (ACOTE) is the accreditation agency for occupational therapy education in the United States. ACOTE has autonomy in establishing standards for educational programs, developing and implementing policies, rules, and procedures for conducting accreditation reviews, and making accreditation decisions. For over 10 years program directors and department chairpersons, with strategic direction from ACOTE and the Board of Directors of the American Occupational Therapy Association, have discussed and promoted the entry level doctorate as the single point of entry into the profession for occupational therapists.

At its August 2017 meeting, the ACOTE voted to mandate a doctoral degree for entry to practice in occupational therapy, thereby indicating that only entry-level doctoral occupational therapy programs will be eligible to receive or maintain ACOTE accreditation status as of July 1, 2027.

Critical Shortage Area

The Master of Science in Occupational Therapy degree program in Occupational Therapy is not in a critical shortage area. The curriculum will not be offered as a sub area in any other existing master's degree program.

Teach-Out Plan

Currently, one student is enrolled in the MSOT degree program in Occupational Therapy. This student is expected to graduate in spring semester 2019. To ensure that this student can meet the graduation deadline, the discontinuation of the degree program has been extended beyond the expected graduation date. The degree program will be discontinued after the summer semester 2019 graduation.

**Virginia Commonwealth University
Proposed Degree Program Closure Brief**

**Proposal to Close the Occupational Therapy, MS in the
College of Health Professions**

Overview

The College of Health Professions requests approval to close the Master of Science in Occupational Therapy (MS) degree program (CIP code: 51.2306). VCU has offered the Master of Science in Occupational Therapy (MS) degree program in Occupational Therapy since 1963.

With the introduction of post-professional doctoral degree programs, post-professional masters programs became obsolete. There was no continuing market because students could apply directly to the post-professional doctoral programs. Consequently, VCU saw applications to the MS program diminish substantially. Admissions were suspended in spring semester 2014 after the majority of the Occupational Therapy graduate faculty voted to discontinue the MS. The College of Health Professions fully supports the closure of the program.

Method of Delivery

N/A

Target Implementation Date

Summer 2019

Demand and Workforce Needs

There is not a demand for this program and it is not in a critical shortage area.

External Competition

N/A

Target Population

There are no students in this program.

Impact on Existing Programs

The curriculum will not be offered as a sub area in any other existing master's degree program.

Impact on Faculty

All faculty are reallocated to the doctoral program in occupational therapy in the College of Health Professions.

Funding

The resources are reallocated to the doctoral program in occupational therapy in the College of Health Professions.

Benefit to University

The university reallocates resources to a viable program that will be accredited and positions itself for the future.

Next Steps

University Council Academic Affairs and University Policy	10/25
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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests to discontinue the Master of Science (MS) in Occupational Therapy degree program (CIP code: 51.2306). The degree program is located in the College of Health Professions.

Background

VCU has offered the Master of Science in Occupational Therapy degree program since 1963 in the School of Allied Health Professions until April, 2018, when the School changed its name to College of Health Professions. Since then, the degree program has been in the College of Health Professions.

Admissions to the MS degree program were suspended in spring semester 2014 after the majority of the Occupational Therapy graduate faculty voted to discontinue the MS. The College of Health Professions fully supports the closure of the program.

Rationale for Intent to Discontinue

With introduction of post-professional doctoral degree programs with separate tracks for occupational therapists with bachelor's and master's degrees throughout the country, post-professional masters programs became obsolete. That is, an occupational therapist seeking advanced training was highly unlikely to apply to an advanced master's program when admission to a post-professional doctoral program was available. Consequently, VCU saw applications to the MS program diminish substantially.

Critical Shortage Area

The Master of Science in Occupational Therapy is not in a critical shortage area. The curriculum will not be offered as a sub area in any other existing master's degree program.

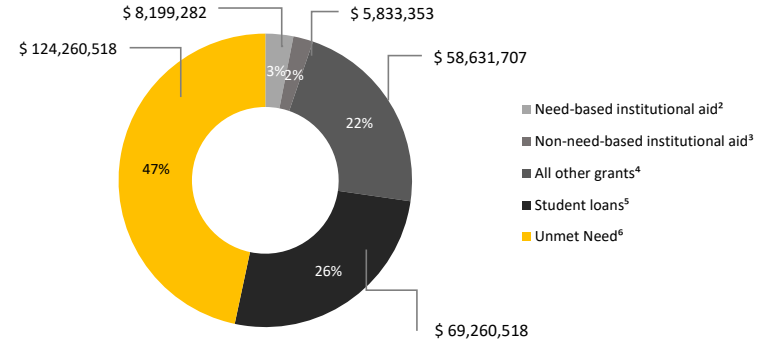
Teach-Out Plan

In spring semester 2016, one remaining student was enrolled in the Master of Science in Occupational Therapy degree program. This student graduated in spring semester 2016.

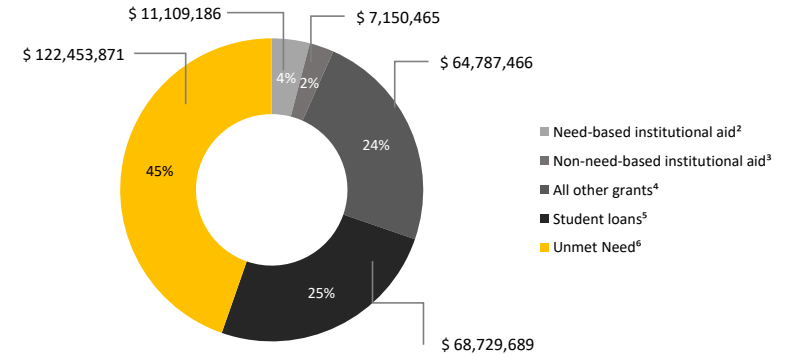
Students are no longer accepted into the MS degree program, effective spring semester 2014, to ensure students meet the discontinued deadline. Admissions are not accepted for any students. The degree program will be discontinued after the summer semester 2019.

**Financial Need and Aid
Degree-seeking In-state Undergraduates¹
AY 2015-2016 through AY 2017-2018**

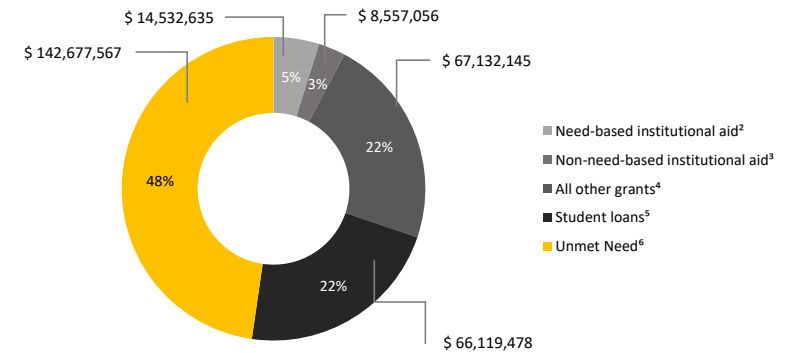
	AY 2015-2016				
	Pell Eligible			Non-Pell	Total
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	
# of Students by Cohort	3,145 (20.4%)	4,165 (27.1%)	7,310 (47.5%)	8,084 (52.5%)	15,394 (100%)
Need-based institutional aid ²	\$ 2,628,703	\$ 3,294,659	\$ 5,923,362	\$ 2,275,920	\$ 8,199,282
Non-need-based institutional aid ³	\$ 1,009,667	\$ 1,823,840	\$ 2,833,507	\$ 2,999,846	\$ 5,833,353
All other grants ⁴	\$ 24,441,534	\$ 24,911,067	\$ 49,352,601	\$ 9,279,106	\$ 58,631,707
Student loans ⁵	\$ 18,859,327	\$ 24,101,747	\$ 42,961,074	\$ 26,448,673	\$ 69,409,747
Unmet Need ⁶	\$ 33,747,610	\$ 50,048,754	\$ 83,796,364	\$ 40,464,154	\$ 124,260,518



	AY 2016-2017				
	Pell Eligible			Non-Pell	Total
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	
# of Students by Cohort	3,187 (20.4%)	4,107 (26.3%)	7,295 (46.7%)	8,330 (53.3%)	15,625 (100%)
Need-based institutional aid ²	\$ 4,552,932	\$ 3,756,502	\$ 8,309,434	\$ 2,799,752	\$ 11,109,186
Non-need-based institutional aid ³	\$ 1,240,914	\$ 2,059,405	\$ 3,300,319	\$ 3,850,146	\$ 7,150,465
All other grants ⁴	\$ 26,972,662	\$ 25,620,002	\$ 52,592,664	\$ 12,194,802	\$ 64,787,466
Student loans ⁵	\$ 18,462,675	\$ 22,415,132	\$ 40,877,807	\$ 27,851,882	\$ 68,729,689
Unmet Need ⁶	\$ 32,035,795	\$ 47,772,874	\$ 79,808,669	\$ 42,645,202	\$ 122,453,871



	AY 2017-2018				
	Pell Eligible			Non-Pell	Total
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	
# of Students by Cohort	3,295 (21.2%)	4,125 (26.4%)	7,420 (47.6%)	8,195 (52.4%)	15,615 (100%)
Need-based institutional aid ²	\$ 5,618,600	\$ 6,464,718	\$ 12,083,318	\$ 2,449,317	\$ 14,532,635
Non-need-based institutional aid ³	\$ 1,426,315	\$ 2,413,010	\$ 3,839,325	\$ 4,717,731	\$ 8,557,056
All other grants ⁴	\$ 29,336,147	\$ 26,989,693	\$ 56,325,840	\$ 10,806,305	\$ 67,132,145
Student loans ⁵	\$ 17,067,223	\$ 20,919,539	\$ 37,986,762	\$ 28,132,716	\$ 66,119,478
Unmet Need ⁶	\$ 38,209,319	\$ 51,375,674	\$ 89,584,993	\$ 53,092,574	\$ 142,677,567



¹ In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA

² Need-based institutional aid (institutional grants/scholarships) reflect centrally-administered, need-based institutional funds

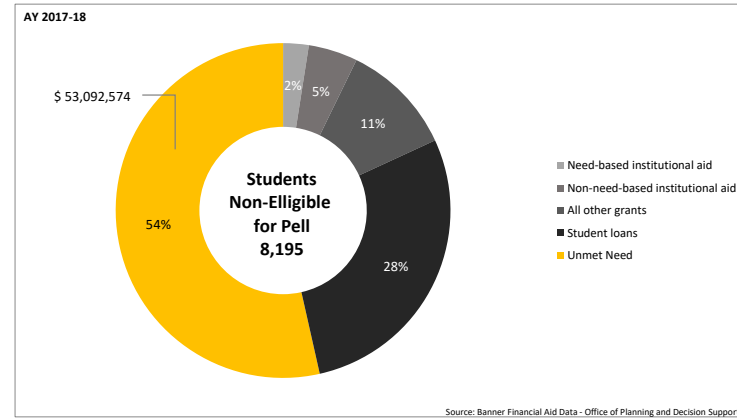
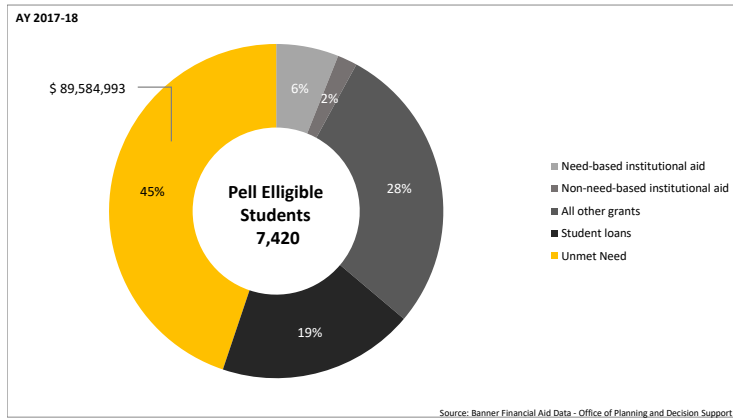
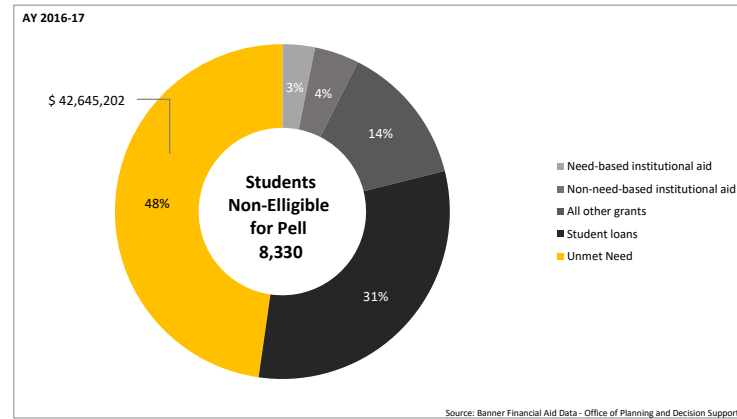
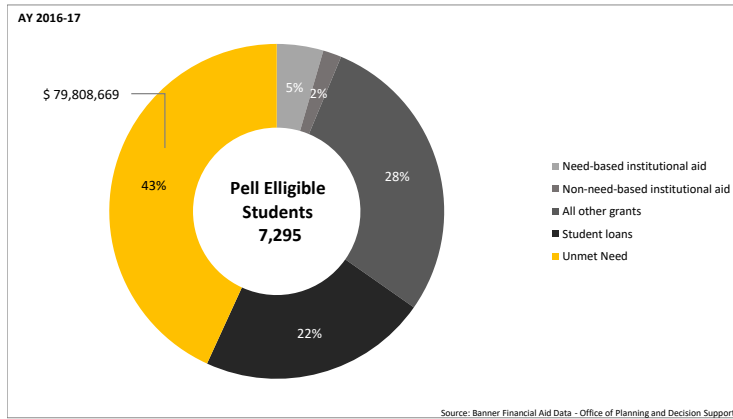
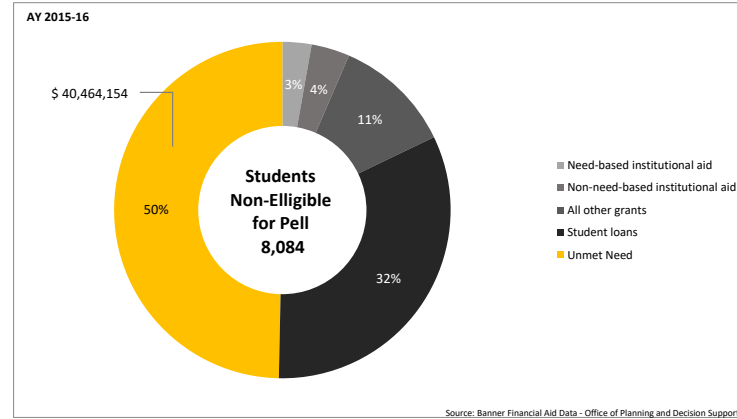
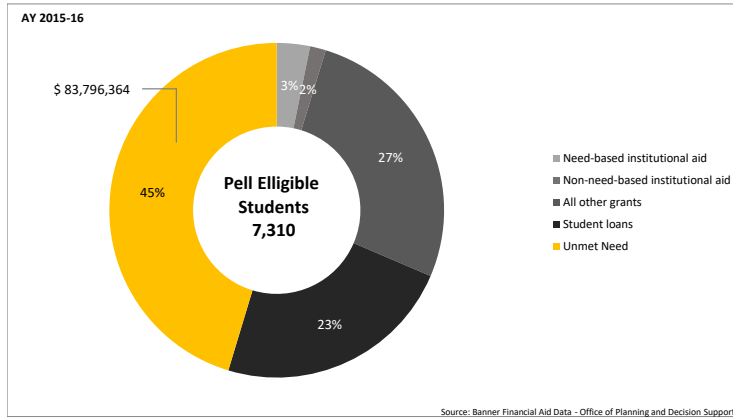
³ Non-need-based institutional aid (grants/scholarships) reflect merit and other institutional funds that are not solely based on need

⁴ All other grants include all grants/scholarships that are provided from federal, state, private, athletic and endowment funds

⁵ Student loans reflect all student loans from public funding sources, excluding parent PLUS and private loans

⁶ Unmet need reflects net cost less all grants/scholarships and loans for families with remaining unmet need

Financial Need and Aid Degree-seeking In-state Undergraduates¹ AY 2014-15 through AY 2016-17



¹In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA



VCU

Office of Planning and Decision Support
Enterprise Analytics and Advanced Research

VIRGINIA COMMONWEALTH UNIVERSITY

Virginia Commonwealth University
Financial Need and Aid of In-state Degree Seeking Undergraduate Students¹
AY 2015-2016 through AY 2017-2018

	AY 2015-2016					AY 2016-2017					AY 2017-2018				
	Pell Eligible			Non-Pell		Pell Eligible			Non-Pell		Pell Eligible			Non-Pell	
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# of Students by Cohort	3,145 (20.4%)	4,165 (27.1%)	7,310 (47.5%)	8,084 (52.5%)	15,394 (100%)	3,187 (20.4%)	4,107 (26.3%)	7,295 (46.7%)	8,330 (53.3%)	15,625 (100%)	3,295 (21.2%)	4,125 (26.4%)	7,420 (47.6%)	8,195 (52.4%)	15,615 (100%)
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²Need-based institutional grants/scholarships reflect centrally-administered, need-based institutional funds

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⁵Student loans reflect all student loans from public funding sources. This excludes parent PLUS and private loans

⁶Unmet need reflects net cost less all grants/scholarships and loans for families with remaining unmet need

The following reports are duplicates of items that are in the full Board meeting materials for Dec. 7. These items will be presented at the full Board meeting.

1. Board of Visitors Report: Census II
2. Fall 2018 Enrollment Progress and Future Enrollment Planning

The materials are included here for your reference and to inform any questions you have as they pertain to the work of the Academic and Health Affairs Committee.



VCU

**Division of Strategic Enrollment Management
Board of Visitors Report
Census II**

Tomikia P. LeGrande, Ed.D.

Vice Provost
Division of Strategic Enrollment Management

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

FALL 2018

CENSUS II

New Students

- The size of VCU's fall 2018 freshman class was 4,600, with an acceptance rate of 77%. This is VCU's largest freshman class ever.
- The fall 2018 freshman class has a slightly higher middle 50% range of high school GPAs (3.34-3.98), as compared to fall 2017 (3.30-3.95). The SAT middle 50% range for 2018 (1070-1250) is identical to 2017.
- Based on current enrollments, some freshman class statistics are:
 - 55% minority students, up from 53% last year
 - Top 5 feeder counties, comprising 49% of the freshman class:
 - Fairfax County
 - Loudoun County
 - Henrico County
 - Chesterfield County
 - Prince William County
 - 9% out-of-state
 - 2% international students
 - 33% first-generation students
- VCU enrolled 1,708 transfer students, with 71% coming from the Virginia Community College System.

Student Success

- VCU saw positive increases in one year retention rates, and six year graduation rates compared to 2017.

Overall Enrollment

- Fall 2018 degree-seeking graduate enrollments were 4,705, or 15% of the total enrollment. First professional enrollments were 1,709.
- Overall, VCU's total headcount enrollment for fall 2018 was 31,076 compared to 31,036 for fall 2017.

I. UNIVERSITY ENROLLMENT

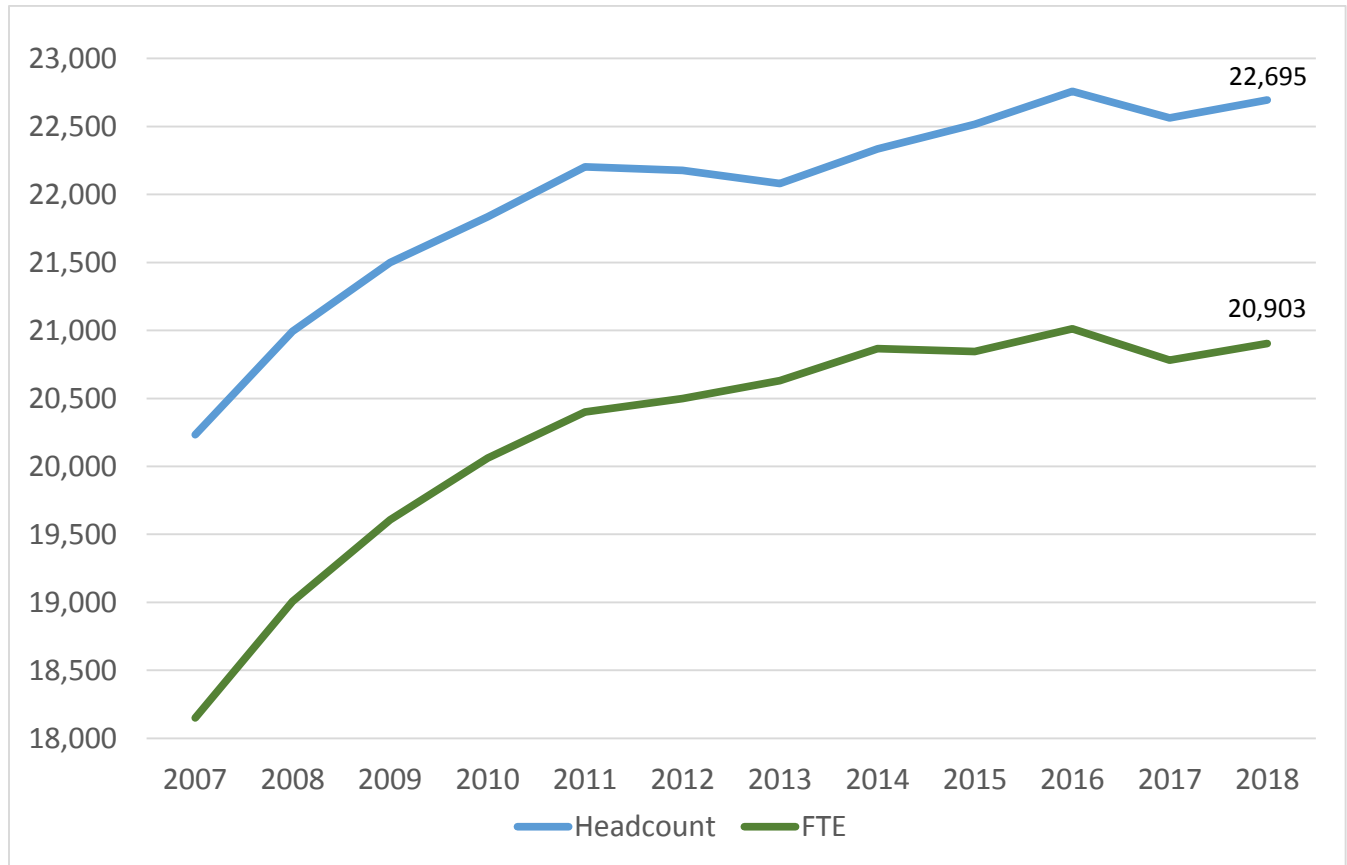
Figure 1: Fall 2017 and Fall 2018 Enrollments

	Headcount		FTE ^a	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018
On-campus				
Undergraduate	22,383	22,554	20,716	20,854
New	6,072	6,289	5,903	6,123
Continuing	16,311	16,265	14,812	14,732
Non-degree Seeking Undergraduate	650	551	397	308
Graduate				
Master's	2,791	2,704	2,314	2,245
Doctoral	1,477	1,589	1,324	1,423
Post-Master's Certificate	39	40	16	18
Non-degree Seeking Graduate	456	534	237	279
First Professional				
Dentistry	407	405	407	405
Medicine	828	799	828	799
Pharmacy	508	505	703	680
Total On-campus	29,539	29,681	26,941	27,011
Off-campus				
Undergraduate	180	141	66	49
Non-degree Seeking Undergraduate	797	812	142	144
Graduate	405	372	208	203
Non-degree Seeking Graduate	115	70	40	23
Total Off-campus	1,497	1,395	456	420
Total Enrollment	31,036	31,076	27,397	27,431

^aFTEs are calculated by dividing the total number of student credit hours by 15 for undergraduate and first professional students, and 12 for graduate students.

II. UNDERGRADUATE ENROLLMENT

Figure 2: Fall 2007 to Fall 2018 Undergraduate Headcount and FTE Enrollments



Note: FTEs are calculated by dividing the total number of student credit hours by 15.

III. GRADUATE ENROLLMENT

Figure 3: Fall 2017 and Fall 2018 Graduate Enrollments By School

	Fall 2017			Fall 2018		
	New	Continuing	Total	New	Continuing	Total
Engineering	107	184	291	59	229	288
Graduate School	0	0	0	1	0	1
Health Professions	116	622	738	114	613	727
Humanities and Sciences	135	402	537	142	415	557
LD Wilder School	60	161	221	52	145	197
Office of the VP for Research	3	26	29	5	25	30
School of Business	297	431	728	353	442	795
School of Dentistry	18	22	40	15	24	39
School of Education	149	507	656	129	510	639
School of Medicine	91	263	354	91	264	355
School of Nursing	105	194	299	123	196	319
School of Pharmacy	16	47	63	17	37	54
School of Social Work	182	295	477	171	267	438
School of the Arts	61	104	165	57	90	147
School of the Arts – Qatar	8	6	14	6	8	14
Schools of Business & Engineering	1	7	8	0	6	6
VCU Life Sciences	20	57	77	25	56	81
da Vinci Center	0	15	15	2	16	18
Total	1,369	3,343	4,712	1,362	3,343	4,705

IV. RACE AND ETHNICITY

Figure 4: Freshman Enrollments by Race/Ethnicity

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
African American	562	790	838	801	888	15.7%	19.3%	19.8%	19.1%	19.3%
American Indian / Alaskan Native	10	9	10	7	4	0.3%	0.2%	0.2%	0.2%	0.1%
Asian	546	633	598	647	756	15.2%	15.5%	14.1%	15.4%	16.4%
Hawaiian / Pacific Islander	3	3	3	1	4	0.1%	0.1%	0.1%	0.0%	0.1%
Hispanic	292	336	381	433	520	8.1%	8.2%	9.0%	10.3%	11.3%
International	111	119	114	98	110	3.1%	2.9%	2.7%	2.3%	2.4%
Not Reported	80	129	140	114	111	2.2%	3.2%	3.3%	2.7%	2.4%
Two or More Races	238	234	280	353	352	6.6%	5.7%	6.6%	8.4%	7.7%
White	1,744	1,837	1,870	1,747	1,855	48.6%	44.9%	44.2%	41.6%	40.3%
Total	3,586	4,090	4,234	4,201	4,600	100%	100%	100%	100%	100%

Figure 5: University Enrollments by Race/Ethnicity

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
African American	4,799	4,957	5,101	5,300	5,382	15.4%	15.9%	16.3%	17.1%	17.3%
American Indian / Alaskan Native	84	75	79	70	63	0.3%	0.2%	0.3%	0.2%	0.2%
Asian	3,626	3,769	3,822	3,892	4,032	11.6%	12.1%	12.2%	12.5%	13.0%
Hawaiian/Pacific Islander	51	42	38	37	27	0.2%	0.1%	0.1%	0.1%	0.1%
Hispanic	2,002	2,165	2,246	2,348	2,586	6.4%	6.9%	7.2%	7.6%	8.3%
International	1,677	1,703	1,600	1,452	1,260	5.4%	5.5%	5.1%	4.7%	4.1%
Not Reported	1,541	1,217	1,264	1,232	1,357	4.9%	3.9%	4.0%	4.0%	4.4%
Two or More Races	1,282	1,447	1,556	1,684	1,804	4.1%	4.6%	5.0%	5.4%	5.8%
White	16,101	15,867	15,525	15,021	14,565	51.7%	50.8%	49.7%	48.4%	46.9%
Total	31,163	31,242	31,231	31,036	31,076	100%	100%	100%	100%	100%

V. TRANSFER STUDENTS

Figure 6: Transfers

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Virginia's Community Colleges	1,264	1,430	1,334	1,411	1,573	1,453	1,516	1,310	1,221
Other Virginia Institutions	380	340	306	312	343	268	275	295	252
Non-Virginia Institutions	407	374	381	372	371	301	278	306	235
Total	2,043	2,144	2,021	2,095	2,287	2,022	2,069	1,911	1,708

Figure 7: Top Feeder VCCS Institutions

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Northern Virginia Community Colleges	261	349	356	395	439	445	461	379	361
Reynolds Community College	358	336	368	340	380	323	347	294	241
John Tyler Community College	179	230	177	211	253	235	237	224	203
Germanna Community College	80	94	81	85	96	82	89	67	73
Total from VCCS	1,264	1,430	1,334	1,411	1,573	1,453	1,516	1,310	1,221

VI. FRESHMAN PROFILE

Figure 8: Freshman Class Profile

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number in Class	3,615	3,803	3,617	3,588	3,586	4,090	4,234	4,201	4,600
HS GPA Middle 50%	3.16-3.75	3.19-3.81	3.29-3.88	3.29-3.88	3.28-3.90	3.30-3.95	3.30-3.96	3.30-3.95	3.34-3.98
SAT Middle 50%	990-1190	980-1180	1020-1190	1010-1190	1010-1200	1000-1190	990-1190	1070-1250	1070-1250
Out-of-state	449	522	546	516	431	518	477	389	421
Percent Minority	44%	45%	44%	46%	46%	49%	50%	53%	55%
First Generation	N/A	N/A	N/A	N/A	33%	33%	35%	33%	33%
International	79	99	138	125	111	119	114	98	110

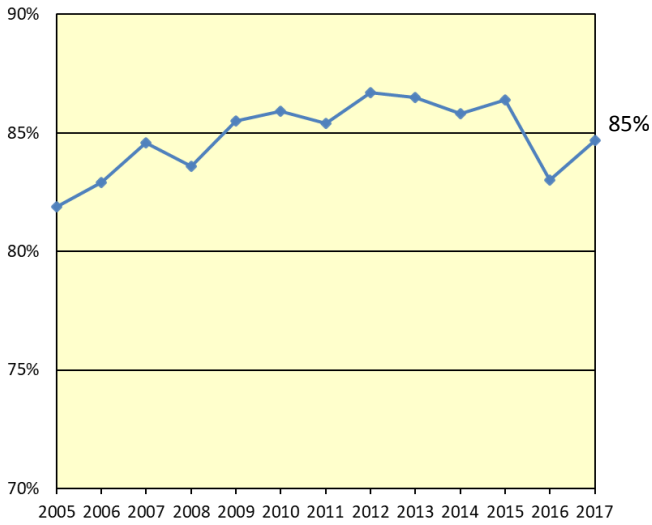
VII. FIRST GENERATION FIRST-TIME FRESHMEN

Figure 9: First Generation Freshmen By Race / Ethnicity

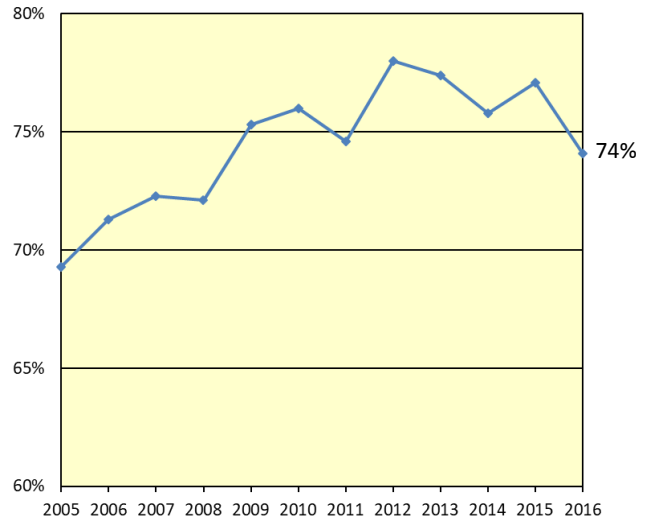
	Fall 2016	Fall 2017	Fall 2018	Fall 2016	Fall 2017	Fall 2018
	Number	Number	Number	Pct. of Total	Pct. of Total	Pct. of Total
African American	396	359	400	47.3%	44.8%	45.0%
American Indian / Alaskan Native	5	4	0	50.0%	57.1%	0.0%
Asian	206	207	245	34.4%	31.9%	32.4%
Hawaiian/Pac Islander	0	1	0	0.0%	100.0%	0.0%
Hispanic	204	230	280	53.5%	53.1%	53.8%
International	30	36	34	26.3%	36.7%	30.9%
Not Reported	8	12	10	5.7%	10.5%	9.0%
Two or More Races	120	146	128	42.9%	41.3%	36.3%
White	506	399	417	27.1%	22.8%	22.4%
Total	1,475	1,394	1,514	34.8%	33.1%	32.9%

VIII. FIRST-TIME FRESHMAN RETENTION AND GRADUATION RATES

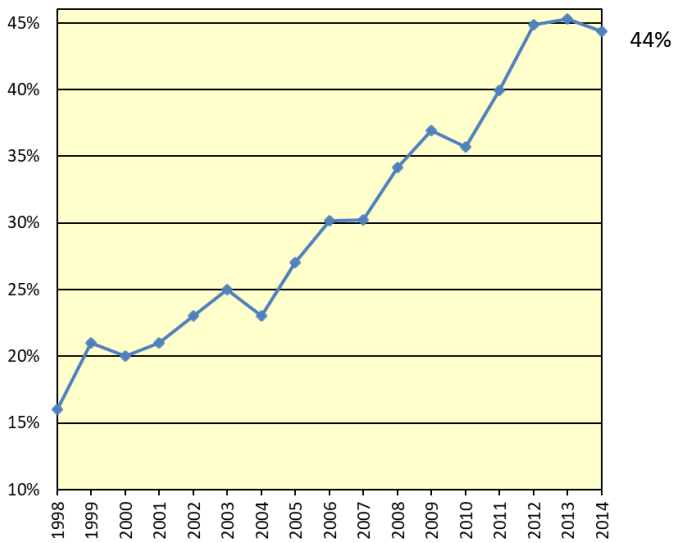
One-year Retention Rate



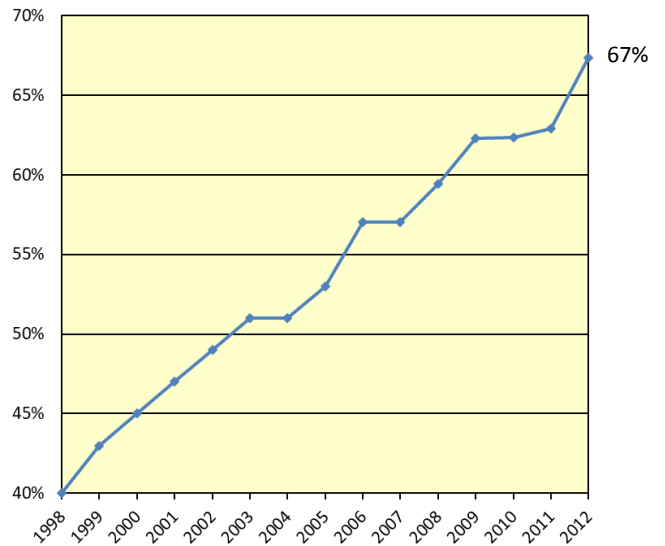
Two-year Retention Rate



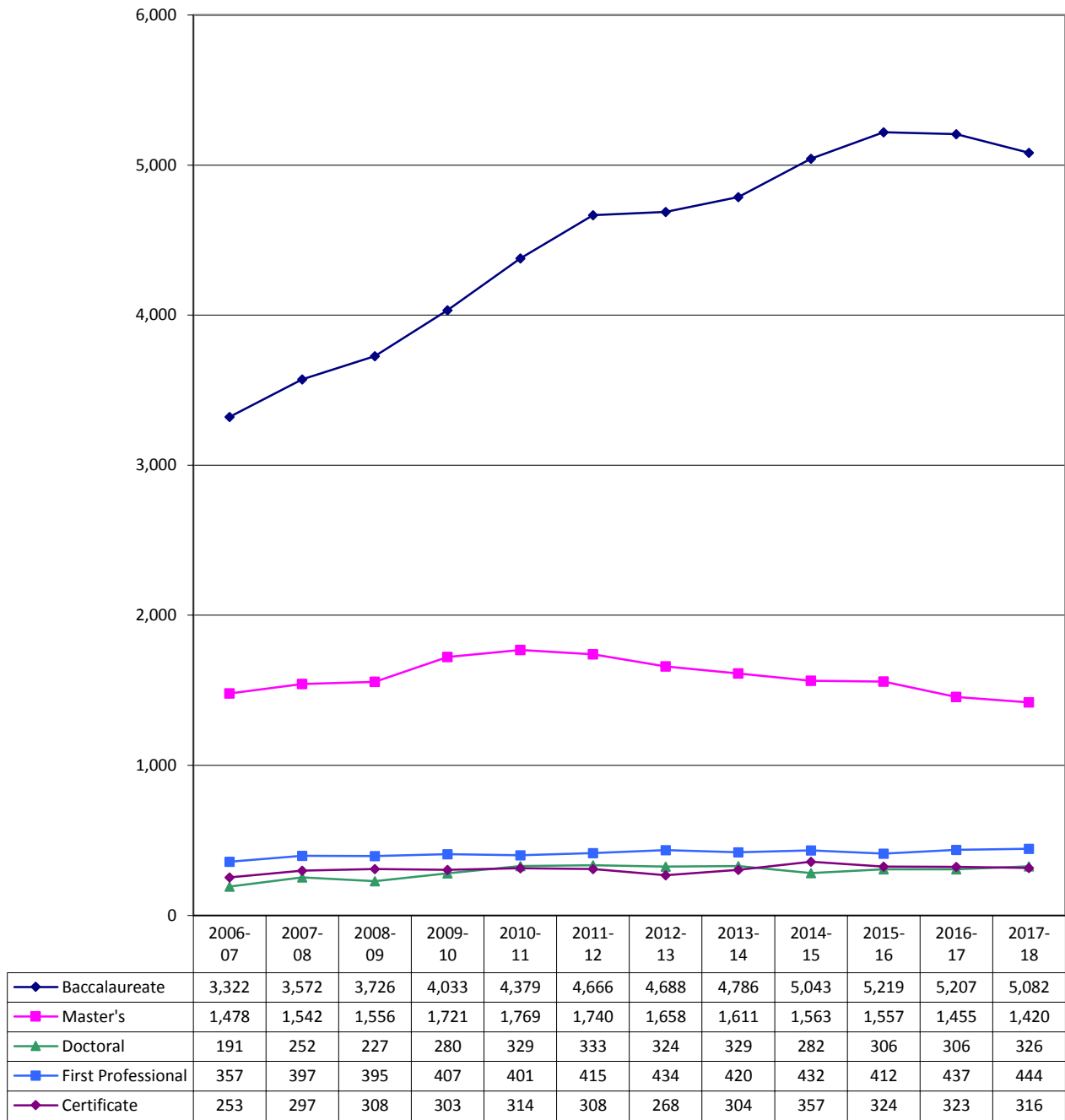
Four-year Graduation Rate



Six-year Graduation Rate



IX. DEGREES AND CERTIFICATES AWARDED



Fall 2018 Enrollment Progress and Future Enrollment Planning

To be presented at
Full Board Meeting

**Board of Visitors
Full Board Meeting
December 7, 2018**



VCU

**Tomikia P. LeGrande, Ed.D.
Vice Provost, Strategic Enrollment Management**

Fall 2018 Enrollment Highlights

- Largest freshman class in VCU History: 4600 students
 - Comparable academic quality and diversity as 2017
 - 55% minority students, an increase from 53% in 2017
 - 9% are out of state, an increase in out of state headcount over 2017
 - 33% are Pell Grant eligible
 - 33% are first-generation
- Undergraduate enrollment is flat compared to 2017
 - Approximately 1700 transfers, down 11%
 - Continuing students enrollment is down 0.9%
- Graduate enrollment is consistent with 2017, 15% of the total
- First professional enrollment is down 1.8%
- Fall 2018 headcount is estimated to be 31,076 compared to 31,036 for fall 2017.

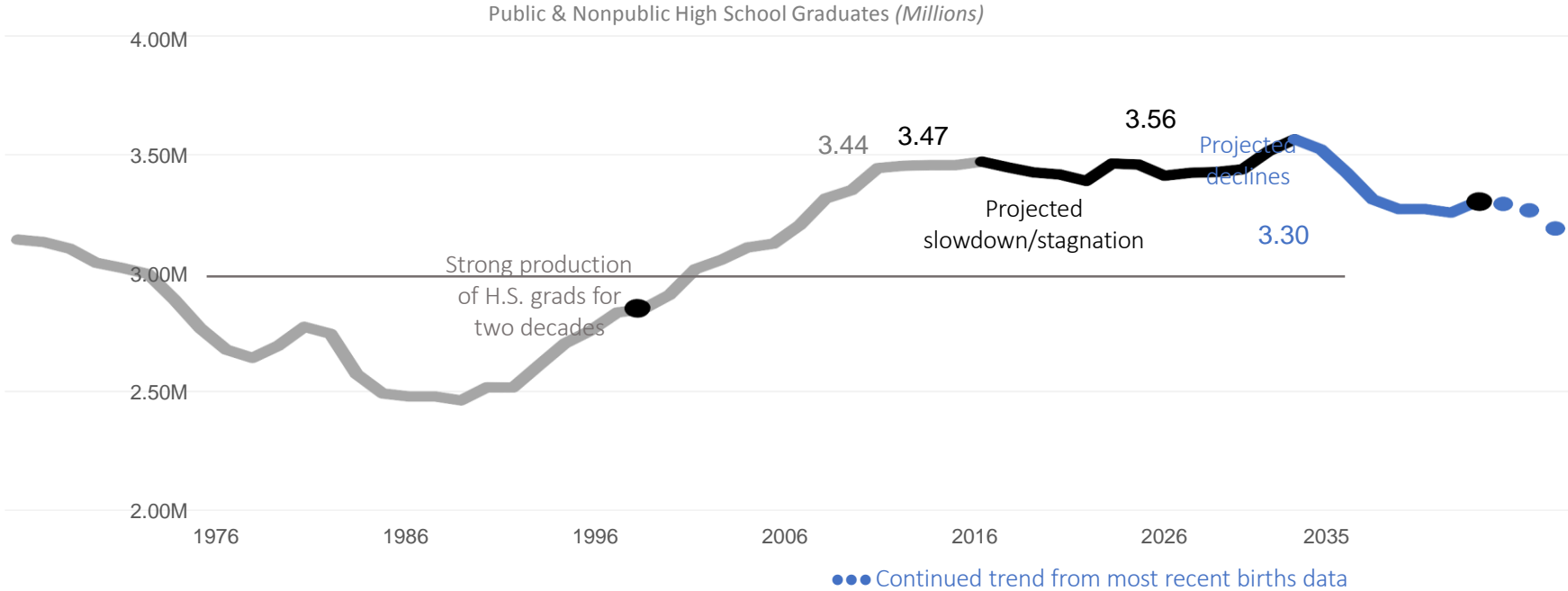
Future Enrollment Considerations



VCU

Future Enrollment Considerations: New Freshmen

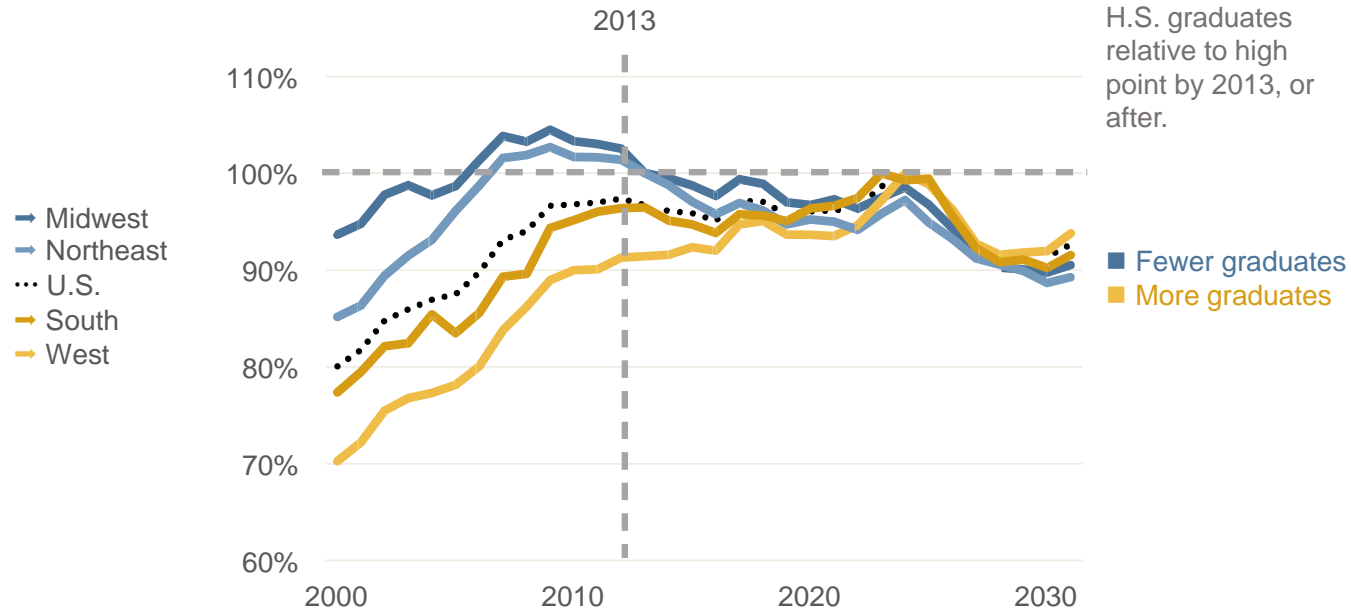
Slowdown & Decline of Traditional-Age Students



Source: WICHE 2017

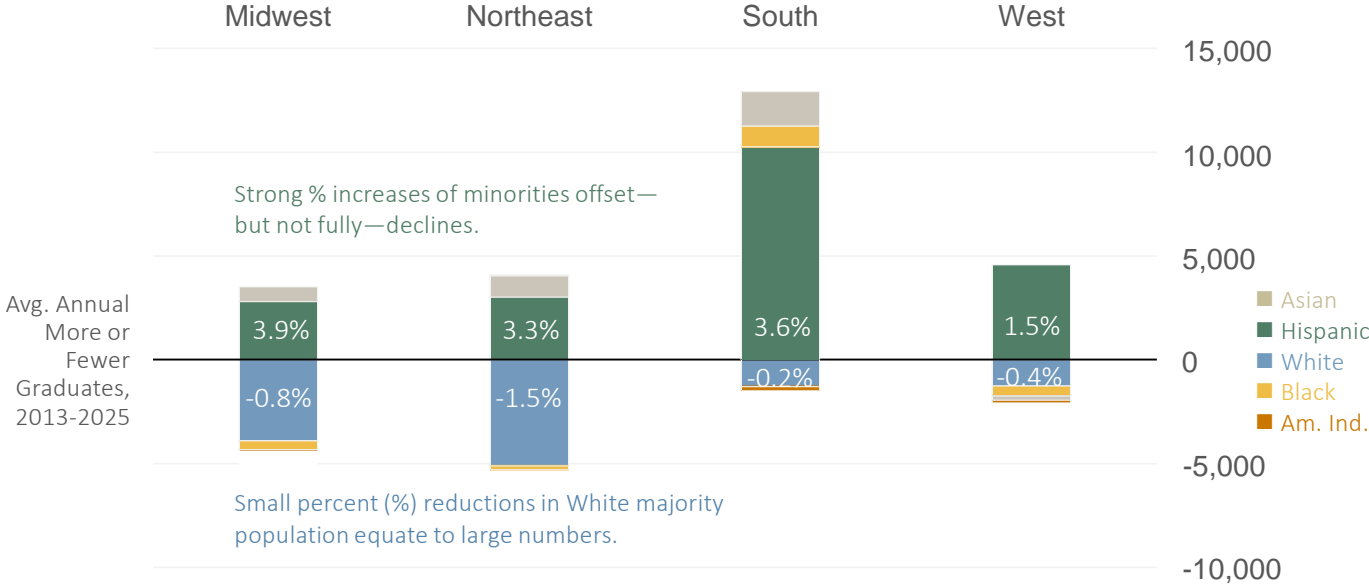
Future Enrollment Considerations: New Freshmen

H.S. Grad Production in Each Region Past 2013



Future Enrollment Considerations: New Freshmen

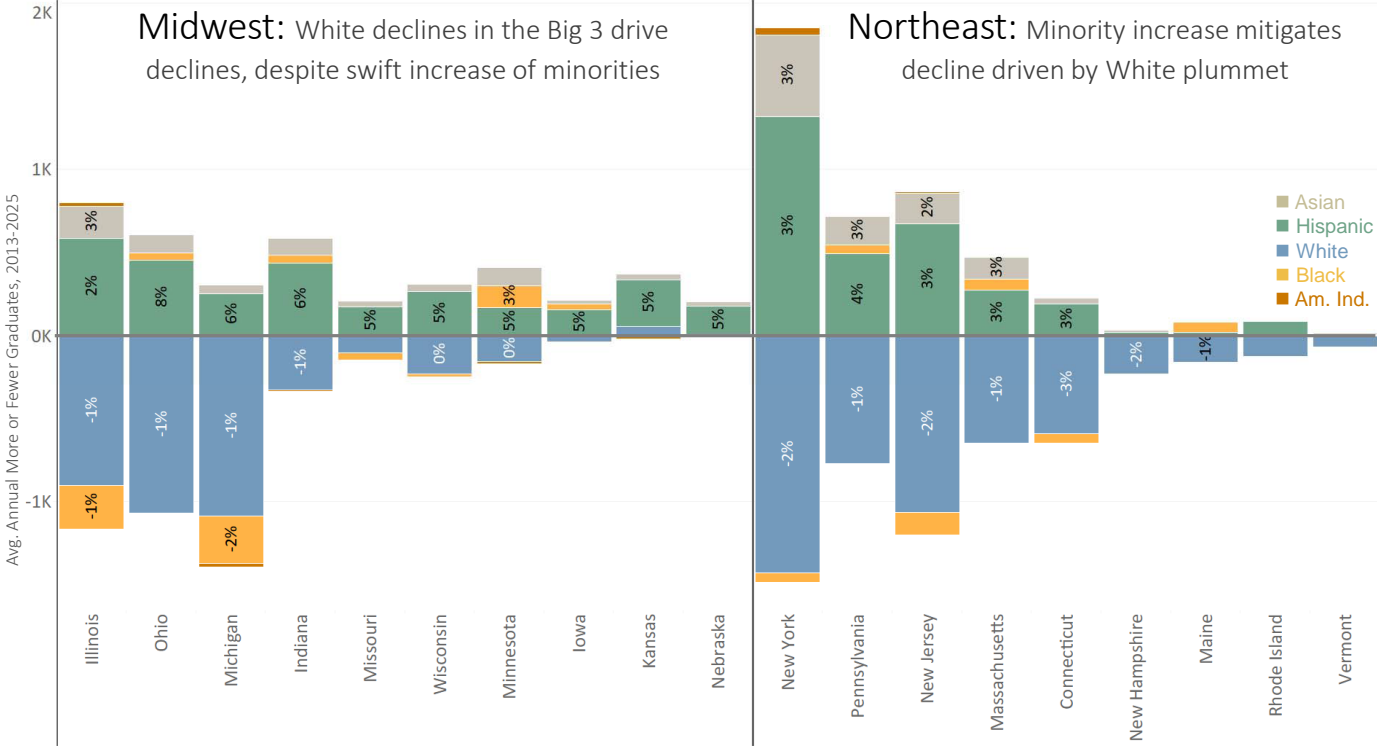
All Increase is Underrepresented Minority H.S. Grads



Race/Ethnicity for Public H.S. Graduates; Race/Ethnicity Not Available for Private Schools

Future Enrollment Considerations: New Freshmen

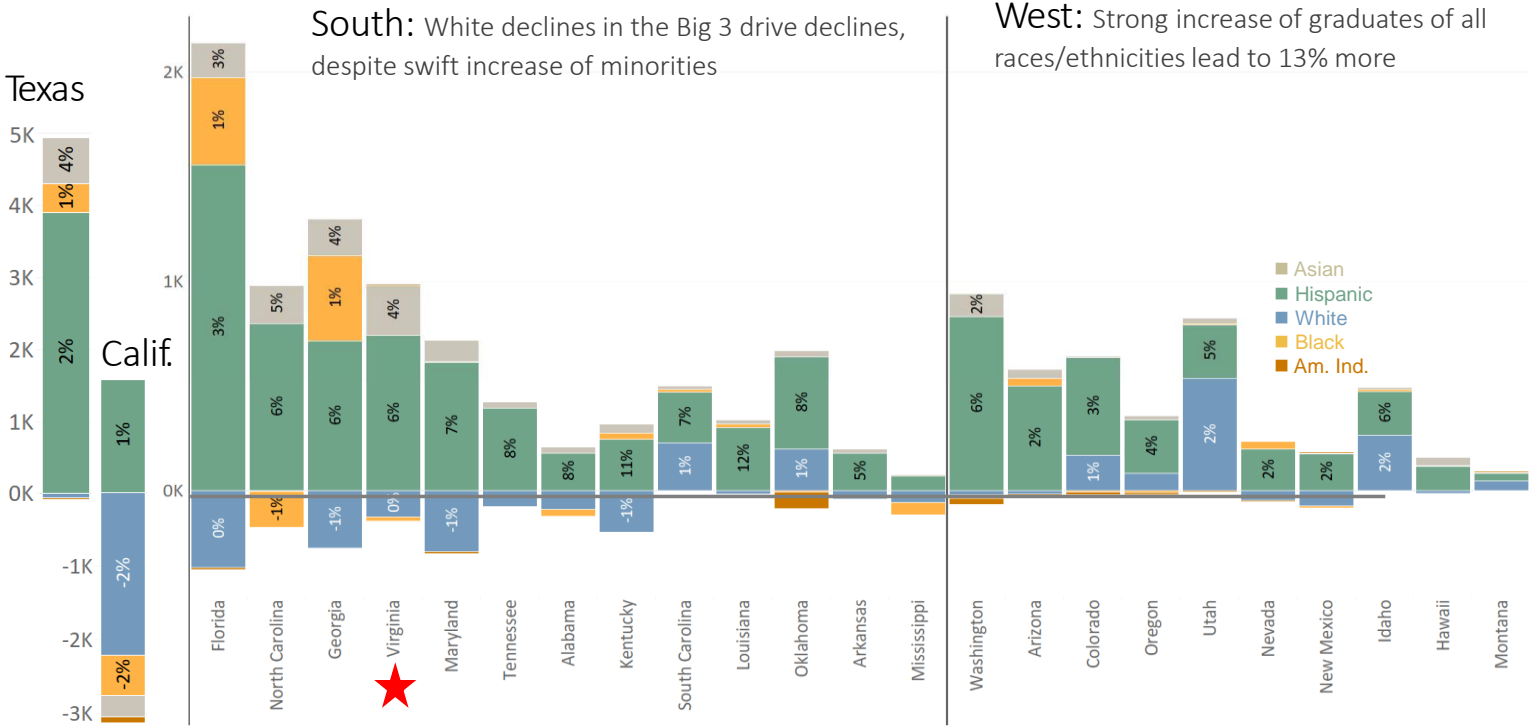
Underrepresented Minority H.S. Grads By Region



Source: WICHE 2017

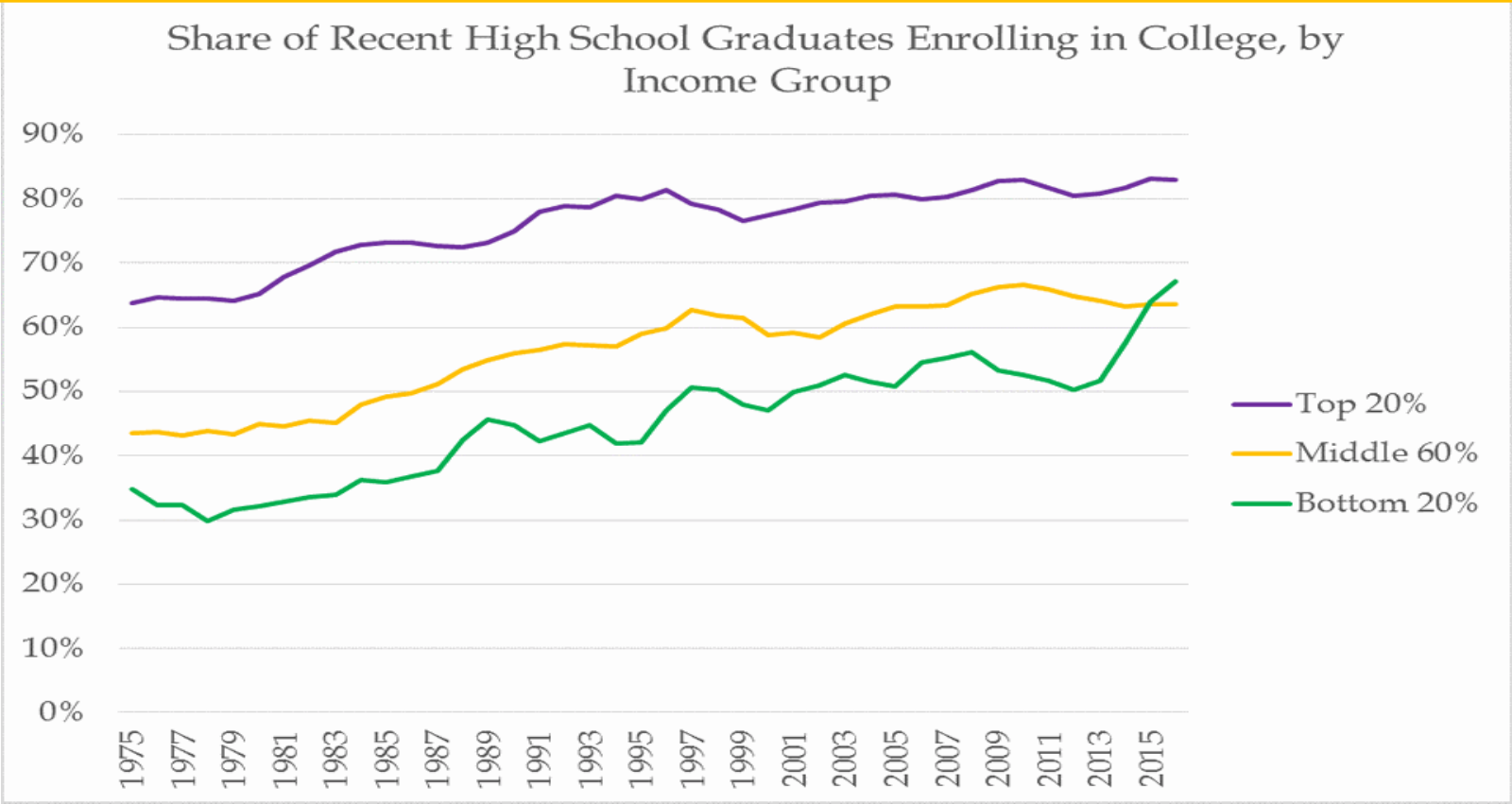
Future Enrollment Considerations: New Freshmen

Underrepresented Minority H.S. Grads By Region



Avg. Annual More or Fewer Graduates, 2013-2025; lowest population states not shown

Future Enrollment Considerations: New Freshmen



Source: NCES Digest of Education Statistics, Table 302.30. Lines show three-year moving averages for more precise estimates

Future Enrollment Considerations: Expanding Markets

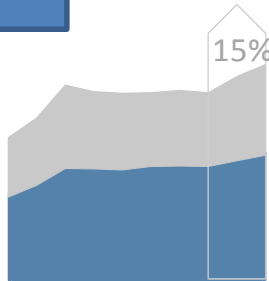
Adults Are the Majority of the Projected Increase for College Students from 2015 to 2025

9.8% of VCU undergraduates are age 25+

-11%

Decline of Adult Students Since 2010

29.9% of undergraduates nationwide are age 25+



24 and Under

18-19 y.o.	.....	16% of increase
20-21	.....	13%
22-24	.....	11%

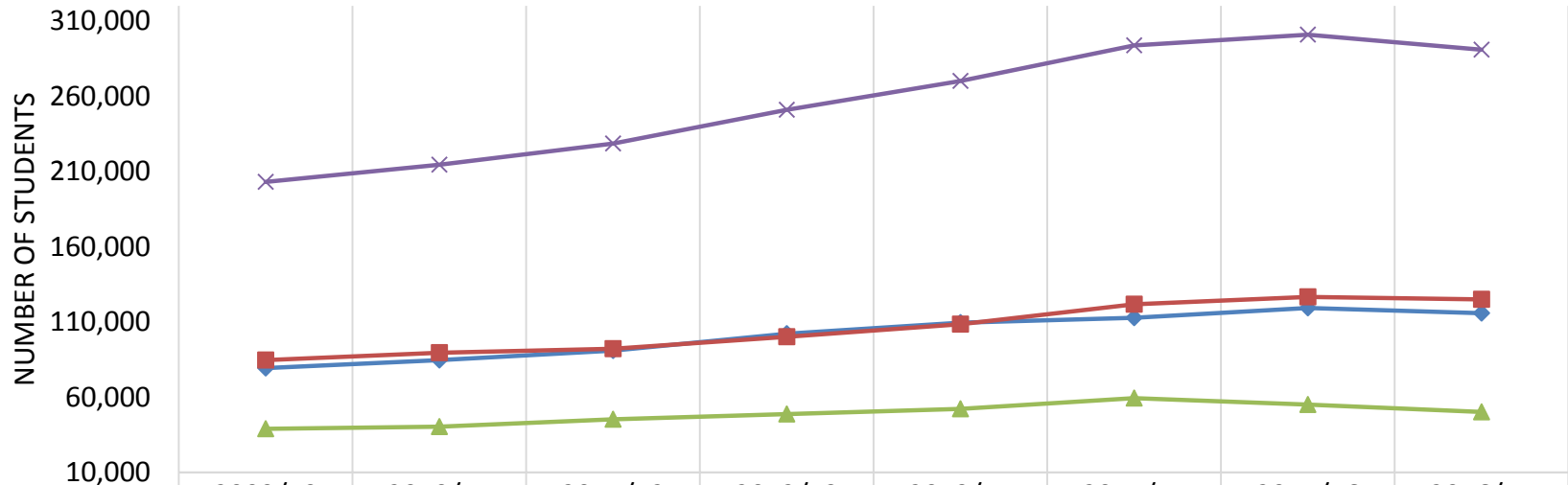
25 and Over

25-29 y.o.	.....	16% of increase
30-34	.....	13%
35 & over	.....	30%

But, lower enrollment intensity, less likely to complete (especially online)

Future Enrollment Considerations: International Students

NATIONAL TRENDS: INTERNATIONAL STUDENT ENROLLMENT



	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
◆ Undergraduate	79,365	84,543	90,903	102,069	109,486	112,765	119,262	115,841
■ Graduate	84,613	89,505	92,211	100,129	108,519	121,637	126,516	124,888
▲ Non-Degree	38,992	40,442	45,353	48,722	52,123	59,364	54,965	50,107
✕ Total	202,970	214,490	228,467	250,920	270,128	293,766	300,743	290,836

Strategic Enrollment Management (SEM) Philosophy, Approach, and Framework



VCU

SEM

Philosophy and Approach

ENGAGEMENT

- Collaborative, integrated across organizational lines
- Faculty, staff, and students

INNOVATION

- Respects university values, traditions, and best practices
- Fosters a spirit of empowerment and creativity at multiple levels in the organization

IMPACT

- Key performance indicators
- Dashboards
- Assessment of strategies
- Continuous improvement

LEADERSHIP

VCU Strategic Enrollment Management Planning Framework

VCU SEM Steering Committee
Identify long-term enrollment goals, approve all strategies recommended by Recruitment and Retention Councils and provide updates to President and Cabinet.

Undergraduate Recruitment Council
Assist in the development of 3-4 strategic goals for new student recruitment. They will review and approve any action plans and make recommendations to the Steering Committee

Undergraduate Retention Council
Assist in the development of 3-4 strategic goals for retention and graduation. They will review and approve any action plans and make recommendations to the Steering Committee

3-4 Work Groups
Develop action plans, timelines and metrics

Data and Research Council
Environment scanning, student enrollment behavior, enrollment models and additional data needed by the councils

3-4 Work Groups
Develop action plans, timelines and metrics

Graduate Recruitment Council
Assist in the development of 3-4 strategic goals for new student recruitment. They will review and approve any action plans and make recommendations to the Steering Committee

Graduate Retention Council
Assist in the development of 3-4 strategic goals for retention and graduation. They will review and approve any action plans and make recommendations to the Steering Committee

3-4 Work Groups
Develop action plans, timelines and metrics

3-4 Work Groups
Develop action plans, timelines and metrics

VCU Strategic Enrollment Management Planning Timeline

VCU 5 Year SEM Planning Task

SEM Planning Kick Off

Councils Review Data and Develop Goals

Proposed Goals submitted to SEM Steering Committee

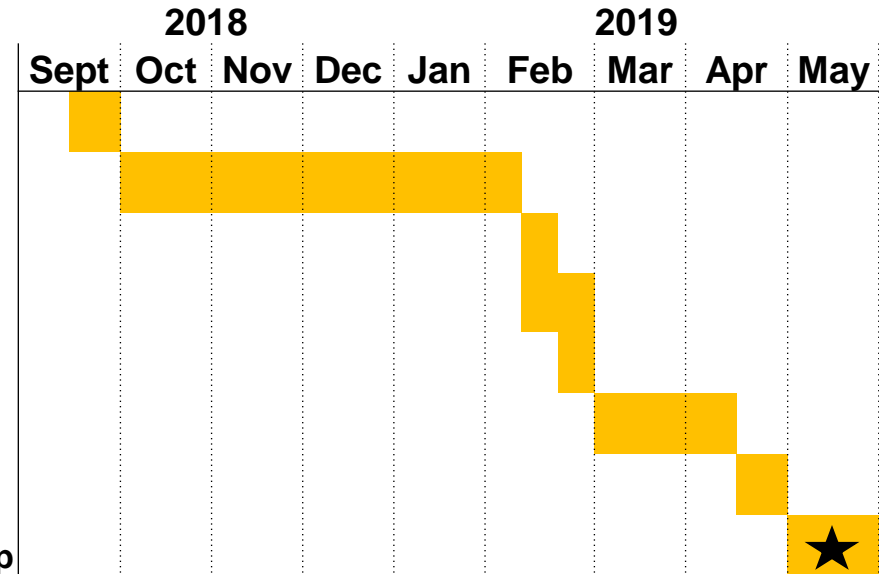
Enrollment Projection Modeling & University Budgeting

SEM Steering Committee Provide Feedback on Goals

Councils Action Plan & Budget Discussions

Proposed Action Plans & Budget to SEM Steering Committee

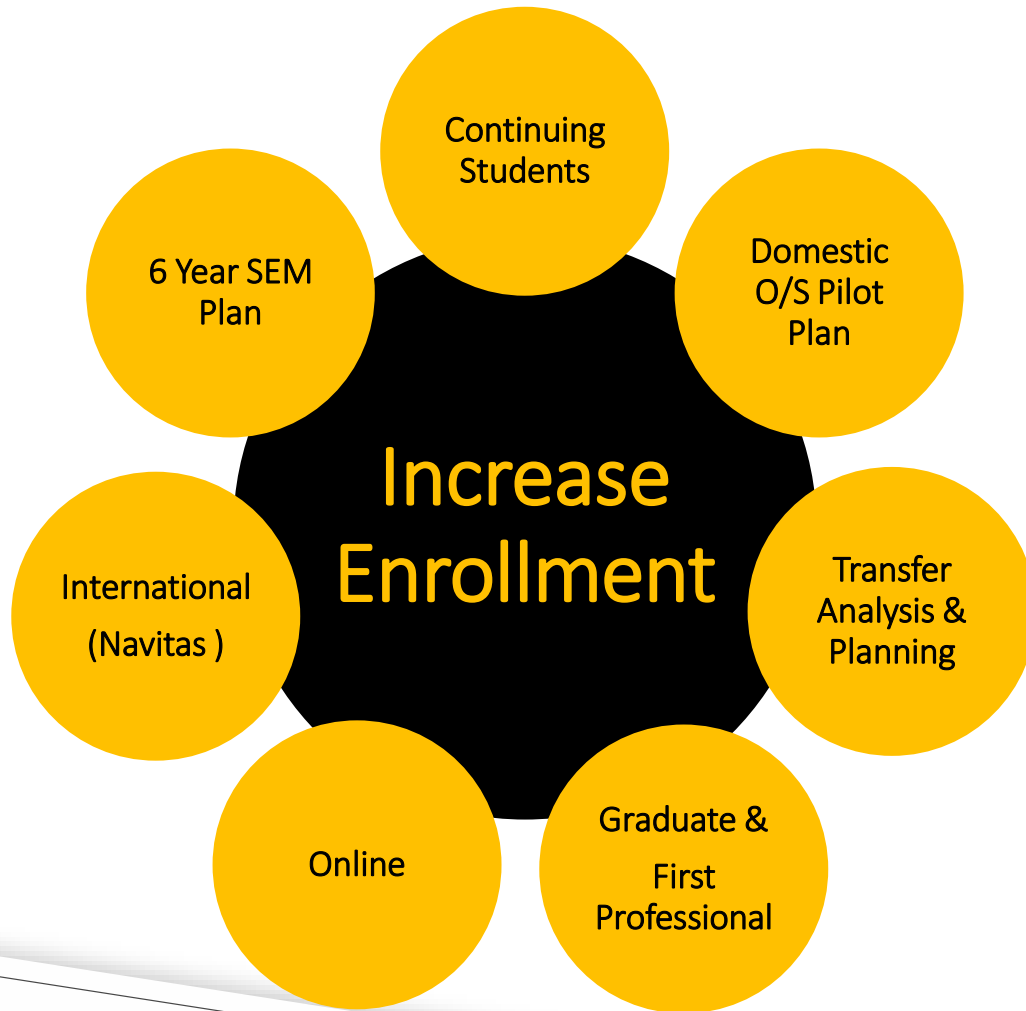
Draft SEM Plan for 2019-2025 Presented to the VCU Leadership

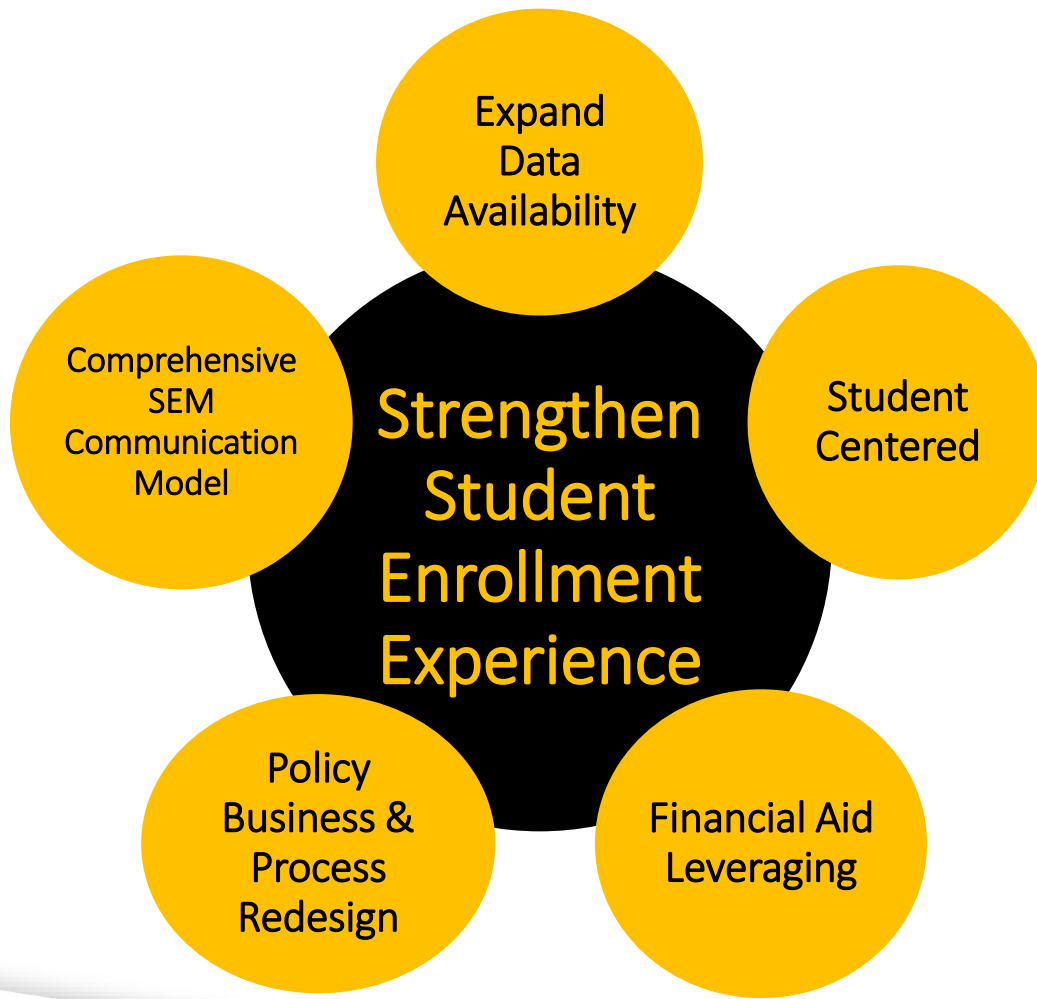


SEM Priorities for 2018-2019



VCU





Questions and Discussion



VCU

Quest 2025: Together We Transform Excellence and Access

Executive Summary

Virginia Commonwealth University is a rare place of both access and excellence. The new strategic plan, Quest 2025: Together we Transform, charts the course over the next six years for VCU's rise a preeminent urban public research university committed to equitable access to social, economic and health success.

The plan addresses significant issues faced by all institutions of higher education as well as those specific to VCU. The issues include:

- Growing cynicism that public higher education serves the public good and may not be worth the expense to individuals
- The significant challenge of the rising cost of education and providing affordable access and support for timely degree completion regardless of students' particular demographic or group
- Increased competition in public higher education for students, faculty, government and philanthropic support and national prominence
- Dependence on urban universities to lead in solving vexing societal issues including health and economic vitality
- A recognition that resourcing the plan's strategic priorities will require an integrated, pan-university approach and will call for hard choices around resource allocation

Quest 2025 includes a high-level implementation plan for the first three years of the plan, acknowledging the need for flexibility to adapt to changing circumstances that undoubtedly will occur during the next six years. Detailed implementation plans will be developed annually to reflect the university's highest priorities and their associated strategies, tactics, resources and metrics – ensuring accountability for results.

The first of the detailed implementation plans, the 2018-2019 Quest Implementation Presidential Priorities, includes the specifics on the following strategies to advance delivery of the highest quality experience and outcomes for our students and patients:

- Refocus the undergraduate experience through interdisciplinary learning and the R.E.A.L. initiative
- Enrollment strategies: decreasing student debt; launch VCU Online; increase in-state, domestic and international out-of-state student enrollments
- Strengthen T & R faculty compensation
- Increase national research prominence
- Make it Real capital campaign
- Significantly strengthen the patient experience

Virginia Commonwealth University

Quest 2025: Together We Transform

Excellence and Access

2019-2025

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I. Letter from the president

Dear VCU Community:

For six years, our strategic plan, Quest for Distinction, served us well. It helped elevate us as a nationally premier research university; led to records in student and faculty success, innovation and creativity, philanthropy, and campus development; and unified us more than ever as one VCU.

It lived up to its name: Like never before, we are a university of distinction.

As we close Quest for Distinction and launch the strategic plan that will guide us into a new era, we recognize that we are not changing direction or the spirit of who we are as a university. In fact, we are investing in that distinctive spirit to build what makes us exceptional even stronger.

This new strategic plan, called Quest 2025: Together We Transform, is the next phase in Virginia Commonwealth University's rise as a preeminent urban public research university distinguished by and committed to advancing equitable access to social, economic, and health success. We will take this distinction to the next level by:

- Ensuring a 21st-century, real-world learning experience for our students by redesigning the undergraduate curriculum and driving innovation, access and excellence for students at every level.
- Raising our institutional profile by building on our proven interdisciplinary and collaborative research strengths to meet public need. These include neurosciences and addiction studies, cancer, children's and women's health, pharmaceutical engineering and cardiovascular health.
- Leveraging expertise from across the university and health system to provide patients access to robust, high-quality health care in a competitive environment, resulting in an unparalleled patient experience.

What we are going to do is important. So is how we are going to do it. As we move from distinction to preeminence, we will boldly pursue social and health equity; our efforts will positively affect the people of Virginia and beyond. We will innovate to change better, faster and with greater focus than our peers around the nation. And we will stay true to our roots of discovery in science, scholarship and creative expression to unfailingly serve the public good.

This is Quest 2025: Together We Transform. This is VCU.

I am grateful to every member of our community who have and will continue to dedicate themselves to the important work with will do together for these next six years. Together we make a difference. Together we move forward. Together we transform.

Sincerely,

Michael Rao, Ph.D.
President, VCU and VCU Health System

II. The planning process

This report represents the culmination of an institution-wide planning process, one that sought input from a broad range of university stakeholders, including alumni as well as representatives from the community. It reflects *One VCU* — our commitment to a common vision and alignment of values and goals that transcends our parts to enhance our community’s well-being and advance the VCU enterprise. It speaks to VCU’s revised vision as “*a preeminent national urban public research university and academic health center*”, and describes a strategic framework for leveraging our strengths, optimizing our capacity and capitalizing on opportunities to drive transformative education, research and scholarly activity, excellence through diversity, and local and regional impact.

In August, 2016, VCU President Michael Rao appointed Dr. Gail Hackett, provost and vice president of Academic Affairs, and Dr. Marsha Rappley, vice president for Health Sciences and CEO, VCU Health System, to co-chair the development of VCU’s next strategic plan, *Quest 2025: Together We Transform*. The name of the plan builds upon the significant brand equity and success realized by VCU’s most recent strategic plan, *Quest for Distinction*. **Together** emphasizes one university and our collaborative efforts; **we** means each of us has a role in working together; and **transform** is our call to action.

Members of the strategic plan project team hosted 260 participants at twelve listening sessions in November 2016. These sessions were designed to collect broad ideas to contribute to the strategic plan steering committee’s charge to set the planning direction and to establish initial thematic priorities. [See Appendix A.] Faculty, staff and students shared their vision for VCU.

Strategic priorities	Operational priorities
Community engagement: “We are a campus without walls”	Student financial support: “Keep VCU affordable”
Diversity: “Diversity is who we are and [whom] we serve”	Resource the priorities: “We want leadership to prioritize and provide resources for those priorities”
Student support: “Financial, academic and social supports for students [are key]”	Take care of our people: “We need to find ways to take care of our faculty and staff in the face of budget reductions”
Branding/prominence: “We need to be seen as Richmond’s university...[while having] a national and international reach”	Build on our progress: “Take what we built from Quest and grow from there”

In January, 2017, co-chairs Drs. Hackett and Rappley charged the 47-member Strategic Plan Steering Committee [Appendix B], with representation from senior leadership, faculty, students, staff, alumni, and community-at-large, as follows:

- Lead a transparent and inclusive process
- Serve with an institutional focus and a commitment to the overall success of the university
- Affirm VCU’s mission, vision and values

- Build upon the success of the current strategic plan to set a direction for even greater success
- Integrate themes, goals and university initiatives already underway, including:
 - Diversity and inclusion
 - Resource allocation aligned with strategic priorities, e.g., HR Redesign and Facilities Master Plan
 - Efficient and effective practices and operations
- Charge Work Groups with proposing theme-related goals, strategies and implementation plans to achieve the goals

Drs. Hackett and Rappley formed and charged five work groups on behalf of the Steering Committee in late spring 2017. [See Appendix C for membership for the work groups along with their subsidiary task groups.] Each was co-chaired by VCU faculty and included members of the VCU community who were knowledgeable about and actively involved in the respective thematic area. Nearly 100 VCU faculty, staff, students and community members were active participants in the work and task group planning efforts.

- Student success
- National prominence
- Urban and regional transformation
- Culture of appreciation
- Leveraging diversity

Each work group was tasked with describing the scope of each theme as well as identifying related goals. In addition, four of the five work groups formed subsidiary task groups to explore specific sub-theme areas. Members of the Leveraging Diversity work group aligned themselves with the other four work groups to ensure close integration of efforts and strategies along the diversity, inclusion and equity continuum. The work groups and their respective task groups met numerous times between April 2017 and January 2018, conducting background research, considering VCU’s current position, and exploring new ideas and opportunities. The Steering Committee received initial recommendations from the work groups in December 2017 for review and feedback. These continued to be refined throughout the following spring term.

The university community was actively engaged in the strategic planning process. Town halls were held on the Monroe Park and MCV campuses in April and October 2017 and again in March 2018 to seek broad input regarding the direction and proposed elements of the strategic plan. Town halls were streamed via Facebook for live viewing. More than 400 VCU faculty, staff and students attended the town halls while over 13,000 clicked in to view the live streams. Members of the Strategic Plan Project Management Office (PMO) met with numerous VCU leadership groups, including the Faculty Senate, Council of Deans, the Associates Forum, VCU Community Liaisons, and staff from several divisions, including Administration, Student Affairs and Strategic Enrollment Management to provide updates on the plan’s progress and to solicit additional feedback. Community members participated as co-leaders and members of the task groups under the Collective Urban and Regional Transformation work group, providing input and seeking alignment with community-identified priorities and goals. Additionally, the Quest website [<https://quest.vcu.edu>] deployed a number of short surveys to the VCU community-at-

large to seek input on the plan and its progress from faculty, staff and students throughout the 2017-2018 academic year.

In January 2018, Drs. Hackett and Rappley charged a Writing Group, comprised of a member from each of the five work groups and the strategic plan PMO, to draft the strategic plan. The following iterative writing process incorporated feedback from the various stakeholder outreach efforts, as well as high-level input from Cabinet and Board of Visitors. This process included:

- Refining institutional strategies to achieve the individual goals
- Identifying a range of possible metrics to measure progress and impact
- Drafting preliminary implementation plans for each goal, inclusive of primary responsibility, magnitude of resources required, targeted source of resource needs, priority level, initial timeline, and major milestones

As a result of this work, VCU will continue to refine and strengthen its distinction as the premier example of a 21st century university and to maintain its position as the nation's only public, urban university that can claim Carnegie recognition as highest research and community engaged, with a nationally ranked academic medical center, 5 health professions schools, status as a National Cancer Institute-designated Cancer Center, and recipient of a Clinical Translational Science Award from the National Institutes of Health.

III. Mission, vision and values

Our mission

Virginia Commonwealth University and its academic health sciences center serve as one national urban public research institution dedicated to the success and well-being of our students, patients, faculty, staff and community through:

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity
- Deeply engrained core values of diversity, inclusion and equity that provides a safe, trusting and supportive environment to explore, create, learn and serve

Our vision

As a preeminent national, urban, public university and academic health center, Virginia Commonwealth University will be distinguished by its commitments to inclusion, access *and* excellence; innovative and transformative learning; impactful research; exceptional patient care and beneficial community impact.

Our core values

- Accountability: Committing to the efficient and transparent stewardship of our resources to achieve institutional excellence
- Achievement: Ensuring distinction in learning, research and scholarly pursuits, service, and patient care
- Collaboration: Fostering collegiality and cooperation to advance learning, entrepreneurship and inquiry
- Freedom: Striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals
- Innovation: Cultivating discovery, creativity, originality, inventiveness, and talent
- Service: Engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad
- Diversity and inclusion: Ensuring a climate of mutual trust and respect where individuals of differing cultural backgrounds, identities, abilities and life experiences are embraced, engaged and empowered to drive excellence and success
- Integrity: Adhering to the highest standards of honesty, respect and professional and scholarly ethics

IV. Impact on the Richmond region

Virginia Commonwealth University began 180 years ago with a deep commitment to the social good. When, under the recommendations of the Wayne Commission, the Medical College of Virginia and the Richmond Professional Institute came together 50 years ago under the VCU name, our founding charter asked us “to confront on an intellectual and practical level the social environment which surrounds [us]. To relate [ourselves] to the community...and participate in the solution of existing problems.” VCU’s mission remains unchanged today, embodying our commitment as a positive force for progress to improve lives, save lives and to give life meaning. As such, VCU serves as the consummate catalyst for the Commonwealth, with the greatest economic impact of any university in Virginia at \$6 billion. Our impact across the region and the commonwealth extends far beyond what is captured in the numbers, identifying contributions in key areas that shape economic impact and the overall quality of life.

- *Talent*: VCU produces graduates whose skills meet the needs of area businesses and other organizations. A local business leader stated it this way. “VCU is the leader in the region’s talent pipeline.”
- *Innovation and the entrepreneurial ecosystem*: VCU is a leader in innovation and creativity, with a profound impact on the economy that reverberates across the region, the state, the nation, and the globe. “The thought leaders in their field are at VCU”, stated a regional CEO. The report describes an example of this impact: “Venture Creation University is a university-wide initiative focused on nurturing and guiding the entrepreneurial and innovative mindset in students...the result of programs like these is that 51 percent of VCU students are interested in entrepreneurship and 30 percent want to start a company.”
- *Regional stewardship*: “VCU shows that it cares about the Richmond region by exercising leadership to address challenges and move forward. Its regional stewardship takes many forms, most of which can be grouped under the headings of community developer, convener, thought leader, and moral leader.”
- *Local culture*: “VCU influences the local culture, the milieu of Richmond, creating both businesses that supply products and services, and a market that purchases distinctive products and services...VCU students, alumni and staff create a market that supports creative art, music, food, artisan products, and sports.”

VCU’s spending on operations, maintenance and capital investment, and the spending of its employees, students and visitors generates 47,000 jobs and an economic impact of \$4 billion. When extended across the commonwealth of Virginia, the numbers expand to reflect 63,000 jobs and \$6 billion in economic impact. Other report findings include:

- While enrolled at VCU, students are strongly encouraged to engage in community service and gain hands-on experience serving the community. Nearly 4,100 students enrolled in student-learning courses during the 2016-2017 academic year, contributing over 1.5 million hours in community service.
- In 2015, the Education Trust recognized VCU for its work in boosting graduation rates for traditionally underrepresented minority groups. VCU ranked among the top 26 universities nationwide for increasing the six-year graduation rate for all students and narrowing the gap between the graduation rate of underrepresented and white students.

- Some 65 percent of current VCU alumni live in the commonwealth, with more than 45,000 undergraduate alumni and over 22,000 graduate alumni located in the Richmond MSA. VCU alumni contribute nearly 6 percent, or \$218 million of the commonwealth's annual state income tax. Based on estimates of how the education and skills levels of the region's workforce would differ in the university's absence, the report calculated \$511 million loss in potential annual earnings.
- Over the last 20 years, VCU capital projects have sustained neighborhoods through economically difficult eras. Between 1996 and 2013 — beginning near the peak of a violent crime epidemic and extending through the nadir of Richmond's population loss and the Great Recession — VCU invested over \$1.6 billion in its Monroe Park and MCV campuses. The two campuses are connected by the Broad Street corridor. The city designated the corridor an arts and cultural district in 2012 as part of an effort to encourage redevelopment. Research suggests that markets with fine arts and other quality-of-life amenities are able to attract a "creative class" that, in turn, becomes a principal driver of economic opportunity. Two highly visible VCU capital projects bookend the district, with the Institute for Contemporary Art at the district's western terminus and the Children's Pavilion at its eastern terminus.
- VCU's Innovation Gateway partners with the Virginia BioTechnology Research Park and its Innovation Council to increase entrepreneurial activities and support economic growth throughout the region. In FY 2017, VCU received \$6.8 million in licensing revenues. A VCU start-up company, Sanyal Biotechnology, was selected as one of the Best University Start-ups in the nation. Launched as a result of VCU's Entrepreneur-in-Residence program, it was incubated in and graduated from the research park, and represents a telling example of VCU's focus on building strategic industry collaborations and regional partnerships, and supporting entrepreneurship and new venture creation.
- VCU has been ranked as a top 100 research university based on federal research expenditures by the National Science Foundation for six consecutive years. It is currently ranked 81st in federal R&D expenditures and received over \$275 million in total sponsored awards and research-directed gifts in FY 2017.
- A \$25 million award from the Bill and Melinda Gates Foundation in FY 2018 supported the launch of VCU's Medicines for All project, which conducts research aimed at lowering the cost of lifesaving drugs, making it less expensive to fight AIDS, tuberculosis, malaria, and sleeping sickness.
- VCU's School of Pharmacy Pharmacist Collaborative Care and Outreach in the Community conducts seven outreach programs in inner-city and remote, rural areas that have limited access to care, with more than 200 students and faculty members from various health care disciplines caring for 6,700 patients annually.
- VCU Health treats the most medically, socially and financially vulnerable citizens and is committed to creating a better state of health for Virginia. One of its initiatives, the Richmond Health & Wellness program, helps 500 older adults in five senior housing facilities age in place well. Its Bridging the Gap youth violence intervention program enrolls at-risk inner-city youth with intensive case management services that connect them and their families with community resources to assist with housing, educational, vocational, social, and mental health needs.

V. Resourcing the strategic plan

VCU realizes that funding strategic priorities identified under this plan will require an integrated, pan-university approach and will call for hard choices around resource allocation during what we anticipate to be challenging economic times. Growing affordability pressures among our students and their families will limit our ability to grow tuition rates. State support for higher education has rebounded somewhat from the 2008-2009 recession, yet it is likely never to return to pre-recession spending levels for institutions of higher education and our students.

A fundamental principle for the strategic plan is VCU's commitment to use its full range of financial resources wisely, balancing investment decisions, whether sourced from new or reallocated funds, with the magnitude of the initiative's impact on our mission, particularly in advancing student success. This calls for working diligently to expand current revenue sources by efforts such as growing domestic non-resident and international enrollment, developing new sources of revenue and gaining efficiencies. New sources include competing effectively for new grants and contracts, increasing philanthropy, maximizing underperforming assets, seeking efficiencies throughout the institution to reduce or hold constant the cost of services, and pricing tuition and associated services competitively and with our students' ability to pay in mind. VCU will continue to make the case to the governor and state legislature that we warrant additional state funds, yet we recognize we cannot depend upon the availability of new funds to support our priorities.

The high-level implementation plan (details appearing in Appendix D) addresses a three-year time frame, bringing the university to the midpoint of the new strategic plan. The FY 2019 budget includes funds targeting the highest priority initiatives identified in the plan, predominantly in support of enhanced and new student success initiatives. Beyond the plan's initial year, incremental or new investments in support of strategic priorities must come from increased and diversified sources of revenue and/or reallocating existing funds.

VI. Quest 2025: Together We Transform - Themes, goals, strategies and metrics

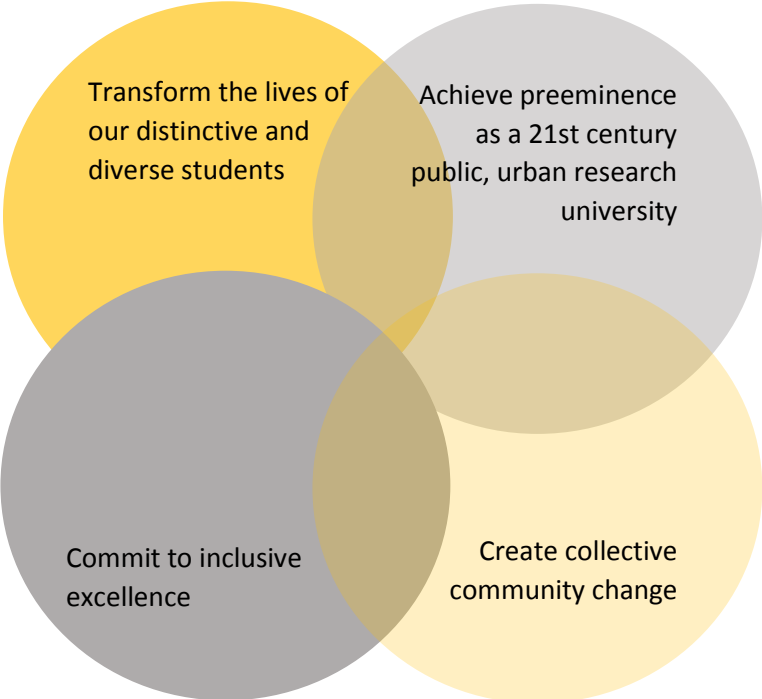
In its 1965 recommendation to merge the Medical College of Virginia with the Richmond Professional Institute to form Virginia Commonwealth University, the Wayne Commission Report described “an urban-oriented university as unique in that its basic philosophy concentrates on meeting the needs of an urban population living and working in an urban environment [with] the city... .” This set VCU apart from all other higher education institutions throughout the commonwealth, with a unique purpose to “[successfully] address...the pressing problems of rapid urbanization,” a distinction that remains to this day. Since its formation, VCU has thrived as a diverse, engaged and ambitious institution that has placed access and excellence at the heart of all it does. It continues to make the most of what makes it distinctive, serving as a public university committed to the public good

Today, higher education across the commonwealth faces ever-growing challenges, ones that will call for it to play an increasingly important role. Too many people today view public education as a private benefit, a pathway only to personal gain. The belief that public universities serve the public good is disappearing. A recent Consumer Reports survey found almost half of college graduates say their education was not worth the expense. Under its newest strategic plan, Quest 2025: Together We Transform, VCU will lead the charge in reversing this trend by changing better, faster and with greater intentionality and focus than its peers. The educational experience we will provide will help our students graduate with more opportunities than they had when they arrived on campus, while the research, creative activity and community engagement we pursue will help society by solving its most vexing problems.

The 2014 Virginia Plan for Higher Education (plan) speaks to this role. “Virginians will need deeper and broader knowledge and skills to be engaged, productive participants in our evolving Commonwealth and its economy. At the same time, the demographics of the emerging generation are changing, as an increasing share of our youth come from populations that historically have been underrepresented in both higher education and the highly educated sectors of our workforce.”

- Provide affordable access for all
- Optimize student success for work and life
- Drive change and improvement through innovation and investment
- Advance the economic and cultural prosperity of the commonwealth and its regions

The plan’s goals reflect a significant overlap with VCU’s mission, vision and goals as outlined in this report. Virginia Commonwealth University will pursue four overarching, integrated themes in support of its mission and vision and in its continued drive for distinction and impact.



VCU’s many constituencies may recognize that these strategic themes have been foundational elements driving our growth and success since first opening our doors. The difference between our most recent strategic plan, Quest for Distinction, and this new plan speaks to the level of focus, intentionality, energy, and resources to be committed to each.

Quest 2025 – Theme I: Student Success

Our goal is to create a university culture that transforms the lives of our distinctive and diverse student population; one that supports students through inquiry, discovery, innovation, and creative expression. One that engages faculty, staff and administrators to create resources that help students navigate university experiences focused on increasing student success. One that addresses the rising cost of higher education and continually seeks to provide affordable access and support on-time completion.

VCU strives to put our students at the center of all we do. While student-centered learning traditionally speaks to reflecting individual student's needs and abilities in determining what and how students learn, and how their learning is assessed, our commitment to students moves beyond the learning environment. Our educational experience is a social ladder for our students, transforming their lives and dedicated to providing the skills they need to reach their dreams. With this in mind, student success speaks to achieving the intersection between a student's own goals, those established by the institution and expectations of employers as graduates enter and advance in the workplace. It goes beyond the time spent within the university experience; ensuring students have the tools they need to advance beyond graduation and make a difference in an increasingly diverse and connected world. One priority among this longitudinal approach to learning and transformation is to ensure VCU's offers its students a 21st century learning experience, beginning with the redesign of the undergraduate curriculum while also driving innovation and widespread engagement around excellence and change throughout the graduate and professional programs. Such renovation and transformation will encompass the following principles:

- Create collaborative partnerships that cross departments and campuses and create cross-disciplinary university-wide learning outcomes
- Support excellence and innovation in teaching
- Engage faculty in the design and implementation of transformative curricula
- Empower student voices to be engaged learners and to contribute to curricular design
- Link diversity, inclusion and equity to how students are taught
- Integrate diversity into disciplinary content and teaching practices

Another priority is to support affordable access to higher education. VCU educates students unlike those found at most other research universities. We are more diverse, both in our race and ethnicity composition and in the socio-economic profile of our students. Many of our students come from fewer family resources than their peers have across the commonwealth. VCU educates - and graduates - more low-income students than our Tier III peers combined, the University of Virginia, Virginia Tech and William & Mary. Approximately 17 percent of VCU students move up two or more income quartiles after they graduate, among the highest of any university in the mid-Atlantic. Yet, VCU students also graduate with higher levels of debt than those from peer institutions. We are committed to lowering student debt and enhancing the overall return students gain on their investment in their degree.

Our plan establishes three goals to address continued efforts to drive student success. These are accompanied by a number of high-level strategies and wide range of metrics to track performance and measure progress over time.

Theme I: Student Success – Transform the lives of our distinctive and diverse student population through a university culture that supports every student’s success through inquiry, discovery, innovation, civic engagement, and creative expression.

	Goals	Key strategies	Possible metrics
I.1	Transform the undergraduate curriculum to ensure we offer a 21st century learning experience	<ul style="list-style-type: none"> ● Establish task group to advise on implementation of evidence-based, innovative strategies and best practices in innovative pedagogy ● Promote interdisciplinary collaboration with the engagement of multiple knowledge communities in the development of academic programs ● Facilitate development of instructors in inclusive and transformative teaching practices 	<ul style="list-style-type: none"> ● Process milestones ● # and academic distribution of faculty involved in curricular redesign ● # of courses undergoing transformation/transformed ● % of students enrolled in transformed classes and/or programs
I.2	Prepare our students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world	<ul style="list-style-type: none"> ● Strengthen student academic and career planning, readiness and employer engagement ● Create interprofessional or interdisciplinary learning opportunities for graduate and health professions students ● Continue program implementation, expand the R.E.A.L. (relevant, experiential and applied learning) initiative to all students and assess impact ● Increase our international student population and internationalization of VCU to enhance cross-cultural student experiences 	<ul style="list-style-type: none"> ● Demographics and % of students participating in R.E.A.L. initiatives ● Results from first destination and 5-10 year post-graduation surveys ● Change in # of international students

	Goals	Key strategies	Possible metrics
I.3	Enhance the university culture supporting student success, including improved retention and graduation rates	<ul style="list-style-type: none"> ● Advance a universitywide culture focused on the success of our students ● Expand student success campaigns for targeted populations ● Decrease student debt through targeted initiatives, for example: increased out-of-state and international enrollment; expanded online enrollment; expanded summer session; philanthropic scholarships ● Mobilize faculty, UAP and staff in implementing best practices in support of student success ● Empower students to define and support student success 	<ul style="list-style-type: none"> ● Graduation rates – overall and by demographic categories ● Average UG student debt at graduation ● Retention rates ● Student Satisfaction Index (NSSE, Noel-Levitz, HERI DLE) ● # of T&R faculty ● Tenured/tenure track faculty as % of total FT faculty ● Philanthropic \$s supporting scholarships and/or # of student scholarships awarded ● % satisfaction on Advising Student Satisfaction Survey ● Performance on 30/60/90 student assessments

Quest 2025 –Theme II: National Prominence

In setting a vision to be recognized as a preeminent national urban public research university and academic health center, we will leverage the many strengths and opportunities available through the achievement of “one VCU”. Our public university is a public good because our research and creative activity positively impact society. VCU serves as a “social lab”, engaging in research with a social conscience; research that advances society and helps people live longer, better lives. Examples of VCU’s research as a public good include expanding our Medicines for All initiative, which makes life-saving prescriptions more affordable and is supported by a \$25 million Gates Foundation grant, and our national leadership in funded research tackling opioid addiction, with over 30 projects across VCU’s campuses. These initiatives and others reflect VCU’s commitment to bring together colleagues from across disciplines to solve public crises from all angles.

Theme II of the new strategic plan speaks to unleashing VCU’s potential and focusing our efforts across the boundaries of research, faculty achievement, our connection to the urban community, and student success to achieve prominence both nationally and globally. Since we recognize that resources will continue to be a limiting factor for the near future, it is imperative that VCU sets priorities and allocates investments around initiatives that build upon current strengths and raise our institutional profile. These include neuroscience and addiction studies, cancer, children’s and women’s health, cardiovascular health and pharmaceutical engineering.

The new plan will focus on removing barriers to successful collaboration and identifying opportunities to expand our interdisciplinary research and scholarship portfolio, enabling VCU to leverage its resources more efficiently and effectively across multiple units and programs. It builds upon our commitment to the public good by strengthening areas where our expertise meets public need. We will boldly advance social and health equity.

One of VCU’s greatest attributes is our diverse and distinctive student body. Our urban location, research portfolio and commitment to community engagement serve as a powerful springboard for enhanced efforts to engage our students in scholarship and research. We are committed to actively engaging our students in research efforts, further motivating them and enhancing their educational experience. This provides yet another way for VCU to move ahead in terms of national prominence by promoting the quality and nature of our students and their achievements.

This plan sets out five goals to advance our preeminence as a public, urban research university with an academic health center, along with high-level strategies and potential metrics to track our progress towards achieving these goals.

Theme II: National Prominence – *Distinguish VCU as a preeminent urban public research university by growing areas of strength as researchers, innovators and educators.*

	Goals	Key strategies	Possible metrics
II.1	Create a university culture that supports and promotes VCU’s interdisciplinary research strengths, scholarship and creative expression	<ul style="list-style-type: none"> ● Invest in current areas of interdisciplinary strength: neurosciences; addiction studies; women’s and children’s health; cancer; pharmaceutical engineering; cardiovascular health ● Identify and invest in a select number of other interdisciplinary areas to diversify and strengthen VCU’s research portfolio, including the support and expansion of iCubed focus areas ● Fully implement the University Research Strategic Plan ● Invest in faculty and graduate student teams to facilitate research and scholarly activity that is nationally competitive with peer and aspirational institutions in strategic programmatic areas ● Remove administrative and research infrastructure barriers that limit interdisciplinary research 	<ul style="list-style-type: none"> ● Total federal research awards ● Total federal R&D awards ● # of interdisciplinary awards ● # of interdisciplinary graduate student funding opportunities ● # of policies reviewed and mitigated
II.2	Achieve academic distinction internationally, starting with national distinction for at least one program within each school/college	<ul style="list-style-type: none"> ● Identify programs to be raised to national distinction within each academic unit and develop plans to achieve goal ● Increase the university’s recognition and investment in the creation and dissemination of research, scholarship and creative work, and national recognition of the same ● Strengthen existing and build new PhD programs in areas of prominence or potential strength in order to compete more effectively on a national level with our peers 	<ul style="list-style-type: none"> ● National rankings of graduate programs ● # of PhD students enrolled ● # of Master’s student enrolled ● Academic Analytics-type program measures, e.g., publications, citations

	Goals	Key strategies	Possible metrics
II.3	Achieve national distinction through our successful engagement with and graduation of diverse student populations	<ul style="list-style-type: none"> ● Develop a pipeline of highly diverse (SES, URM and national origin) students with relevant and applied learning experiences for graduate and first health professions programs ● Expose students to interdisciplinary research and scholarship to prepare them to contribute to the new knowledge economy 	<ul style="list-style-type: none"> ● Growth in # of diverse students enrolling in post-baccalaureate programs ● # of students engaged in Undergraduate Research Opportunity Program (UROP)
II.4	Launch a multiyear comprehensive, institution-wide communications plan to support the Quest 2025 strategic plan and achieve national prominence	Develop the communications plan through a collaborative process between central and unit communicators	<ul style="list-style-type: none"> ● VCU reputational score (based on awareness survey) ● Communication infrastructure and resource benchmarks against peer institutions ● Communications plan in place

Quest 2025 – Theme III: Collective Urban and Regional Transformation

As a major research university with an academic medical center in an urban environment, VCU is emerging as a model of the 21st century research university, characterized by its urban advantage, integration of research, diversity and commitment to inclusion, experiential learning and community engagement. We are a public good because of our commitment to the health and wellbeing of people everywhere, beginning with our Richmond region. The university in collaboration with VCU Health System is a social lever for human health.

VCU seeks to learn from and use its role as an urban institution of higher education as an asset to serve as a full partner in supporting community progress and well-being. The university serves as an anchor institution, contributing to the health and economic, social and cultural vitality of the Richmond region. We are committed to using our vast intellectual resources to move society forward together. This requires an active, engaged model of university and community working as partners for mutual benefit. Our obligation as a public research university and as an anchor institution in our city is to work with our community partners to dive deep into critical issues and help find solutions.

One example of VCU's commitment to the community is the East End Health Education and Wellness Center. Developed in partnership with VCU Health, the center is part of a larger redevelopment initiative designed to provide new resources in an area of the East End identified as a food desert and where a majority of residents live in poverty and have poor health outcomes. It will provide assessments and screenings, nutrition outreach, behavioral health support, chronic disease prevention and management, health education, care coordination, referrals to community providers and organizations, and research and evaluation. Most services will be provided at no charge by interdisciplinary teams of VCU faculty and students who are working either as a community service activity or as part of their academic program.

The three goals for Theme III were developed in collaboration with community members and reflect community identified priorities. As part of this collaborative planning effort, our goals are aligned with priorities established and efforts underway by the Capital Region Collaborative. VCU is committed to engaging in partnership with local and regional entities to leverage and elevate synergies of VCU's community-oriented internal and external assets.

Theme III: Urban & Regional Transformation – Mobilize VCU's human capital and economic resources, collaborating with the community to address social and health inequities.

	Goals	Key strategies	Possible metrics
III.1	Advance innovations for high quality education and workforce development	<ul style="list-style-type: none"> ● Produce new, highly trained and high-quality teachers and school administrators prepared to work with diverse student populations and more representative of the racial and ethnic diversity of their communities ● Use evidence-based practices to evaluate out-of-school-time programming and collaborate with regional schools and community partners to enhance the quality and bring new, innovative out-of-school-time programs to the region ● Partner with the Richmond region school districts to increase the quality and effectiveness of programs that promote student engagement and reduce disciplinary actions ● Prepare students to be career-ready for innovative and emerging industry sectors 	<ul style="list-style-type: none"> ● # of VCU SoEd graduates taking teaching positions in Richmond region PK-12, particularly in Richmond and Petersburg public school systems ● # of events hosted by or partnered with VCU related to PK-12 out-of-school activities ● Anchor Dashboard metrics addressing workforce development and education
	Goals	Key strategies	Possible metrics
III.2	Continue to address inequities to strengthen the health and well-being of Greater Richmond residents	<ul style="list-style-type: none"> ● Strategically align university activities and resources with regional priorities and key initiatives to reduce poverty and enhance social stability, e.g., East End Health Education and Wellness Center, housing ● Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP) to address social determinants of health 	<ul style="list-style-type: none"> ● # of students and faculty or VCU units participating in East End initiative ● # of East End clients/community residents served with identified health-related (physical and behavioral) needs

			<ul style="list-style-type: none"> ● # of referrals to community partners via East End initiative ● Improvement in health-related community indicators based on baseline data
III.3	Elevate VCU's contributions to the region's economic and cultural vitality	<ul style="list-style-type: none"> ● Coordinate with regional leadership and advance efforts to enhance the integration of the arts into community development and to expand arts funding, e.g., new grants or collaborations ● Serve as an innovation and entrepreneurship engine providing new sources of talent and attracting industry and new businesses to the region ● Improve access for the region to VCU's facilities, intellectual services and civic engagement to address community-identified needs and contribute to community problem-solving 	<ul style="list-style-type: none"> ● Richmond region employer satisfaction survey with VCU graduates (form of first destination) ● # of cultural events sponsored by VCU or offered in VCU facilities and level of participation ● # business start-ups, job creation and revenues from VCU faculty and students ● # U-I collaborations ● # inventions ● # IP licenses ● Follow-on funding

Quest 2025 – Theme IV: Diversity Driving Excellence

VCU is a rare place of both access and excellence. According to *Diverse: Issues in Higher Education's* 2017 “Top 100 Degree Producers” rankings, approximately sixty percent of our academic programs rank in the top 10 nationally for graduating underrepresented students. Very few universities can tell the story of increasing graduation rates, diversity and academic standards – all at the same time. As VCU’s unparalleled diversity has increased, so has its graduation rate. We appreciate this achievement is not limited to a particular demographic or group; rather the growth in diversity and success of all students have occurred hand in hand.

VCU strives to ensure a climate of mutual respect and trust where individuals of differing cultural backgrounds, identities, abilities and life experiences are embraced, engaged and empowered to drive excellence and achieve success. We are committed to, reflect upon and pursue inclusive excellence in all that we are, do, and aspire to be. We acknowledge individuals come to VCU with various ideas, experiences, and strengths, all of which we recognize as assets to the university. To that end, VCU will intentionally integrate its efforts to achieve, sustain and grow inclusive excellence into the core aspects of our institution – our academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, community engagement and organizational cultures. Every member of the university community has a stake in and responsibility for VCU’s continual achievement of inclusive excellence. Every member of the university community should know VCU is a place where they can come and achieve their goals, and that VCU is invested in their success, health, and wellbeing.

We seek to take full advantage of the unique character and quality of our institution to make our whole greater than the sum of our individual parts. Our individually powerful autonomous units strengthen collective capacity. We are filled with optimism about who we are and who we can be as a model and beacon for other institutions. VCU will model inclusive practices and will assign, measure and assess accountability for these practices. This theme identifies three goals to enable us to utilize our most valuable asset - the diversity of our people - to drive excellence.

Theme IV: Diversity Driving Excellence – *Translate our value philosophy of diversity and inclusion into practices related to excellence and success.*

	Goals	Key strategies	Possible metrics
IV.1	Advance institutional excellence through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect	<ul style="list-style-type: none"> ● Foster inclusive practices and difference in ways that build cohesive communities and a positive climate ● Develop a university-wide culture of appreciation that is reflected in day-to-day behaviors, activities and campus life and is expected of all academic and administrative units. ● Work in innovative ways to inspire change and promote dialogue and action on diversity, inclusion and equity within and across units 	<ul style="list-style-type: none"> ● D&I annual report ● Biannual climate satisfaction survey results
IV.2	Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression, and service	<ul style="list-style-type: none"> ● Fully implement the university Diversity and Inclusion Strategic Action Plan as an integral component in achieving institution priorities ● Expand iCubed program ● Use diversity, inclusion and equity-related assessment data to inform investments of resources in alignment with university priorities 	<ul style="list-style-type: none"> ● D&I annual report ● New T&R faculty URM hires ● URM employees as % of T&R faculty, T/TT faculty, UAP and classified staff ● Progress at unit level against AAP (affirmative action plans) ● D&I dashboards
IV.3	Establish diversity as an imperative in the development and implementation of strategies and policies and in decisions regarding resource allocation	<ul style="list-style-type: none"> ● Integrate inclusive excellence goals, targets and benchmarks into the performance evaluation of leadership, and reward success. ● Factor in the implications on diversity, inclusion and equity in financial and operational decision-making processes 	<ul style="list-style-type: none"> ● Achievement of performance goals ● Evaluation framework

VII. Implementation and accountability for results – Highest priority

The strategies presented below represent VCU’s highest priorities described within the strategic plan. They reflect efforts launching in summer 2018 and continuing, at a minimum, through the plan’s 3-year midpoint, or initiatives already underway that will be scaled for greater impact, expanded or otherwise enhanced. They also represent those areas towards which will require additional resources at the earliest point. VCU is committed to moving forward on all goals and strategies laid forth in this plan, yet recognizes that those with lower priorities will need to advance using current funds or by identifying and directing new resources. Funds for associated underlying initiatives for highest priority goals have been included in the university’s proposed FY 2018-2019 budget and have initial placeholders identified for the following budget year. Resource needs reflect range estimates, with FY 2020 as the earliest potential investment year, and FY 2021 as most likely. All new investments are to be sourced through reallocation or availability of new funding sources.

- High – over \$750,000
- Moderate - \$250,000 to \$750,000
- Low – under \$250,000

More details around timelines, university-level metrics and resource requirements for all goals and their supporting strategies can be viewed in Quest 2025: Implementation FY2019-FY2021.

Theme I: Student Success				
Goal	Strategy	Responsible	Resource needs	Comments
Transform UG curriculum	Establish task group to advise on innovative strategies & pedagogical best practices	Provost & VP for Academic Affairs; SVP for Academic Affairs; SVP for Faculty Affairs	Low	Minimal investment during design and planning phases (years 1-2 and year 3 pilot) to compensate for faculty time
Prepare students to make a difference	Strengthen student academic & career planning, readiness & employer engagement	SAVP for Student Success; SVP for Student Affairs	Moderate	Investments made to date to fund new Student Success office, expand technology and add advisors; further resource expansion dependent upon new revenues or reallocation
	Continue implementation of R.E.A.L. initiative and assess impact	SVP for Academic Affairs	Moderate	Funding for new AVP for R.E.A.L. Initiatives and other needs included in FY 2019 budget; expansion with availability of new revenues
Enhance university culture supporting student success	Decrease student debt through targeted initiatives	Provost and VP for Academic Affairs; Vice Presidents for Health Sciences and Budget & Finance	High	Initiatives underway across targeted divisions and resources included in FY19 budget forward; further resource requirements to be funded through new revenues, e.g., philanthropy, new programs, or reallocation

Theme II: National Prominence

Goal	Strategy	Responsible	Resource needs	Comments
Create university culture supporting interdisciplinary research strengths, scholarship and creative expression	Invest in current areas of interdisciplinary strength (<i>hiring; space; technology</i>)	Provost and VP, Academic Affairs; VP for Health Sciences; VP, Research and Innovation; deans	High	Budgeted in years 1-2; looking to Innovation ROI, strategic VCUH contributions, new peer-reviewed funds, and donor contributions
Achieve academic distinction internationally, starting with national distinction for at least one program within each school or college	Identify programs to be raised to national distinction	Deans; Provost and VP for Academic Affairs; VP for Health Sciences	Moderate	No new investment until Year 3; dependent upon new revenue to fund hires or other needs
Achieve national distinction through successful engagement with and graduation of diverse student populations	Develop pipeline of highly diverse students for entry into graduate and 1 st professional programs	VP, Strategic Enrollment Management; SAVP, Student Success; AVP for R.E.A.L. Initiatives	Low	Resource needs being funded under Student Success; differentiation will come by targeting special populations, e.g., URM, lowest SES, international
Launch comprehensive communications plan to support Quest 2025	Develop plan through collaborative process between central and unit communicators	VP, University Relations	Moderate	Plan development budgeted in Year 1; implementation may require investment, funding source(s) to be identified in plan

Theme III: Collective Urban and Regional Transformation

Goal	Strategy	Responsible	Resource needs	Comments
Advance innovations for high quality education and workforce development	Produce new, highly trained teachers and school administrators to reflect racial and ethnic diversity of their communities	Dean, School of Education and director, Richmond Teacher Residency program	Moderate	Budgeted in years 1-2; funding now provided through grants; program expansion could require additional investment, yet will look to increased external resources to support
	Prepare students to be career-ready for innovative and emerging industry sectors	SVP, Academic Affairs; executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of university-wide UG innovation certificate programs; launch of new master's degree(s) in innovation will require new program support

Theme III: Collective Urban and Regional Transformation				
Goal	Strategy	Responsible	Resource needs	Comments
Continue to address inequities to strengthen health and well-being of Greater Richmond residents	Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP)	VP for Health Sciences; Health Equity Plan Steering Committee	Moderate	HEP funding for launch initiatives included in FY 2019 budget; continued expansion will require additional resources, aligned with funding availability
Elevate VCU's contributions to the region's economic and cultural vitality	Serve as an innovation and entrepreneurship engine	Executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of Quest Commercialization Fund into Phase II will require added staff; da Vinci Center seeking matching funds to host regional innovation and entrepreneurship competitions
Theme IV: Diversity Driving Excellence				
Goal	Strategy	Responsible	Resource needs	Comments
Advance institutional excellence through a commitment to diversity, inclusion & equity	Foster inclusive practices and engage difference in ways that build cohesive communities and a positive climate	Vice Presidents	Moderate	Embedded within current Division of Inclusive Excellence budget for FY 2019; may require additional investments for full implementation moving forward
	Develop a university wide culture of appreciation and respect	VP for Inclusive Excellence and other vice presidents	Low	Aligned with HR Redesign and full implementation of new Performance Management System; investment in technology and HR support staff already made
Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university	Fully implement the university Diversity and Inclusion Strategic Action Plan	VP for Inclusive Excellence and other vice presidents	High	Embedded within Division of Inclusive Excellence FY 2019 budget; additional investments required for ongoing full implementation
Establish diversity as an imperative in development and implementation of strategies & policies and in decisions regarding resource allocation	Integrate inclusive excellence goals, targets and benchmarks into leadership evaluations; reward success	Vice Presidents	Low	Included as part of VPs' FY 2019 goals

VIII. Strategic plan dependence upon subordinate plans

The strategic plan, Quest 2025: Together We Transform, sets the projected course for VCU for the years 2019 - 2025. Its successful implementation depends upon articulation, integration and implementation of numerous other administrative, operational and academic unit plans, some of which are already underway while others remain to be launched.

- Diversity and Inclusion Strategic Action Plan
- VCU/VCUH Health Equity Plan
- HR Redesign
- “Make It Real” Development Campaign
- University Budget Redesign
- VCU Master Facilities Plan
- VCU Research Strategic Plan
- VCU Health “Vision by Design”

- Academic unit plans underway or to be launched fall 2018
 - School of Nursing
 - College of Humanities & Sciences
 - School of Education
 - School of the Arts

2018-2019 Quest Implementation Priorities

Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

Strengthen Student Access and Excellence Quest 2025 Theme 1: Student Success				
Strategies	Issues & Challenges	Tactics	Metrics FY 19/5 Yrs	Resources
<p>Quality and Outcomes Strategy: Refocus the undergraduate experience through interdisciplinary learning, R.E.A.L. initiative</p> <p>BOV Committee: AHAC Responsible: Provost</p>	<p>At both state and university level -- academic change process lengthy and bureaucratic; resistance to change. e.g. SCHEV approvals</p> <p>Student success across all groups, e.g. graduation for underrepresented male minorities</p>	<p>-Develop 6-year strategic enrollment management (SEM) plan -Identify and improve barriers to continuing student persistence -Launch R.E.A.L. initiative -Support Gen Ed Curriculum Committee and Curriculum Revision Task Force work to launch redesign and populate Gen Ed and UG curriculum with innovative and interdisciplinary courses - Continue technology-based programs to assist students to graduation</p>	<p>-UG YR 1 retention: 87%/90% (2025) -UG YR 2 retention: 77%/84% (2025) -UG graduation rate: 68%/78% (2025) -6-year student success metrics will be established in the SEM plan</p>	<p>FY19 Budget: \$1.9M funded for advising and student success inclusive of technology;</p> <p>FY19 Budget: \$.2M for REAL.</p> <p>Budget model will incentivize enrollment growth as it relates to Gen Ed curriculum and course innovation.</p>
<p>Enrollment strategy: Decrease student debt trend toward statewide average by FY 2023</p> <p>BOV Committees: FBI, UR Responsible: CFO, CDO, Gov't Relations, Provost</p>	<p>- Low state appropriation and financial aid -No indication state support will increase - Pressure to keep tuition low - Neediest number of students among VA Tier 3 universities</p>	<p>- Hold tuition increases to no more than 4%/yr. increase (adjusted for state support) - Increase scholarships thru fundraising and internal sources - Secure increased state financial aid - Pursue "stop out prevention" grants to increase retention and graduation rates</p>	<p>- FY 20 tuition rate \leq 4% - \$10 million in scholarships raised through fundraising FY 19 - Protect additional \$4.7M financial aid allocated in state biennial budget -secure \$3M increase internal financial aid FY 19 - Student debt average held steady in FY 19; statewide average by 2023 - improved retention and graduation rates</p>	<p>FY19 Budget: \$8.5M funded from tuition, reallocation funds, and state appropriations.</p> <p>3 Year Budget Model includes annual increase of \$3M for need based aid.</p>
<p>Enrollment strategy: Launch VCU online programs and build long-term infrastructure (over 5 years)</p> <p>BOV Committees: AHAC, FBI Responsible: Provost</p>	<p>-Cultural challenges in building infrastructure, service capacity -Academic unit buy-in for new models of instruction -Keeping up with pace of change in the market -Lower division enrollment</p>	<p>Launch 2 programs 2019-2020: Master of Social Work, Bachelor's in Homeland Security & Emergency Preparedness</p> <p>-Implement incentives for online courses and programs</p>	<p>-Double the number of graduate level online enrollments over 5 years from 359 to 700 -Grow the number of duplicated online enrollments at an annual rate between 10% to 15%</p>	<p>FY19: \$4 million committed to initiate on-line program.</p> <p>Business plan developed to ensure program will move to a positive condition by 2023.</p>

2018-2019 Quest Implementation Priorities
Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

Strengthen Student Access and Excellence. Quest 2025 Theme 1: Student Success				
Strategies	Issues & Challenges	Tactics	Metrics FY 19/3 Yrs	Resources
<p>Enrollment strategy: Increase domestic out-of-state UG enrollment and net revenues</p> <p>BOV Committees: AHAC, FBI, UR Responsible: Provost, CFO, CCO</p>	<p>-Highly competitive environment</p> <p>-ROI in succeeding years</p>	<p>Pilot 5-year domestic OOS marketing and recruitment campaign in FY 19</p>	<p>-Increase OOS students to 10% in FY 20</p> <p>-Increase of 342 OOS students and net revenues \$4.7M by FY 2023</p>	<p>FY19 Budget: \$1.8 million (scholarships, recruitment and marketing)</p>
<p>Enrollment strategy: Increase international enrollment and net revenues</p> <p>BOV Committees: AHAC, FBI Responsible: Provost, CFO</p>	<p>- Highly competitive</p> <p>- US policy discourages foreign students</p> <p>- Requires service infrastructure that VCU does not yet have</p>	<p>- Navitas contract</p> <p>- Internal recruitment programs (e.g. China)</p>	<p>-Maintain international enrollment of 1,450 in FY 20</p> <p>-Increase international enrollment by 490 and net revenues of \$7.3M by FY 23</p>	<p>Revenue share contract covers costs</p>
<p>Enrollment strategy: Increase in-state enrollment and net revenues</p> <p>BOV Committees: AHAC, FBI, UR Responsible: Provost, CFO, CCO</p>	<p>-Declining transfer population</p> <p>-Decreased number of continuing students</p> <p>-Declining number of high school grads (although increasing number of under-represented minority H.S. graduates in south)</p>	<p>-Expand recruitment to transfer students in Greater Richmond area and Northern Virginia</p> <p>-Expand marketing to nontraditional age students with majors such as Interdisciplinary Studies, etc.</p> <p>-Continue outreach to diverse prospective students</p> <p>-Develop Schools' plans to increase master's enrollment</p> <p>-FY 19 Make it Real student recruitment campaign</p>	<p>-UG enrollment: approx.. 31,000</p> <p>-Freshmen enrollment: 4,500</p> <p>-Transfer enrollment: 1,700</p> <p>-Graduate degree seeking: 15% of total enrollment</p> <p>-First Professional enrollment: 1,750</p>	<p>FY19 Budget: includes \$1.5 million reallocation of funds to support program.</p> <p>3 Year Budget Model includes growth of 150 resident students/year</p>

2018-2019 Quest Implementation Priorities

Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

Strengthen T & R Faculty Compensation. Quest 2025 Themes 1 and II: Student Success and National Prominence				
Strategies	Issues & Challenges	Tactics	Metrics FY 19/5 Yrs	
<p>Strengthen faculty strategy: - Recruit and retain nationally prominent talent - Address competitive compensation</p> <p>BOV Committees: AHAC, FBI, UR Responsible: Provost, CFO, Gov't Relations</p>	<p>Significant historical gap \$36.7M to fill to be competitive with VA Tier 3 and peer universities</p>	<p>- Work with GA to increase faculty salaries - Reallocate for VCU internal raises</p>	<p>-Secure internal and government funding for 4% merit raise in FY20 -Ensure compensation increases are merit-based in all areas</p>	<p>FY19 Budget: includes 3% increase</p> <p>3 Year Budget Model includes faculty salary increases of 4%, 3%, 3% respectively.</p>
Integrated Institution-wide Commitment to the Research Mission. Quest 2025 Theme II: National Prominence				
<p>Increase national research prominence strategies: -Focus on neuroscience & addiction, cancer, cardiovascular, children's and women's health, pharmaceutical engineering; IT/CS, social justice - Establish research engagement for faculty and students at all levels - Increase total sponsored awards in FY 2019 - Implement One-VCU Clinical Trials Initiative</p> <p>BOV Committees: AHAC, FBI, UR Responsible: VPRI, VPHS, Provost, VPIE, CCO</p>	<p>- Historical research patterns and faculty hires that do not align with stated priorities - Lack of incentives to promote interdisciplinary and transdisciplinary research - Needed focus on planning and management of flexible, multi-purpose research space - High cost of recruiting and retaining top talent</p>	<p>- Comprehensive research strategic plan developed by VPRI and stakeholders - Implement One-VCU Clinical Trials Management Initiative - Increase diversity of federal funding by source (beyond NIH) and mechanism (inter-programmatic grants) - Implement plan to achieve NCI-Designated Comprehensive Cancer Center status</p>	<p>- \$275 million in total sponsored awards in FY19 -\$286 million in total sponsored awards in FY23</p> <p>- Federal research revenue by source</p> <p>-Develop multi-year business plan to support research focus areas</p>	<p>FY19: \$1.5M of one-time funds to support a One-VCU Clinical Trials Management Initiative, to be allocated over three years.</p> <p>\$12M incentive plan in support of new initiatives has been established; jointly funded by University and Health System to be allocated over 5 years.</p>
Make it Real Campaign. Quest 2025 Themes 1 and II: Student Success and National Prominence				
<p>Cultivate significant increase in fundraising</p> <p>BOV Committees: UR, FBI Responsible: CDO, CCOFO</p>	<p>-Securing large, transformational gift -Young alumni base -Need to build culture of giving</p>	<p>Execute DAR campaign plan</p>	<p>\$95 million in FY 19</p> <p>\$750 million by 6/30/2020</p>	<p>FY19: \$2.3million funding increase</p>

2018-2019 Quest Implementation Priorities

DRAFT 11-15-18

Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

Diversity Driving Excellence

From Concept to Measurement to Impact


Aashir Nasim, Ph.D.

Vice President for Inclusive Excellence


Director of the VCU Institute for Inclusion, Inquiry & Innovation



Presentation Summary

- What are the problems with the Diversity & Inclusion Strategic Action Plan, 2017-2022?
 - How have we / will we address these problems in Quest 2025: Together We Transform?
 - Why will these proposed solutions make VCU better?
 - When will these solutions be implemented at scale?
- 
- A decorative footer graphic consisting of a horizontal bar with a gradient from light yellow to dark brown, overlaid with a pattern of vertical rectangular blocks in various shades of yellow and brown.

Problems with D&I Strategic Plan, 2017-2022

- Relationship to university strategic plan
 - Budget and finance
 - Conceptual and methodological approaches
 - Strategic initiatives and priorities
 - Plan administration and implementation
 - Change orientation
 - Change outcomes and impact
- 

2017 – 2022

Diversity and Inclusion Strategic Action Plan And Report to the University

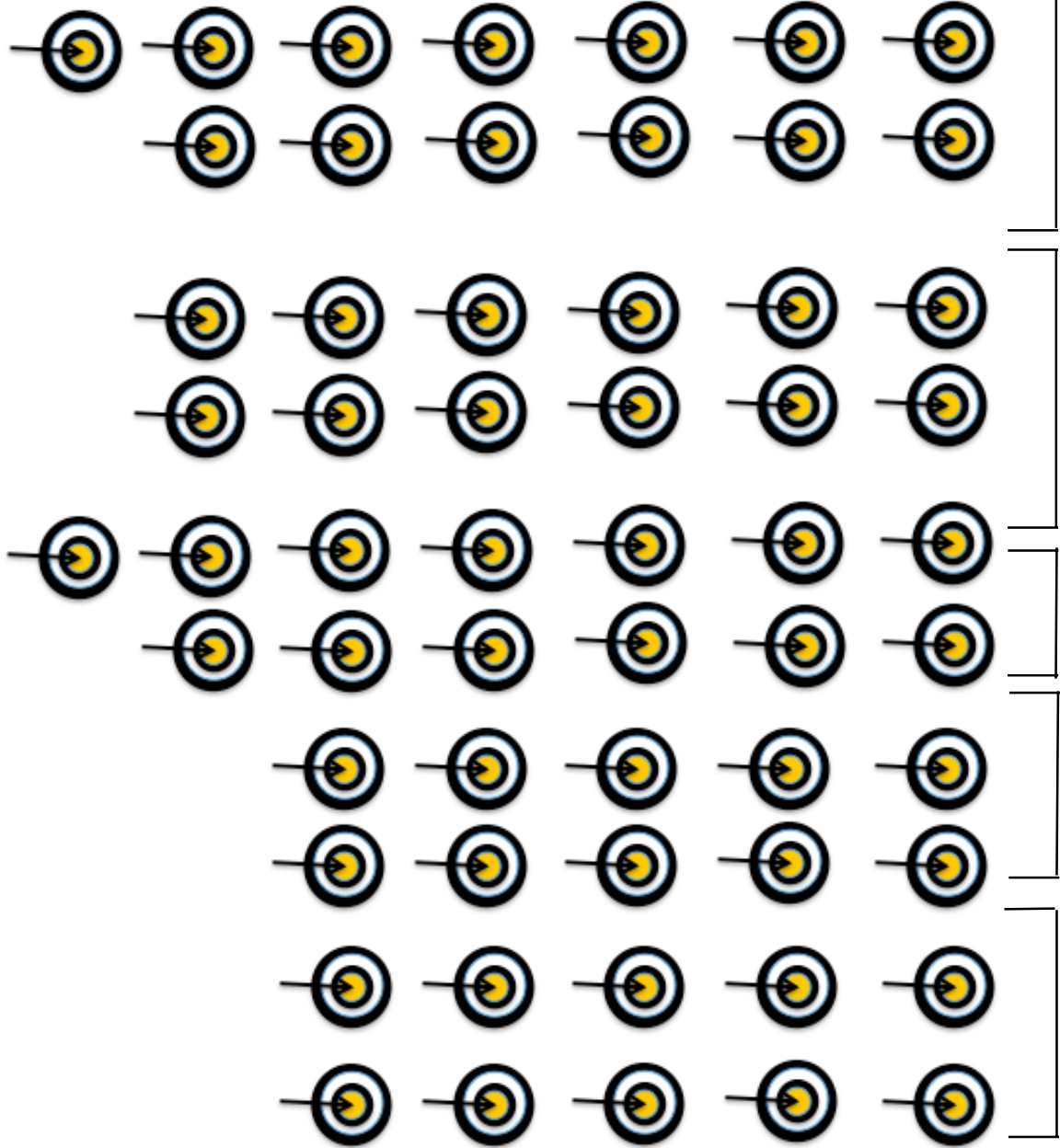
Themes

- Theme I
- Theme II
- Theme III
- Theme IV
- Theme V


Goals

- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 1
- Goal 2
- Goal 3
- Goal 1
- Goal 2
- Goal 3
- Goal 4

Strategic Actions and Initiatives



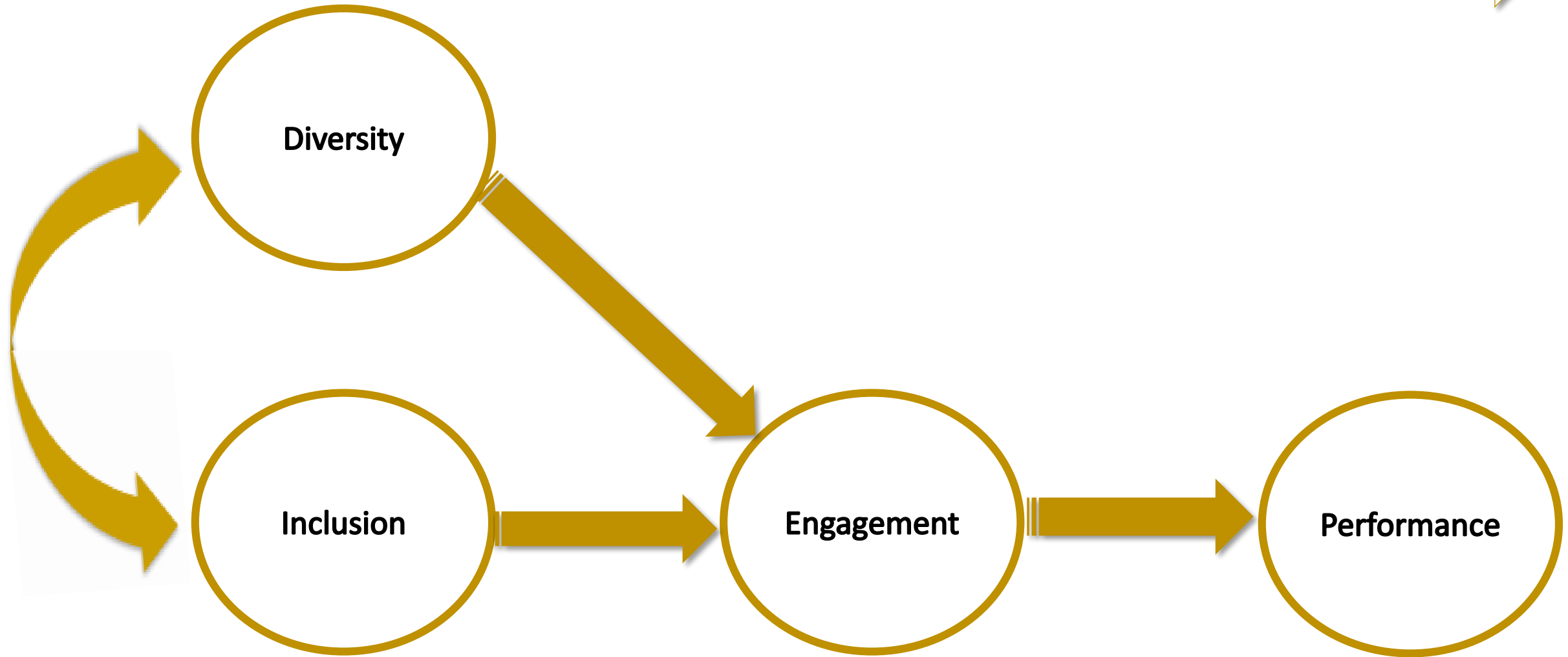
Problems with D&I Strategic Plan, 2017-2022

- Relationship to university strategic plan
 - Budget and finance
 - Conceptual and methodological approaches
 - Strategic initiatives and priorities
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 - Change orientation
 - Change outcomes and impact
- 

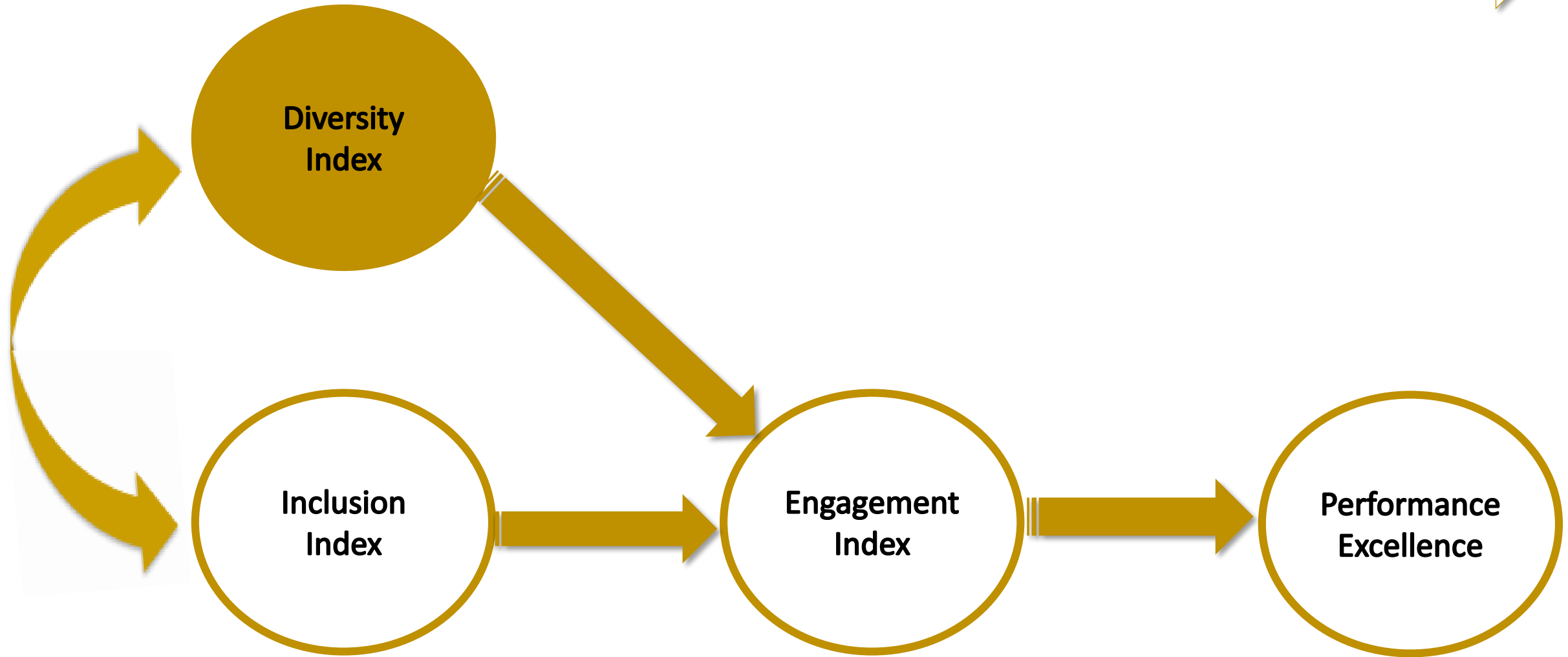
Solutions to D&I Strategic Plan, 2017-2022

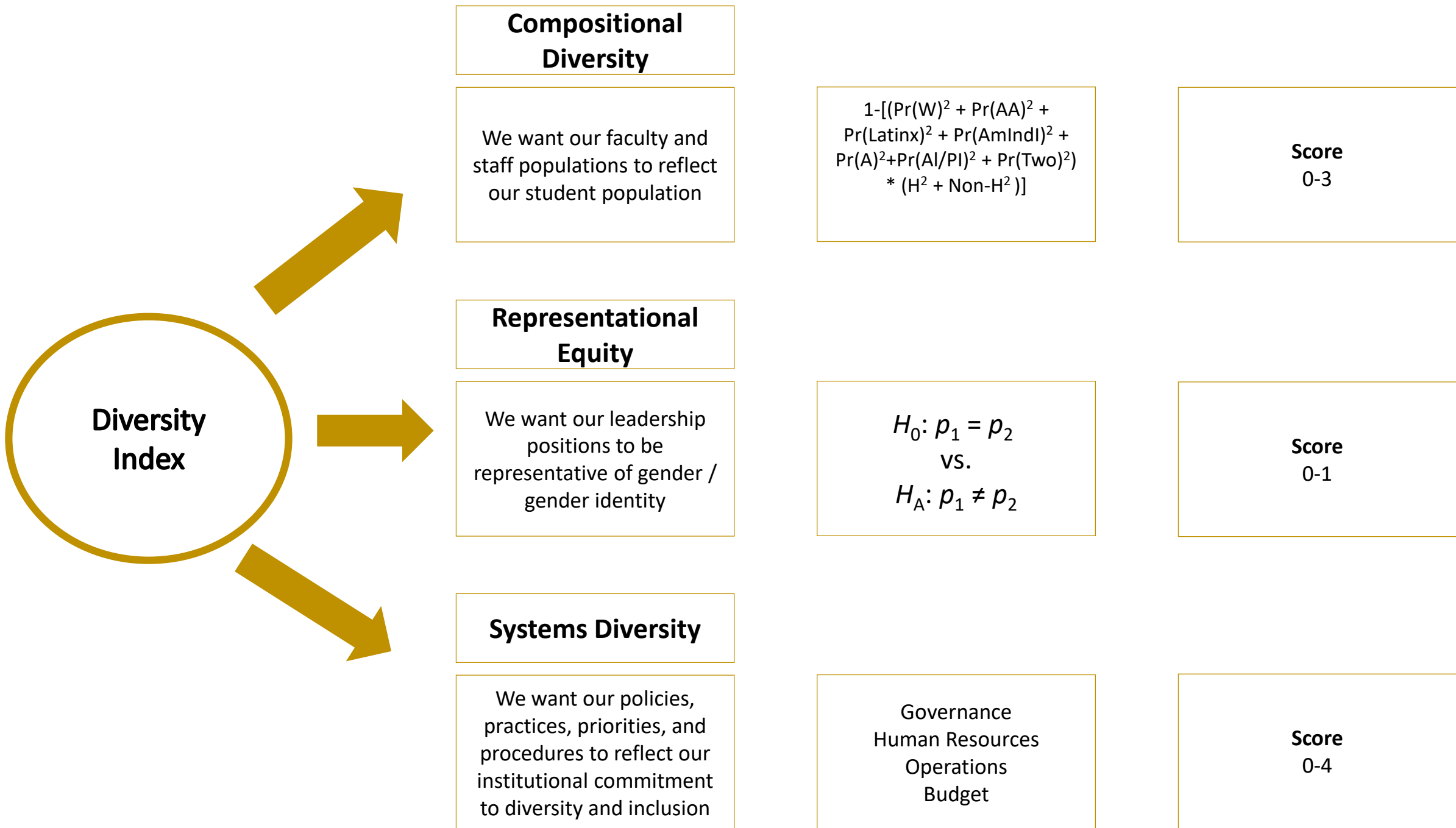
- Relationship to university strategic plan
- Budget and finance
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- Strategic initiatives and priorities
- Plan administration and implementation
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- Change outcomes and impact

Diversity Driving Excellence: The Conceptual Model

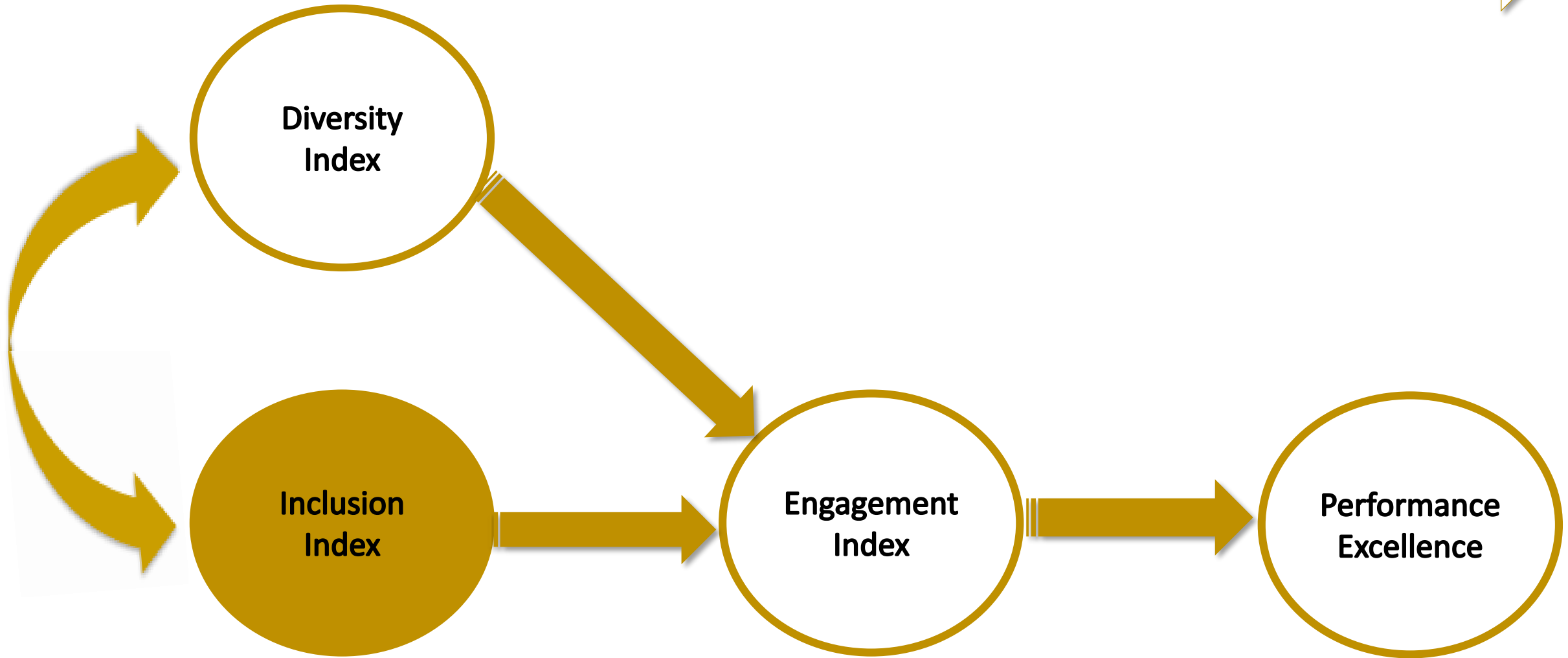


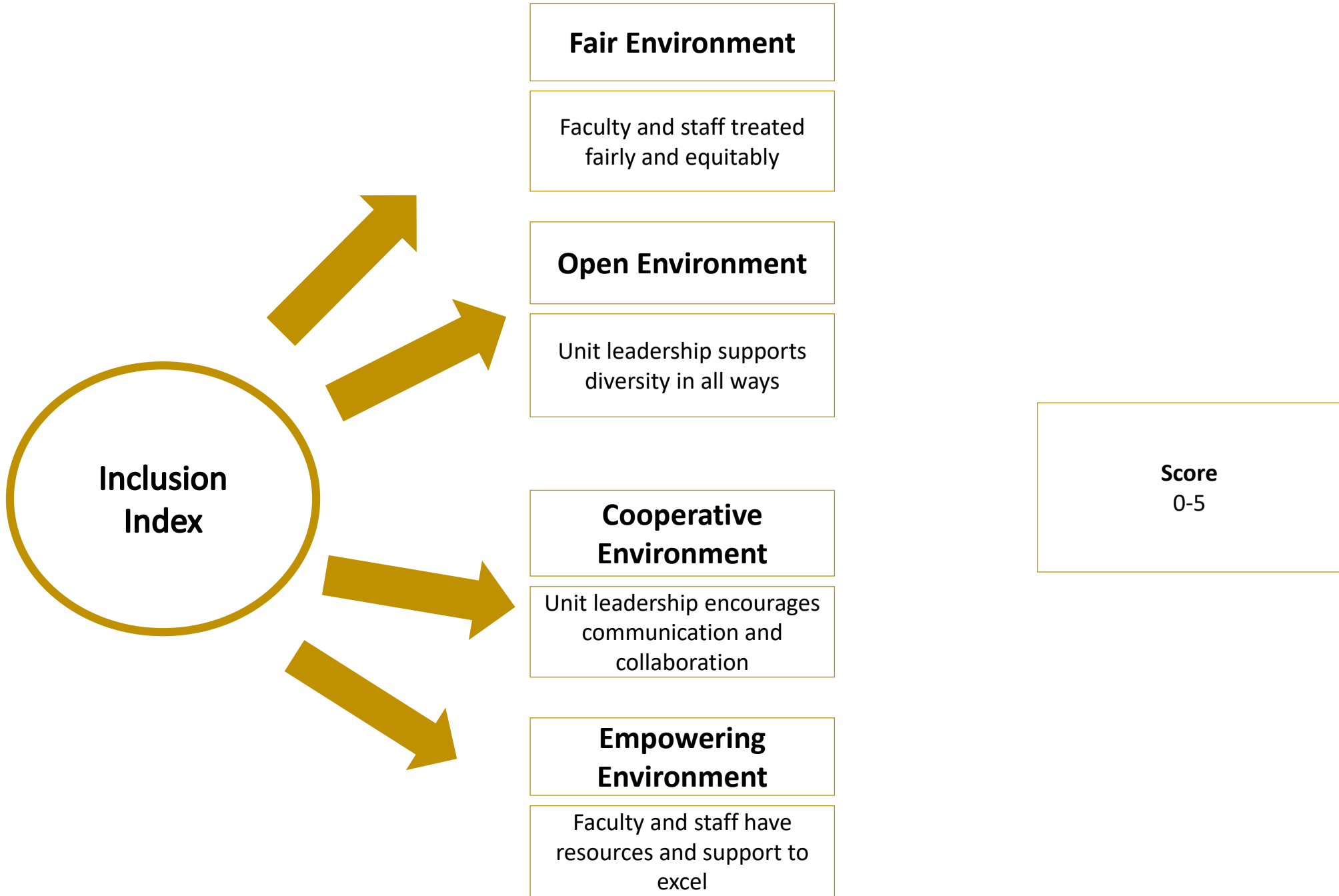
Diversity Driving Excellence: The Measurement Model



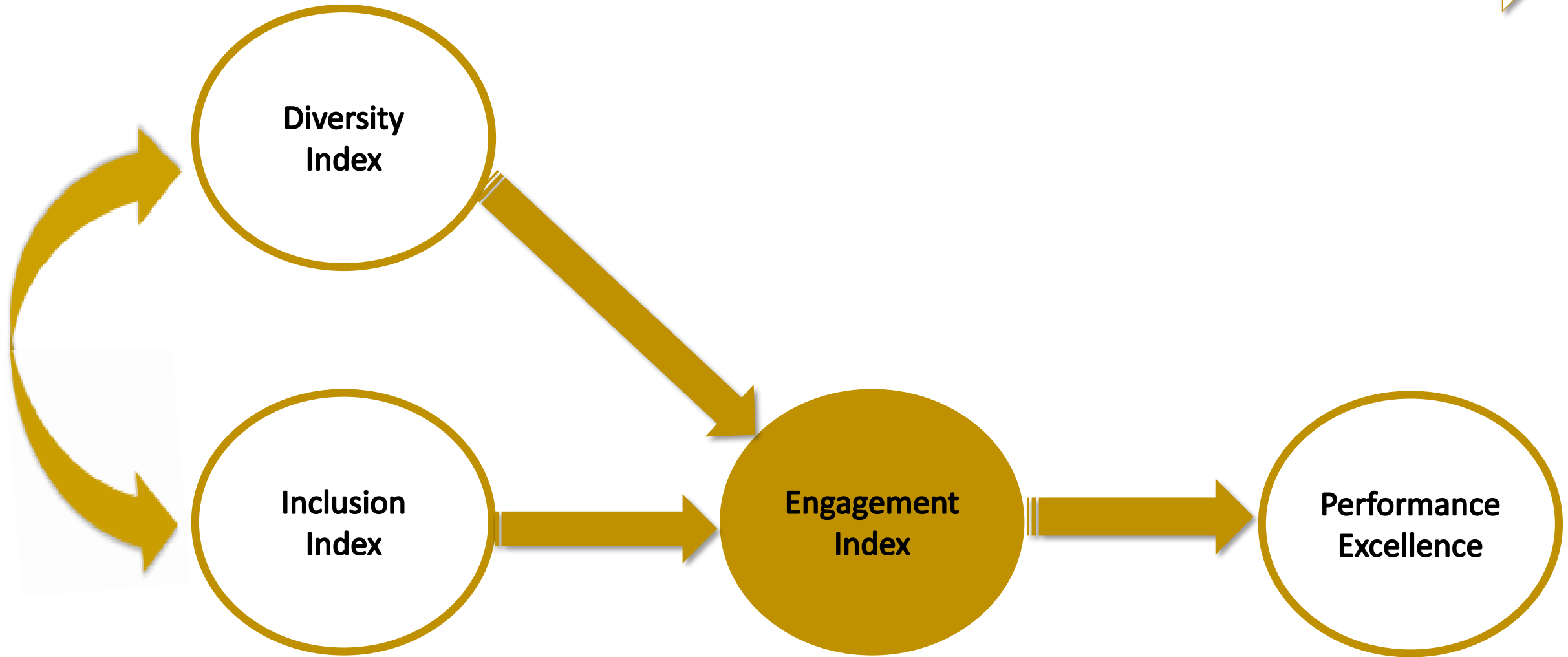


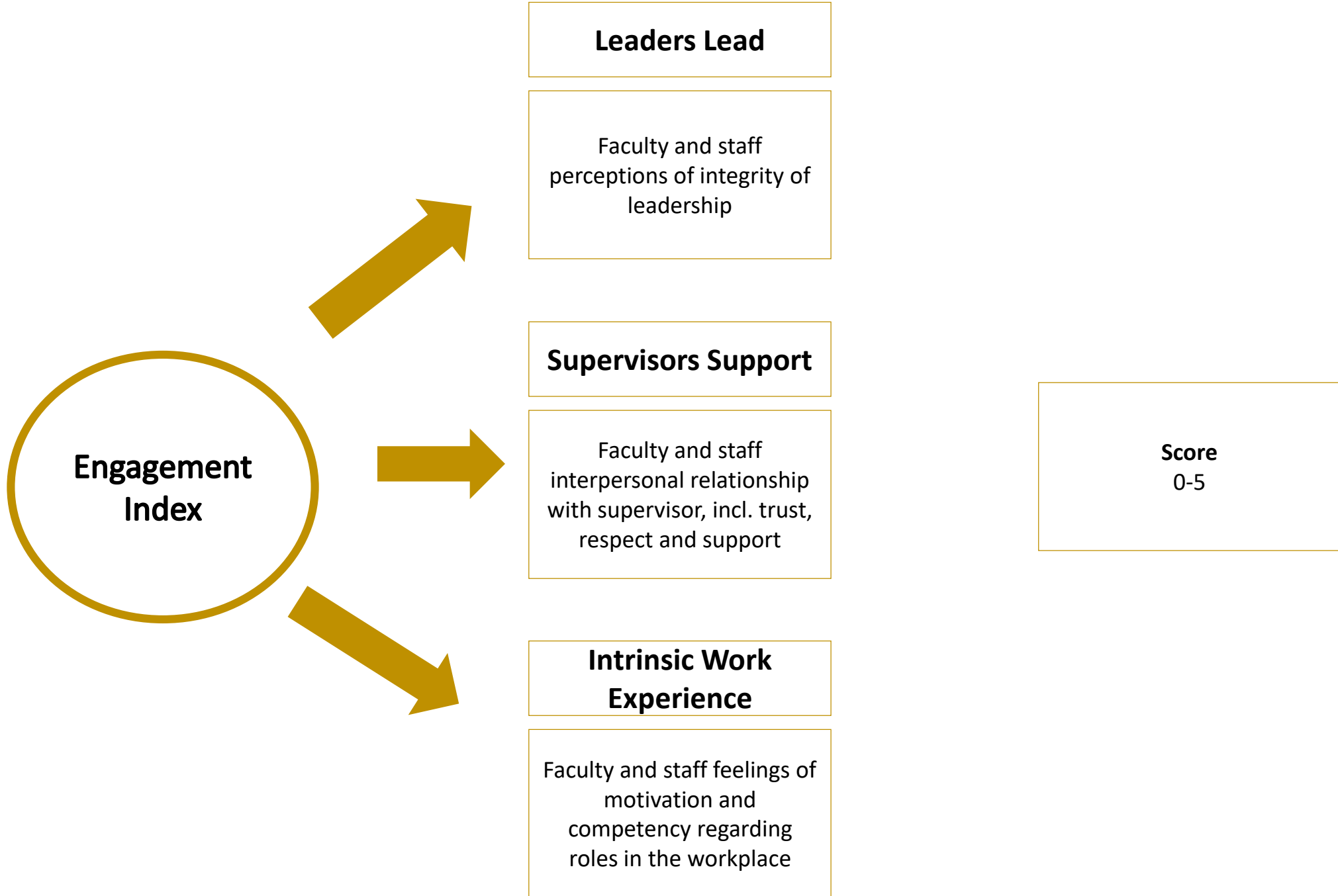
Diversity Driving Excellence: The Measurement Model





Diversity Driving Excellence: The Measurement Model





Leaders Lead

Faculty and staff perceptions of integrity of leadership

Supervisors Support

Faculty and staff interpersonal relationship with supervisor, incl. trust, respect and support

Intrinsic Work Experience

Faculty and staff feelings of motivation and competency regarding roles in the workplace

Score
0-5

Solutions to D&I Strategic Plan, 2017-2022

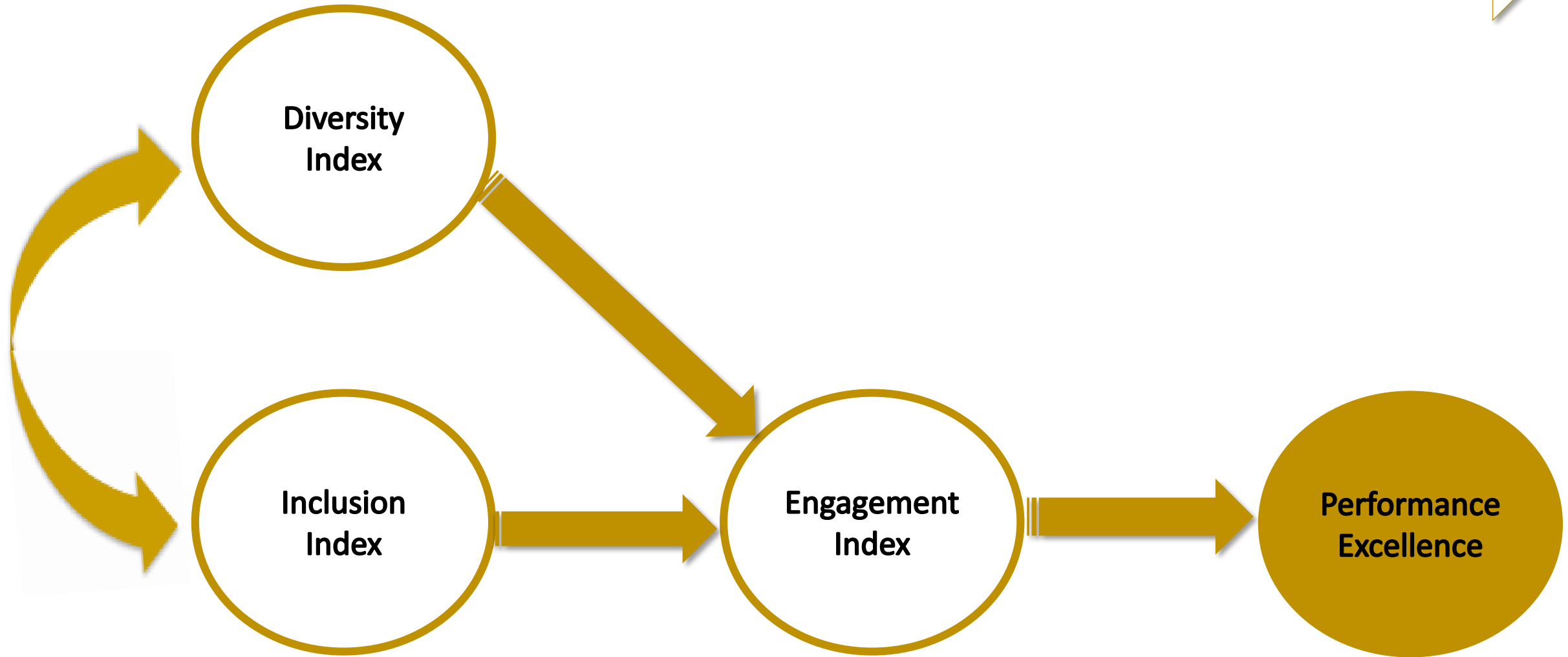
- Relationship to university strategic plan
- Budget and finance
- Conceptual and methodological approaches
- **Strategic initiatives and priorities**
- Plan administration and implementation
- Change orientation
- Change outcomes and impact

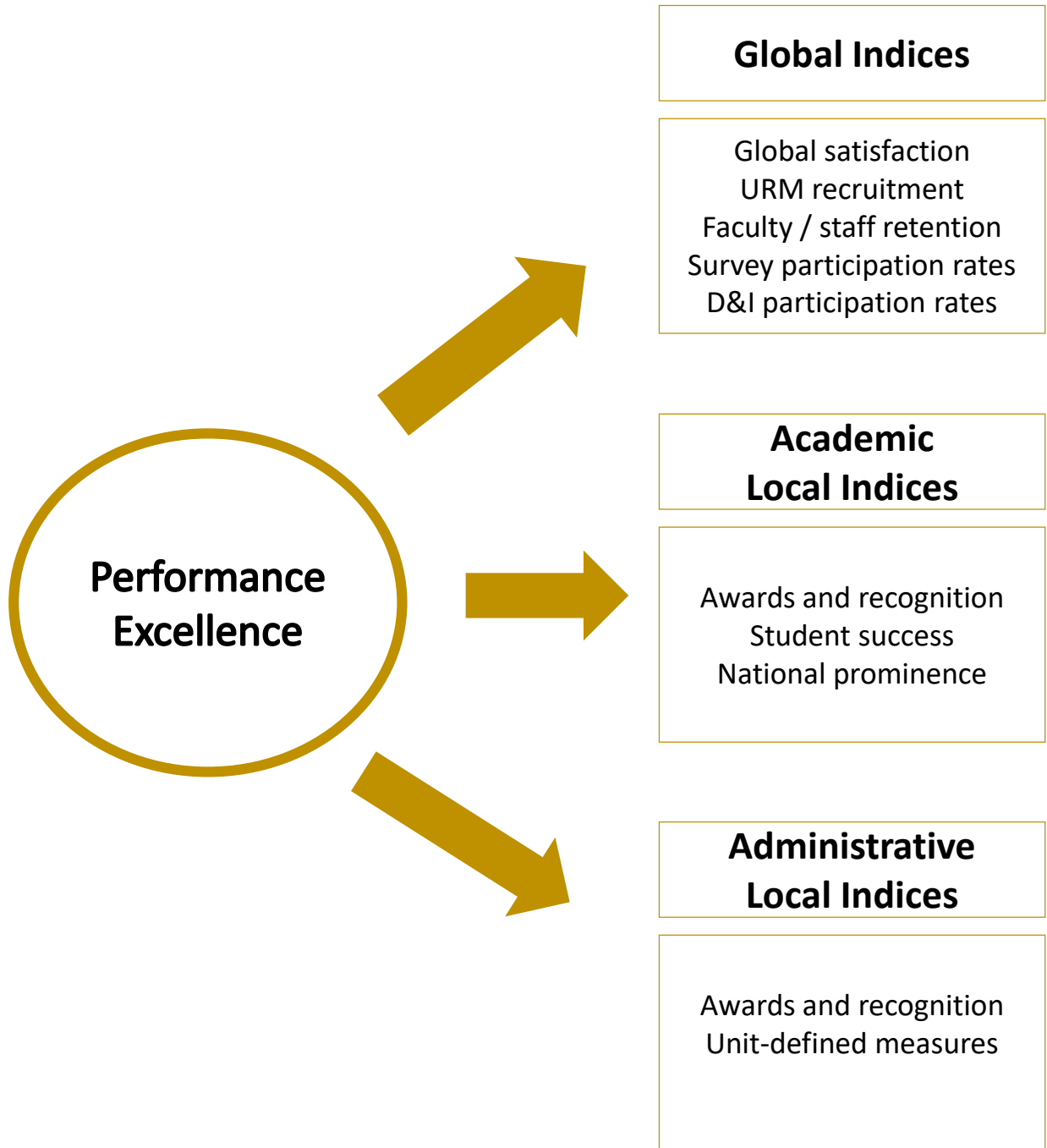
Quest 2025

Together We Transform

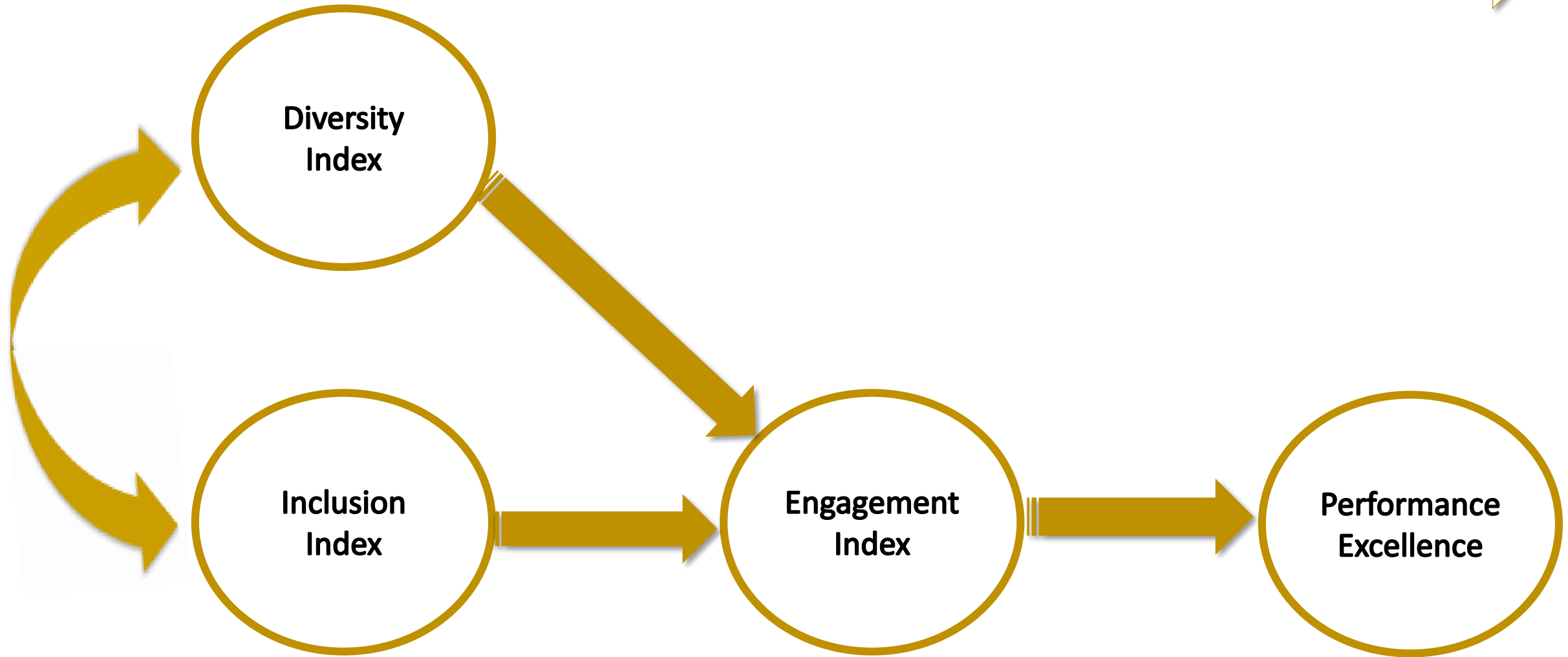


Diversity Driving Excellence: The Measurement Model





Diversity Driving Excellence: The Measurement Model





Compositional Diversity
Representational Equity
Systems Diversity

Fair Environment
Open Environment
Empowering Environment
Cooperative Environment
Supportive Environment


Leaders Lead
Supervisor Support
Intrinsic Work Experience

Solutions to D&I Strategic Plan, 2017-2022

- Relationship to university strategic plan
- Budget and finance
- Conceptual and methodological approaches
- Strategic initiatives and priorities
- Plan administration and implementation
- Change orientation
- Change outcomes and impact



These Solutions Make VCU Better

- Identification of our D&I strengths and weaknesses
 - Strategic D&I interventions and solutions (service-impact)
 - Evaluation of transformative change for acad. and admin. units
 - Targeted investment of limited D&I resources
 - Innovative D&I measurement in higher education
- 

Diversity Driving Excellence: The Conceptual Model

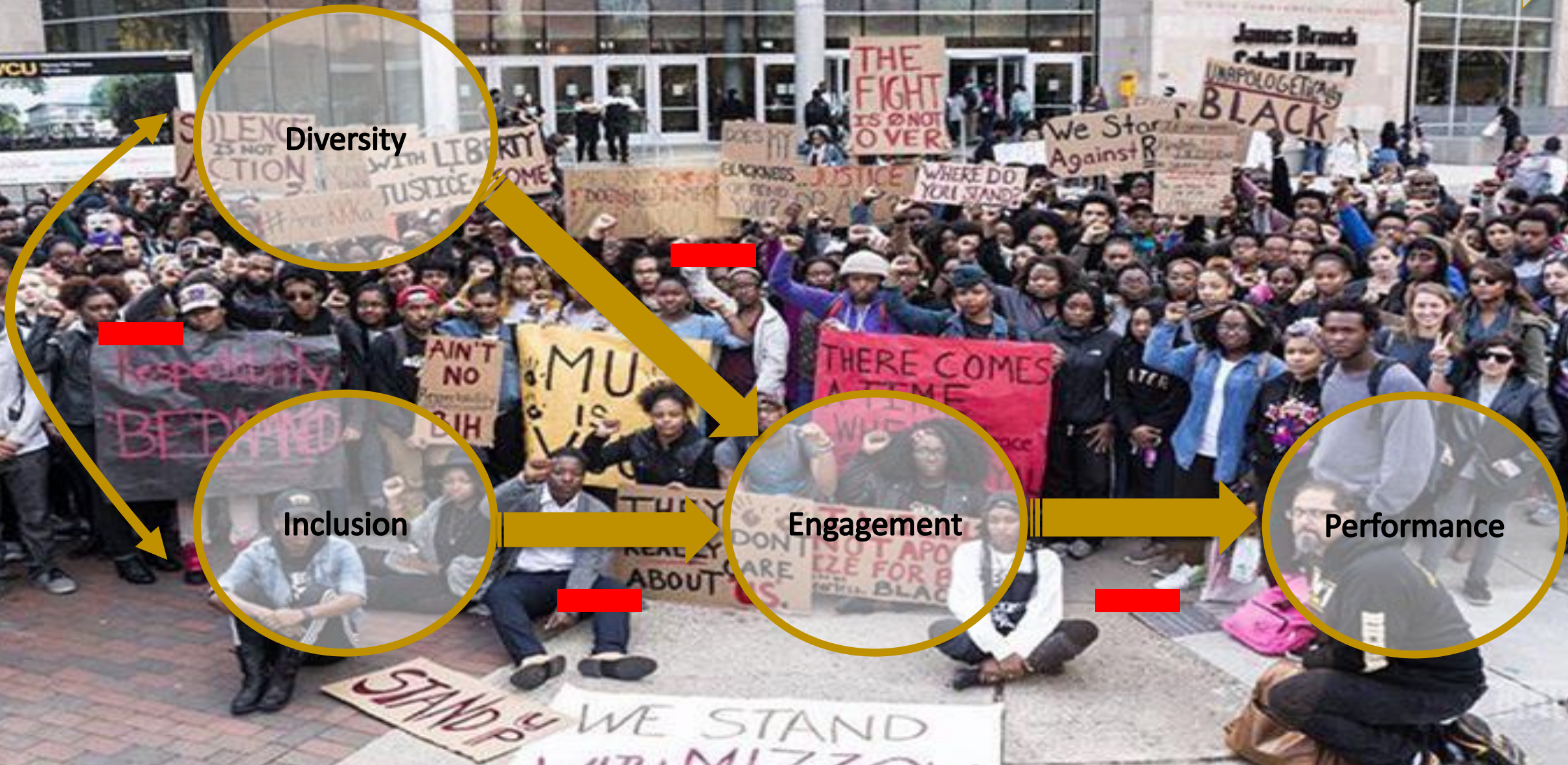


Diversity

Inclusion

Engagement

Performance



IEXCEL EDU @ VCU

Diversity & Inclusion Leadership Certificate

Fundamentals of D&I
Implicit Bias and Microaggressions
Leading Diverse Teams
Building an Inclusive Community
Building an Inclusive Classroom
D&I in Healthcare
Advancing Corporate Diversity

Short Courses

Race and Social Media
Entrepreneurialism
Campus Activism
Poverty

Rammalogues

Inter-dialogues and exchanges
between university community
members

Trainings

Managing Intergenerational
Conflict

Intercultural Conflict

Permanent Whitewater: How to
navigate institutional change

Seminars

D&I in Higher Education
Deconstructing Power and Privilege
Implicit Bias and Microaggressions
Curriculum Transformation
Building an Inclusive Classroom
Cultivating an Inclusive Workplace
Respect the Title: VI, VII and IX

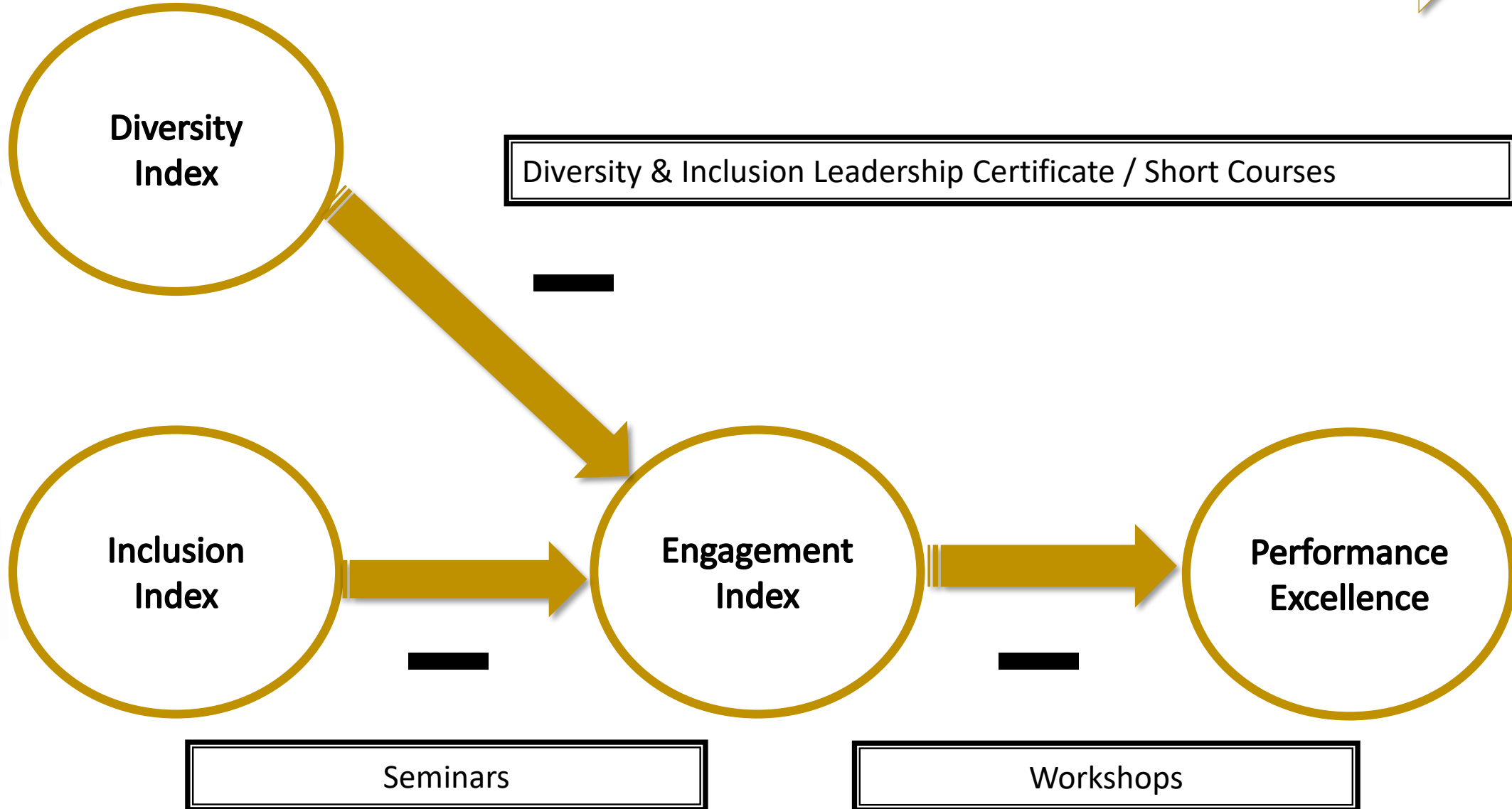
Workshops

So...You are serious about
recruiting and retaining URM
faculty?

They said...(what)? Engaging
multiple perspectives in the
classroom and workplace

Diversity Driving Excellence: The Measurement Model

Rammalogues and Trainings

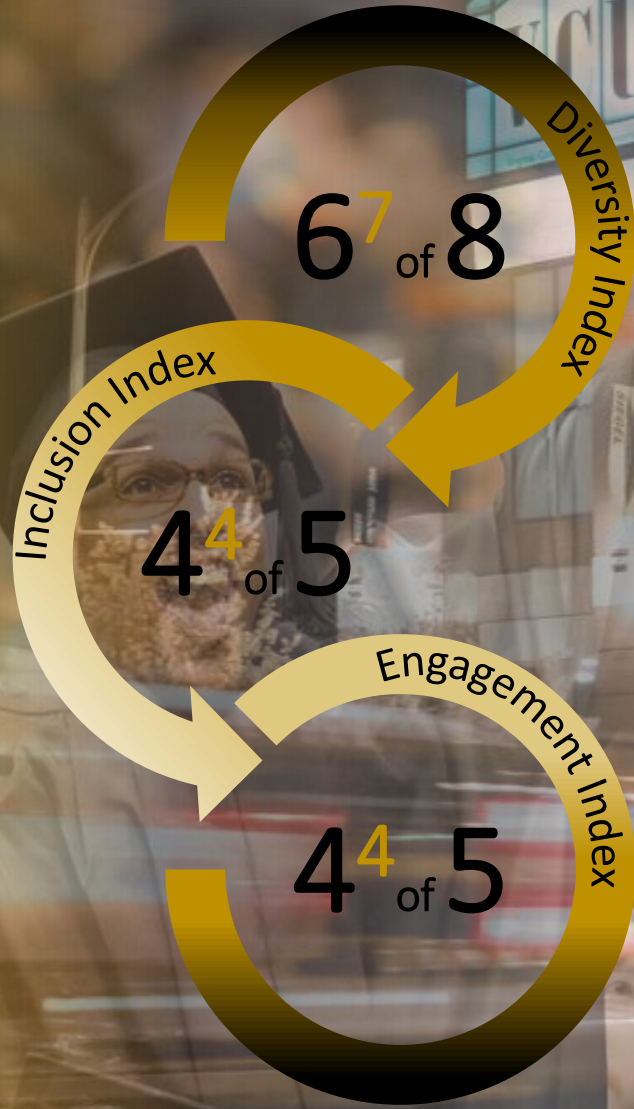


VCU Inclusive Excellence Dashboard

2019



2020



2021



Implementation at Scale

- Collaboration across stakeholder groups
- Communications and planning

Communications Timeline

Activities Timeline

BOV Meeting

May 2019

Diversity Driving Excellence Data Presentation
Program Compendium Pilot Testing

Colleges and Schools
Administrative Units

April 2019

Diversity Driving Excellence Target Development
Program Compendium Pilot Testing

Colleges and Schools
Administrative Units

March 2019

Diversity Driving Excellence Survey Data Analysis
Program Compendium Pilot Testing

Colleges and Schools
Administrative Units

February 2019

****Diversity Driving Excellence Survey Implementation****
Program Compendium Development

Colleges and Schools
Administrative Units

January 2019

Diversity Driving Excellence Survey Development
Program Compendium Development

BOV / AHAC Meeting

December 2018

Diversity Driving Excellence Survey Data Presentation
BOV Resolution to Integrate Strategic Plans
Program Compendium Development

Staff Senate
University Council
Colleges and Schools

November 2018

Diversity Driving Excellence Survey Data Analysis
Program Compendium Development

Faculty Senate Meeting
Council of Deans

October 2018

Diversity Driving Excellence Survey Pilot Testing
Program Compendium Development

President's Cabinet
Joint CIEE, ILC, PAGDI Council Meeting

September 2018

Diversity Driving Excellence Concept and Measurement
Development Process (cont. from summer 2018)

Diversity Driving Excellence

From Concept to Measurement to Impact

Aashir Nasim, Ph.D.

Vice President for Inclusive Excellence

Director of the VCU Institute for Inclusion, Inquiry & Innovation



**Affordable Course
Content
Briefing, September
2018**

Why talk about Affordable Course Content (ACC)?

Textbook costs are a problem

- Costs for course materials at VCU is \$1,493 per year; that's 10% of tuition
- Costs affect student success in the classroom
- Faculty consider costs a problem too

Affordable Course Content can help

- ACC = free or very low-cost course materials
- As effective for course outcomes as commercial course materials
- Flexible, adaptable, reusable in course design and curriculum

Obstacles to use of ACC

- Faculty awareness of ACC
- Faculty time to redesign courses for ACC
- Finding appropriate ACC
- Acquiring appropriate ACC

Free and low-cost course materials for students at VCU: already in progress

\$1,004,743	Student textbook savings in 2017-18
9,130	Students who saved on textbook costs
39	Faculty who have participated in open textbook creation workshops
34	Faculty who received funding to develop free textbooks through a partnership of VCU Libraries, CTLE, and the ALT Lab
UNIV 111/112/200 Math 151 BIOL 151	Examples of classes where students used free course materials

Free and low-cost course materials for students at VCU: 2018-19

Make more ACC available at VCU	Purchased unlimited-use digital versions of materials and textbooks for targeted high-enrollment courses
Broaden awareness	Expand existing Open Textbook Network initiatives
Accelerate adoption	New full-time librarian focused exclusively on expanding adoption and creation of ACC by faculty
Expand course redesign and ACC development	Implement redesigned courses from faculty who received funding in 2017-18 to redesign courses for ACC (through a partnership of VCU Libraries, CTLE, the ALT Lab, and others). Initiate 2018-19 course redesign awards program for a new cohort of faculty.
Leverage new state-wide funding for ACC	<ul style="list-style-type: none">-Create portal for finding and using ACC materials.-Augment local ACC materials with materials acquired with new funding.-Add language encouraging use of ACC to VCU's textbook policy.-Expand Open Textbook course redesign and ACC development in Virginia.-Add 2 full-time librarians to assist Virginia institutions with ACC initiatives

Questions? Want to learn more?

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Dean of Libraries and University Librarian
jeulmsch@vcu.edu
804-828-1105

Opening the Textbook:

Educational Resources in U.S. Higher Education, 2017

Julia E. Seaman and Jeff Seaman



Opening the Textbook:

Educational Resources in U.S. Higher Education, 2017

Julia E. Seaman, Ph.D.

Research Director, Babson Survey Research Group

Jeff Seaman, Ph.D.

Director, Babson Survey Research Group

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Report available at: www.onlinelearningsurvey.com/oer.html.

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This research would not be possible without the assistance of a number of organizations. First, we wish to thank the William and Flora Hewlett Foundation for their considerable help in framing the project, as well as their support of the data collection, analysis, and report creation. Their background and knowledge of open educational resources and contacts within the OER community was invaluable in defining the focus of the study. We also wish to thank the Global Healthy Living Foundation for their support in the administration of the Hewlett Foundation grant.

This report presents results derived from a nationally representative sample of higher education faculty. In addition to providing responses to a wide range of questions, these faculty also provided thousands of comments and observations on the state of teaching and learning. Each section of this report includes a selection of faculty quotes relevant to that topic. These quotes are presented as close to the original as possible, with the only changes being the correction of typos and the removal of any personally identifying information.

We wish to thank the thousands of faculty members who took the time to provide us with these detailed and thoughtful responses. We understand that you are very busy people, and appreciate your effort. This report would not be possible without you, and we hope that you find it useful.

Julia E. Seaman
Jeff Seaman
Babson Survey Research Group
2017

EXECUTIVE SUMMARY

Responses from over 2,700 U.S. faculty paint both a "Good news" and a "Bad news" picture for the role of open educational resources (OER) in U.S. higher education. Both sides of the equation are clearly evident in the responses from higher education teaching faculty who had recently selected required curricula materials (primarily textbooks) their course.

To begin with the bad news: the levels of awareness of OER, the licensing tied to it, and overall adoption of OER materials, remains low. Only 10% of faculty reported that they were "Very aware" of open educational resources, with 20% saying that they were "Aware." Awareness of Creative Commons licensing also remains low, with only 19% of faculty reporting that they are "Very aware." Measures that combine both dimensions are even lower, with 8% classified as "Very aware" and 17% as "Aware" on a joint measure of OER and of Creative Commons licensing awareness.

Faculty continue to report significant barriers to OER adoption. The most serious issues continue to be the effort needed to find and evaluate suitable material. Nearly one-half of all faculty report that "there are not enough resources for my subject" (47%), and it is "too hard to find what I need" (50%). In light of this, the reported level of adoption of open-licensed textbooks (defined as either public domain or Creative Commons) of only 9% is not a surprise. Many faculty members also voice concerns about the long-term viability of open educational resources, and worry about who will keep the materials current.

That said, there is also considerable cause for optimism among those who support OER. The awareness and adoption levels may be low, but they also show steady year-to-year improvements. For example, the open-licensed textbook adoption rate of 9% for 2016-17 represents a substantial increase over the rate of 5% for 2015-16. Likewise, awareness of both Creative Commons licensing and OER itself has increased each year.

OER also addresses a key concern of many faculty: the cost of materials. A majority of faculty classify cost as "Very important" for their selection of required course materials. Faculty report that their required textbooks have an average price of \$97, and only 22% say that they are "Very satisfied" with that cost. It is therefore not surprising that most faculty report that not all of their students buy all the required texts for their class, with only a third saying that 90% or more of their students have purchased the required textbook.

A particular area of OER success is among large enrollment introductory-level courses. These courses touch the largest numbers of students, are often taught in multiple sections (66%), and are typically required for some subset of students (79%). Faculty teaching these courses were presented with a list of the most commonly used commercial textbooks (up to twelve) for their specific course, along with an open text alternative from OpenStax, a non-profit OER publisher based out of Rice University.

The rate of adoption of OpenStax textbooks among faculty teaching large enrollment courses is now at 16.5%, a rate which rivals that of most commercial textbooks. This is a substantial increase over the rate observed last year (10.8%). Users of OpenStax textbooks also had levels of satisfaction equal to their peers teaching introductory level courses who had selected commercial textbooks. These adoptions address concerns about cost as well: faculty who did not select an OpenStax textbook reported an average cost of \$125 for the required textbook, while those who did select an OpenStax text reported an average cost of \$31.

The OpenStax results among large enrollment introductory-level courses shows that OER can be successful. OpenStax has been able to reach penetration levels equal to most of their commercial competitors, with equal levels of faculty satisfaction, in a very short time. This comes amid continuing concerns on the part of faculty about the limited nature of OER materials, particularly the lack of associated materials like tests, quizzes, and homework assignments, that are typically provided by commercial alternatives.

The OpenStax model has also successfully addressed another faculty concern: the desire for print over digital. Faculty continue to report that their students prefer printed materials, and OpenStax provides this alternative in addition to a freely distributed digital version.

The results show that when you deal directly with the top faculty concerns of finding and evaluating potential OER options, OER can be as successful as commercial alternatives. OpenStax has done this by using an adoption and distribution model that is very similar to that of commercial publishers, with nicely formatted printed copies available for students in their normal bookstore.

One lesson from the OpenStax results is that you need to reach individual faculty members in order to be successful. Two-thirds (67%) of all faculty reported that they were the sole decision maker for the new or revised course material, while an additional 22% of faculty engaged in a group decision. Faculty have a well-proven model for selecting their teaching materials, and any new player will have to be successful within that model.

OpenStax's success is not complete, however. Initial adoption has primarily been among faculty who are willing to embrace new teaching styles, have greater willingness to move away from the traditional lecture style for teaching, and have a higher appreciation for digital materials. It is unclear if faculty with more traditional approaches, or greater reliance on associated materials, will follow in the same numbers.

It is also not clear if the OpenStax model will work outside of large enrollment classes. A mature OER distribution channel stocked with well-developed, high-quality options can address two of the most common factors cited by faculty when selecting educational resources: the need for comprehensive content and resources that are easy to find. OER has a distinct advantage for the remaining top concern: the cost to the student. Questions remain, however: Will there be sufficient adoption in smaller classes to support the production and updating of OER textbook alternatives? Is there enough volume in this market to support other OER publishers?

DEFINITIONS

This study is designed to explore the process by which faculty members select the educational materials that they employ in their courses. The most common of these is the required textbook - faculty members typically select one or more books that all students are required to use through the duration of the course. Faculty also employ a wide range of other materials: some optional, others required for all students. This study only deals with required materials, using the following definition:

Items listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee; examples include printed or digital textbooks, other course-complete printed (course pack) or digital materials, or materials such as laboratory supplies

In addition to examining the overall resource selection process, this study also explores the particular class of materials classified as open educational resources (OER). The Hewlett Foundation defines OER as:

OER are 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 educational 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.¹

An important aspect of the examination of the use of educational resources is the licensing status of such materials: who owns the rights to use and distribute, and does the faculty member have the right to modify, reuse, or redistribute the content? The legal mechanism that faculty are most familiar with is that of copyright. As noted by the U.S. Copyright office, copyright is:

A form of protection provided by the laws of the United States for "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. ... Copyright covers both published and unpublished works.²

Of particular interest for this study is the copyright status of the primarily textual material (including textbooks) that faculty select as required materials for their courses.

Copyright owners have the right to control the reproduction of their work, including the right to receive payment for that reproduction. An author may grant or sell those rights to others, including publishers or recording companies.³

¹ <http://www.hewlett.org/programs/education-program/open-educational-resources>.

² <http://www.copyright.gov/help/faq/definitions.html>

³ <http://legal-dictionary.thefreedictionary.com/copyright>

Not all material is copyrighted. Some content may be ineligible for copyright, copyrights may have expired, or authors may have dedicated their content to the public domain (e.g., using Creative Commons public domain dedication⁴).

*Public domain is a designation for content that is not protected by any copyright law or other restriction and may be freely copied, shared, altered and republished by anyone. The designation means, essentially, that the content belongs to the community at large.*⁵

An intermediate stage between traditional copyright, with all rights reserved, and public domain, where no rights are reserved, is provided by Creative Commons licenses. A Creative Commons license is not an alternative to copyright, but rather a modification of the traditional copyright license that grants some rights to the public.

*The Creative Commons (CC) open licenses give everyone from individual authors to governments and institutions a simple, standardized way to grant copyright permissions to their creative work. CC licenses allow creators to retain copyright while allowing others to copy, distribute, and make some uses of their work per the terms of the license. CC licenses ensure authors get credit (attribution) for their work, work globally, and last as long as applicable copyright lasts. CC licenses do not affect freedoms (e.g., fair use rights) that the law grants to users of creative works otherwise protected by copyright.*⁶

The most common way to openly license copyrighted education materials – making them OER – is to add a Creative Commons license to the educational resource. CC licenses are standardized, free-to-use, open copyright licenses.⁷

⁴ <https://creativecommons.org/publicdomain/zero/1.0/>

⁵ <http://whatis.techtarget.com/definition/public-domain>

⁶ Personal communication from Cable Green, PhD, Director of Open Education, Creative Commons

⁷ State of the Commons report: <https://stateof.creativecommons.org>

STUDY RESULTS:

Selecting Educational Resources

"I have deliberately developed the policy for my courses that students will have no textbooks or any other materials that must be purchased. All reading materials are digital and accessed online." (Full-time Social Sciences Faculty)

"As a literature professor, I require my students to bring their literary texts to every class. I also require that they have actual physical books (unless a student has an ADA accommodation). One reason is that recent cognitive research has shown that student understanding and retention is better when reading words on paper than on screens. I have also found that even the most tech-savvy students can navigate a book more quickly than they can an electronic text." (Full-time English Language and Literature Faculty)

"I teach a sophomore level linear algebra course for which I require/recommend a textbook. But I don't care which edition they use, so the cost can vary from \$0, for an online pdf of an earlier version they might find to \$142 for a new copy of the latest edition." (Full-time Computer and Information Science Faculty)

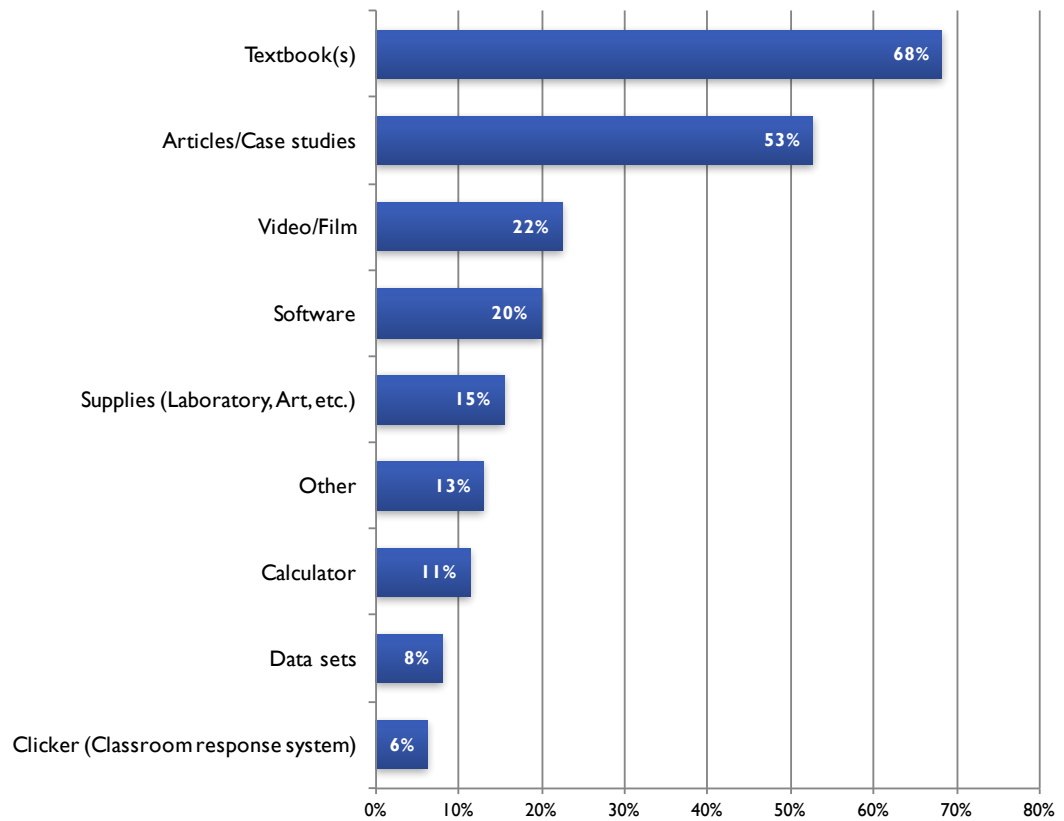
"My main concern with resources for my classroom is with student use. I find that students 1) do not absorb information when they read and 2) resist doing assigned reading and 3) a small minority of students actually purchases required texts, even if there are assignments that require the text." (Full-time Professional Faculty)

Faculty may recommend or require particular materials for the students in their courses, ranging from specific editions to free resources to multiple types of materials. This study focuses on those that are required, defined as all items "listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee."

The most common item by far that faculty list on their syllabus as "required" is one or more textbooks, with 68% of all faculty reporting that they have a required textbook. Other print materials (e.g., articles and case studies) are required by a majority of faculty. All other types of materials are required by less than one-quarter of faculty. Software (22%) and video and film (20%) are required by more faculty than supplies (15%), calculators (11%), data sets (8%), clicker systems (6%), or other materials (13%).

Some faculty also list items which they recommend, but do not require students to purchase. The most common of these are articles and case studies, which are recommended by 20% of faculty. There are also recommended textbooks (17%) and videos/films (17%), as well as recommended software (11%). Only a single digit percentage of faculty recommend other types of materials, like supplies, data sets, and clickers.

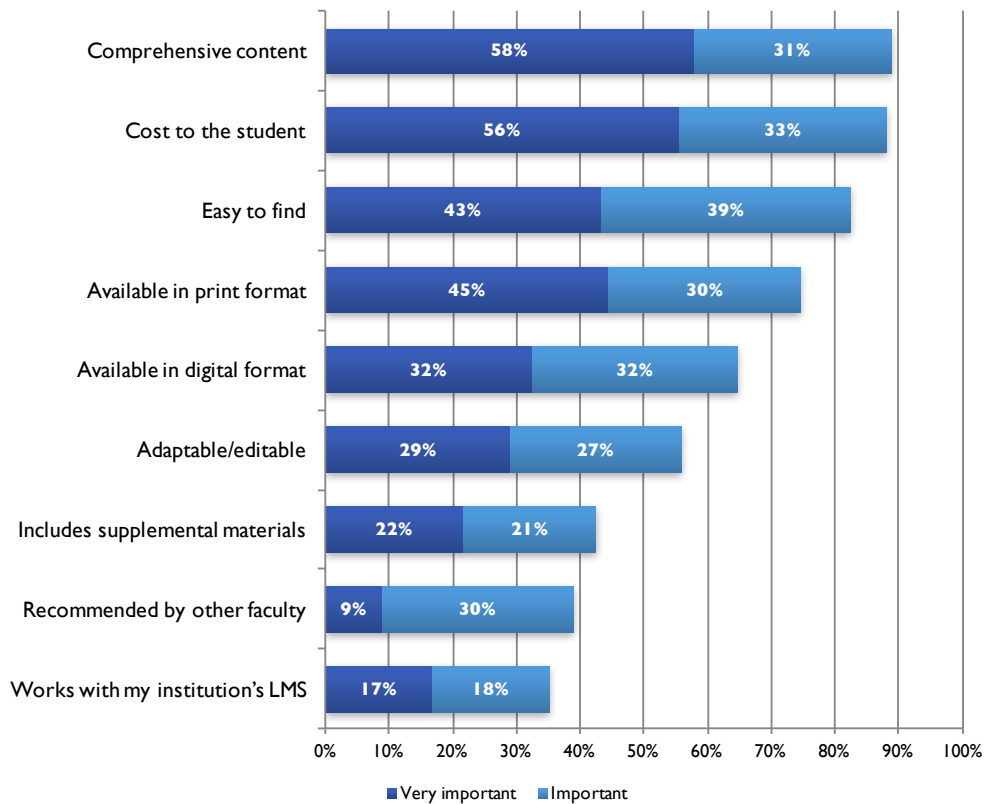
PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIALS FOR THEIR COURSE



Faculty were asked which factors were most important when they selected these required materials. Two factors were mentioned as being "Very important" by a majority of faculty members: comprehensive content and cost to the student. The most-cited factor was the comprehensiveness of the resource (58% reporting it as "Very important" and 31% as "Important"). This was followed by cost to the student: over one-half (56%) of faculty said cost was "Very important," and an additional 33% reported that cost was "Important." These two factors were followed by how easy it was to find the resource (43% reported that it was "Very important" and 39% as "Important"). The only other factor with a similar "Very important" rating was that the material be available in print format (45% "Very important" and 30% as "Important").

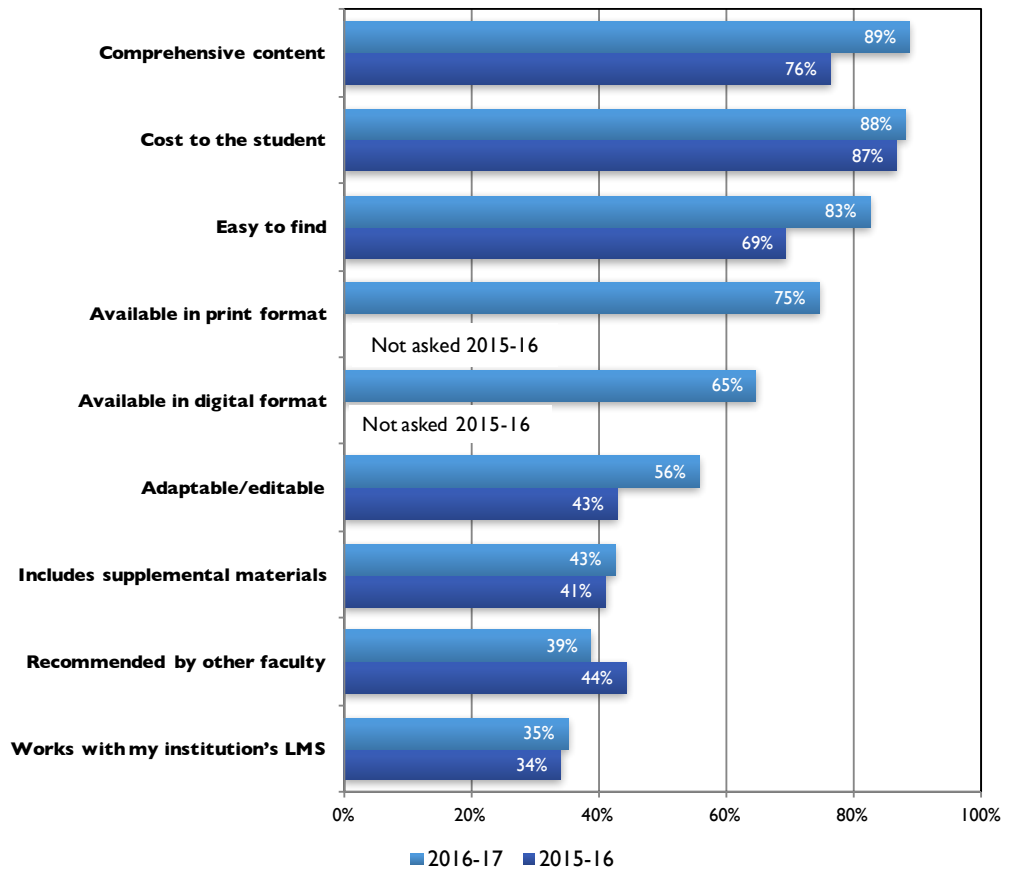
The availability of resources in digital format was seen as less important than print, but still had nearly two-thirds of faculty saying it was "Very important" or "Important". A somewhat smaller number of faculty listed material that was adaptable or editable, with the remaining factors mentioned by less than one half of responding faculty members. Recommendation by other faculty members had the lowest proportion of faculty rating as "Very important" (9%), a rate far lower than for any other factor.

IMPORTANCE OF FACTORS IN SELECTING REQUIRED COURSE MATERIALS



The relative ranking of the importance of the different factors in the selection of required course materials has changed only slightly from the results of last year's survey. The same top three factors are seen as much more important than other aspects of the material for both time periods. The proportion of faculty rating cost as important has remained steady, while there has been an increase among those who rate comprehensiveness of the content as important for their choice, moving it to the number one spot.

IMPORTANCE OF FACTORS IN SELECTING REQUIRED COURSE MATERIALS 2015-16 AND 2016-17



There has also been an increase in the proportion of faculty reporting that materials being easy to find is important. It remains the third-most mentioned factor, ahead of two newly included factors. Additional growth was seen for a preference that materials be adaptable or editable, though it remains the sixth-most mentioned factor. Faculty comments in last year's survey displayed a considerable concern about the way in which their materials were distributed, in particular if they were available in print or digital form. Some faculty were enthusiastic about digital distribution, while many others reported that their students had a preference for printed materials. While the faculty responses do show a greater preference for print than for digital, this is not an either/or choice. Many faculty say that they want their materials to be available in both formats.

Cost to the Student

"About two years ago, I attended a workshop on open access textbooks that really opened my eyes to the cost of course materials for students. I am now reworking all of my courses to limit the cost to students. I had no idea how many students didn't buy textbooks because of the cost." (Full-time Social Sciences Faculty)

"I think the use of OER are the most responsible thing we can do as educators in the face of the rising costs of higher education. Exploration of the OER and their potential use to enhance student engagement and learning are the future of higher education, it's time to get on board." (Full-time Natural Sciences Faculty)

"The high cost of educational resources and textbooks are a barrier to many of our students. It is unclear why the costs are so high, and what is driving the costs." (Full-time Computer and Information Science Faculty)

"It is most urgent that educators be made aware of the day to day impact that the cost of textbooks has on our students, in terms of everyday life as well as in terms of success and retention." (Full-time Social Sciences Faculty)

"Over the past few years my community college encouraged adopting OER materials. We now have many no- and low-cost courses. Our students report how helpful this cost savings is for them." (Full-time Liberal Arts and Sciences Faculty)

"Textbooks are becoming cost prohibitive. That being said, I think students learn better when they have a printed resource at the ready when they are learning. Anything that educators can do to bring the costs of education toward a more reasonable amount should be a priority." (Full-time Computer and Information Science Faculty)

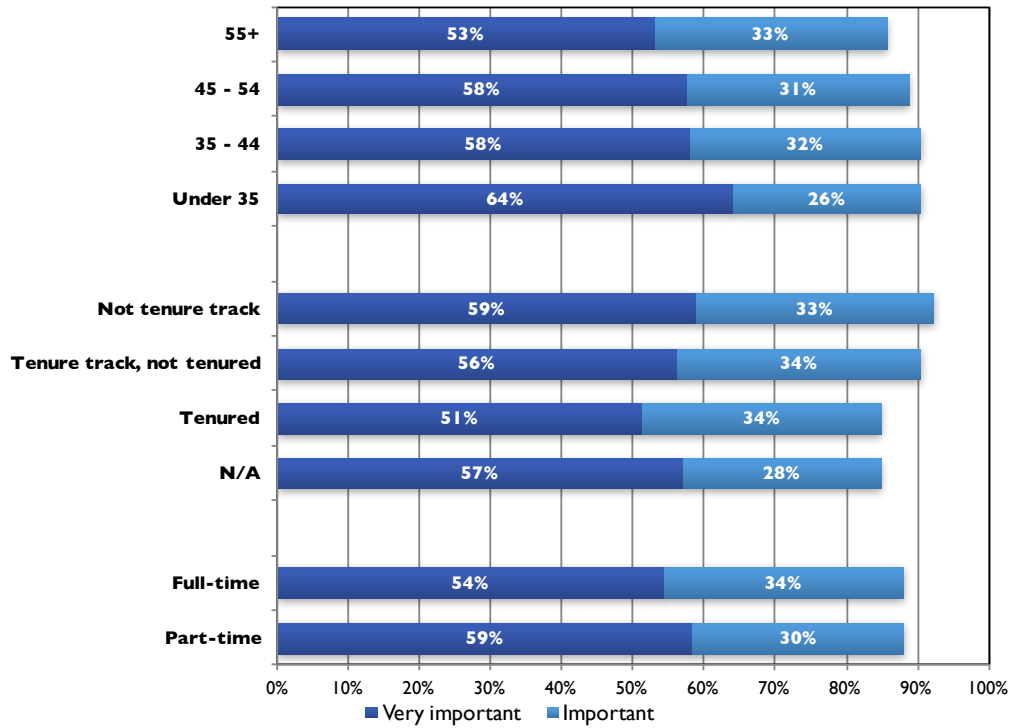
"Textbooks have become excessive in cost, especially the popular ones. The students complain about the cost as well as extras like clickers." (Full-time Natural Sciences Faculty)

"The cost of text, preprinted materials is of utmost concern to me." (Part-time Liberal Arts and Sciences Faculty)

"While a well-written and illustrated text can be an invaluable resource for students, the current high costs of texts prohibits many students from purchasing them. OER are wonderful, but not always reliable as it may be that no one is responsible for correcting errors or updating the content." (Part-time Natural Sciences Faculty)

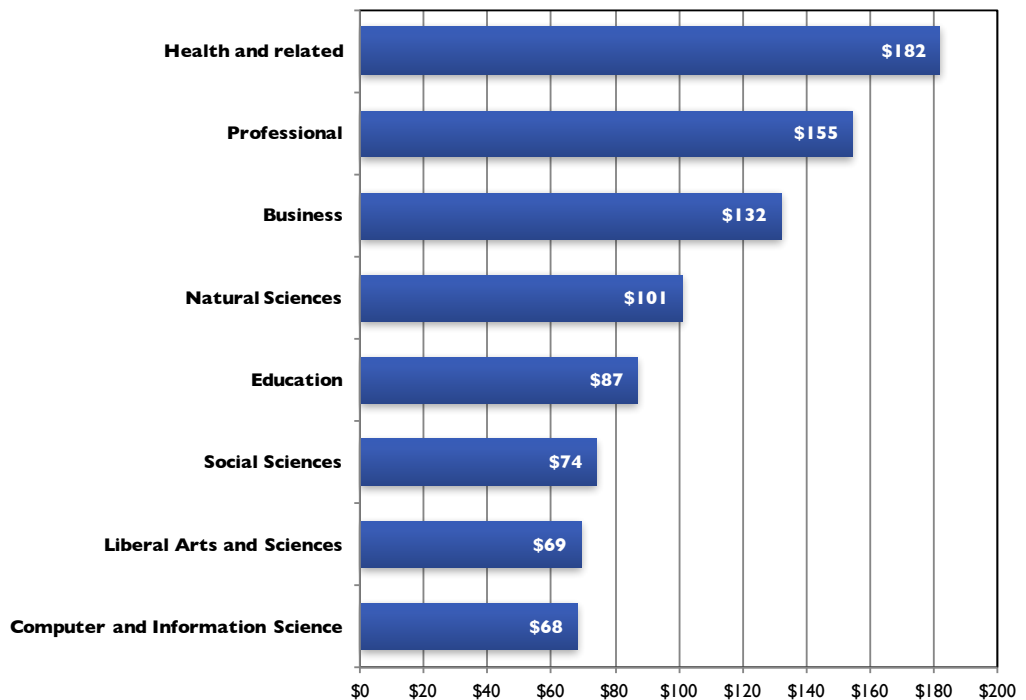
Nearly 90% of all faculty say that cost to the student is either "Important" or "Very important" in their selection of required course materials. A majority of faculty classify cost as "Very important," a finding that holds up across faculty at all levels, all ages, and all types of institutions. However, there is a slight trend for younger and non-tenure-track faculty to consider it more important than older and tenured faculty.

IMPORTANCE OF COST IN SELECTION OF CURRICULUM MATERIALS

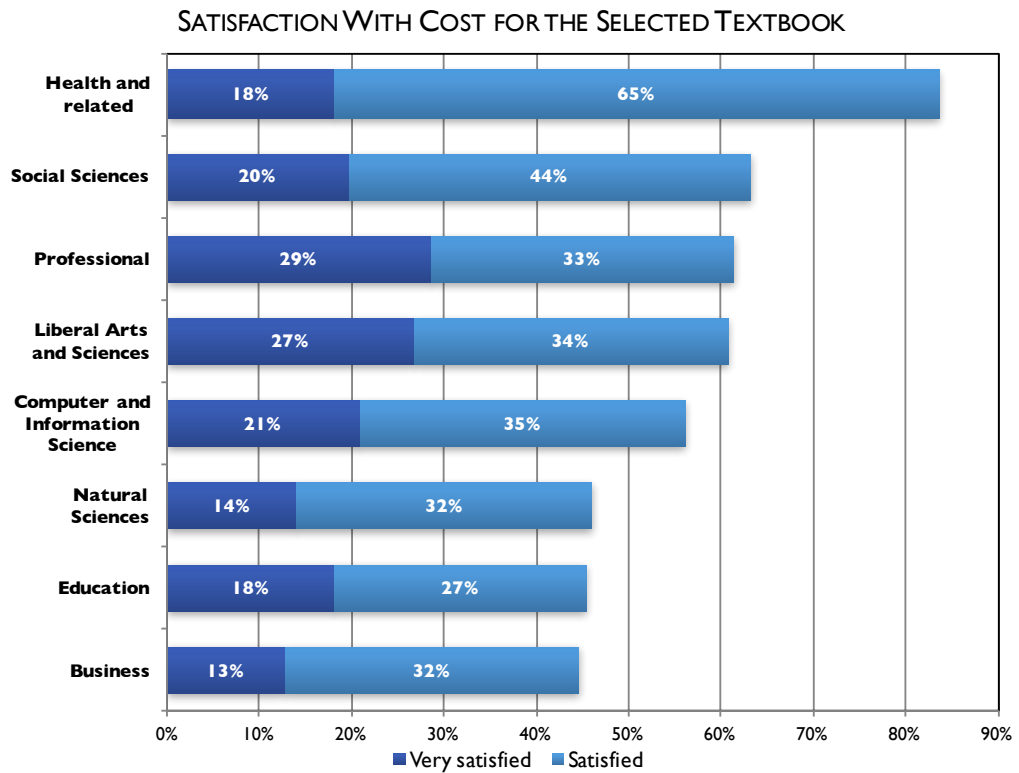


Faculty report that the cost to the student for their required textbook has an average price of \$97 (across all levels of courses), with a median price of \$75. There is considerable variability by discipline, with faculty in Health and related fields saying that their textbook averages \$182, while those in Computer and Information Science say their students are spending only \$68, on average.

AVERAGE COST OF REQUIRED TEXTBOOK BY DISCIPLINE



With a majority of faculty saying that cost is very important in their selection, and also reporting that the average cost for their students is near one hundred dollars, it may not surprise to find that faculty are not very satisfied with the cost of textbooks. Only 22% of all faculty say that they are "Very satisfied" with the cost of their selected textbook. An additional 37% report that they are "Satisfied".



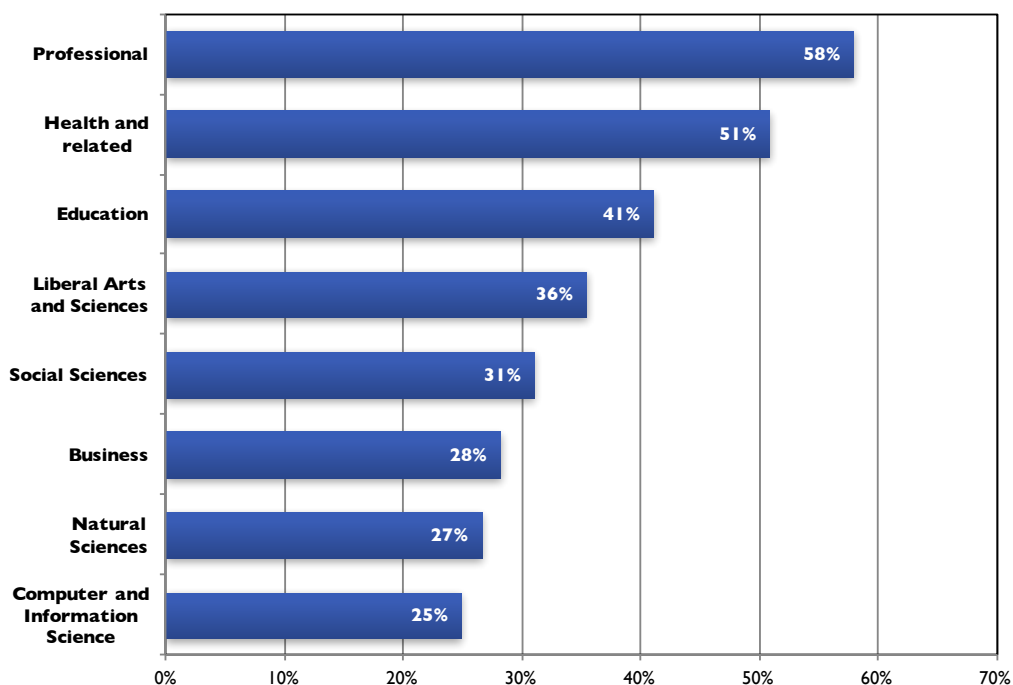
Faculty in Health and related fields may have the highest average textbook cost, but they also report the greatest proportion of faculty who are satisfied with the cost of their selection. Additionally, the Professional faculty with the second highest average textbook cost also show a majority satisfied with cost. They appear to believe that the product is worth the cost. A majority of faculty in Social Sciences, Liberal Arts and Sciences, and Computer and Information Science with the lowest average textbook cost report that they are satisfied with the cost of their selected textbook. Faculty in Business, Education, and Natural Sciences are the only segment where less than a majority report being satisfied with the cost.

Nearly 90% of faculty say that cost is "Important" or "Very important" for their selection, and the majority of that faculty say they're satisfied with the cost. So how is student access to the required materials affected? If costs were keeping students from having access to the required materials, we would expect that faculty would tell us that most or all of their students had purchased the text.

Only slightly more than a third of all faculty say that 90% or more of their students have purchased the required textbook. The remaining 64% of faculty report that less than 90% of their students made the purchase, and 44% of faculty say that less than 80% of their students that purchased the required textbook. Faculty at two-year institutions report a higher number of students purchasing the required textbook (42% at two-year institutions, as compared to 34% at four-year institutions saying at least 90% had made the purchase).

The two areas with the highest average cost for required textbooks (Professional studies, and Health and related fields) also report the greatest levels of success in having all of their students purchase the required textbook. These are the only disciplines where a majority of faculty believe that 90% or more of their students have purchased the required text. Only one quarter of faculty in Business, Natural Science, and Computer and Information Science faculty believe that 90% or more of their students have purchased the required text.

PROPORTION OF FACULTY REPORTING THAT AT LEAST 90% OF THEIR STUDENTS HAD PURCHASED THE REQUIRED TEXTBOOK BY DISCIPLINE



Awareness of Open Educational Resources

"I am not fully aware of the content available through OER but I will take a look. I am always interested in getting the right materials into my students' hands." (Part-time Business Faculty)

"Many of the faculty at my institution do not seem to be aware of OER, although faculty are aware of the financial challenges our students face. I have found the quality of materials to be excellent and now use them in all of my physics and math classes." (Full-time Computer and Information Science Faculty)

"My awareness of OER is limited. I am sure that if I knew more about them, then I would use them more." (Full-time Social Sciences Faculty)

"I don't know anything about OER, but I would be interested in knowing more about it." (Full-time Liberal Arts and Sciences Faculty)

"I may have used OERs, but don't know them by that name. I look forward to learning more - I just searched online and will read up!" (Full-time Natural Sciences Faculty)

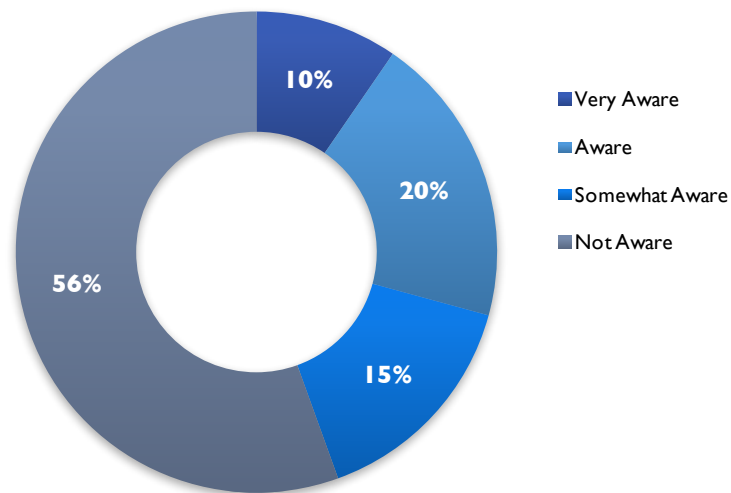
Many faculty members have only a vague understanding of the details of what constitutes open educational resources. Some confuse “open” with “free,” and assume all free resources are OER. Others confuse “open resources” with “open source,” and assume OER refers only to open source software. Because of these differing levels of understanding, the phrasing of the awareness question needs to be specific. The question should provide enough of the dimensions of OER to avoid confusion, without being so detailed that the question itself educates the respondent sufficiently that they could claim to be “aware.”

Multiple question wordings were tested for the earlier reports in this series. A question with broad definitions but no examples was found to be more precise than a question just using the term “open educational resources.” Adding a series of detailed examples of OER was even more precise, but proved too leading for the respondents and artificially boosted the proportion that could legitimately claim to be “aware.” The version used here was found to have the best balance in differentiating among the different levels of awareness, while avoiding leading those with no previous knowledge of the concept⁸. This question wording has been used for the past two years so that year-to-year comparisons can be made.

⁸ Additional details are provided in the Methodology section of this report.

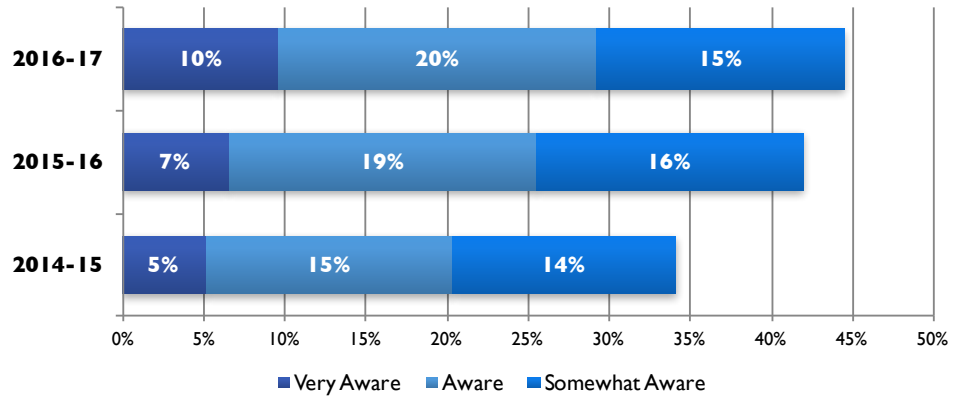
When faculty members were asked to self-report their level of awareness of open educational resources, a majority (56%) said that they were generally unaware of OER (“I am not aware of OER” or “I have heard of OER, but don't know much about them”). These results were confirmed by faculty comments, and some showed excitement or desire to learn more. Only 10% reported that they were very aware (“I am very aware of OER and know how they can be used in the classroom”), and twice that many (20%) said that they were aware (“I am aware of OER and some of their use cases”). An additional 15% of faculty reported that they were only somewhat aware (“I am somewhat aware of OER but I am not sure how they can be used”).

AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2016-17



The 2016-17 results reinforce the trend of increased awareness of OER observed over the past two surveys. Faculty claiming to be very aware doubled from 5% in 2014-15 to 10% in the most recent year. Those saying that they were “aware” grew from 15% to 20%, and those “somewhat aware” from 14% to 15%. The proportion that reported no awareness dropped from nearly two-thirds (66%) in 2014-15 to just over 50% (56%) this year.

AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2014-15 TO 2016-17



Awareness of Licensing of Open Educational Resources

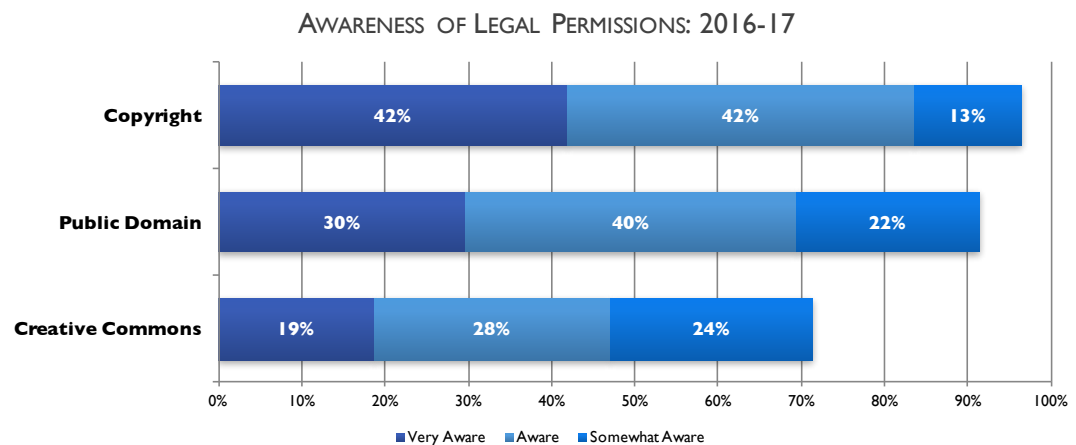
"I have worked in the publishing industry and I am a published author and I'm very concerned about copyright infringement with open source materials." (Full-time Natural Sciences Faculty)

"I'm not sure whether the images that I find as results of Creative Commons searches qualify as OER, or if OER is separately labeled as such, and searchable that way. I plan to look into these resources and use them in the future." (Full-time Natural Sciences Faculty)

"While I appreciate the efforts of others to create open access materials via various kinds of licenses, I question who will pay for this kind of labor in the future as the university employment model changes increasingly towards adjunct and other limited responsibility contracts in lieu of tenure." (Full-time Computer and Information Science Faculty)

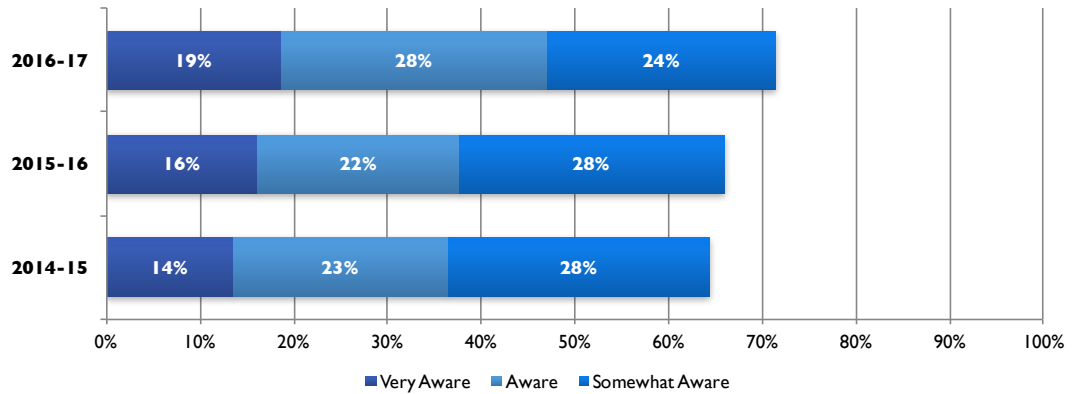
Open licensing and the ability to reuse and remix content is central to the concept of open educational resources⁹. It is therefore critical to understand faculty awareness of these concepts. Most faculty continue to report a high degree of awareness of copyright status of their classroom content (84% "Very aware" or "Aware"), with 96% expressing some degree of awareness. Awareness of public domain is also very high, with over 90% of respondents reporting some degree of awareness. The level of awareness of Creative Commons licensing, on the other hand, is somewhat lower. Less than one-half of faculty say that they are either "Very aware" (19%) or "Aware" (28%), and only 71% report any level of awareness.

Awareness levels have been increasing for all three legal permissions. The 84% reporting that they were "Very aware" or "Aware" of copyright is a small increase over the 80% rate reported last year, and the 78% rate the year before. Awareness of public domain increased very slightly, with "Very aware" or "Aware" totals growing from 69% this year compared to 67% last year and 68% the year before. Awareness levels of Creative Commons have increased the most, with the number of faculty reporting that they were "Very aware" or "Aware" now at 47%, up from 38% last year and 36% the year before that.



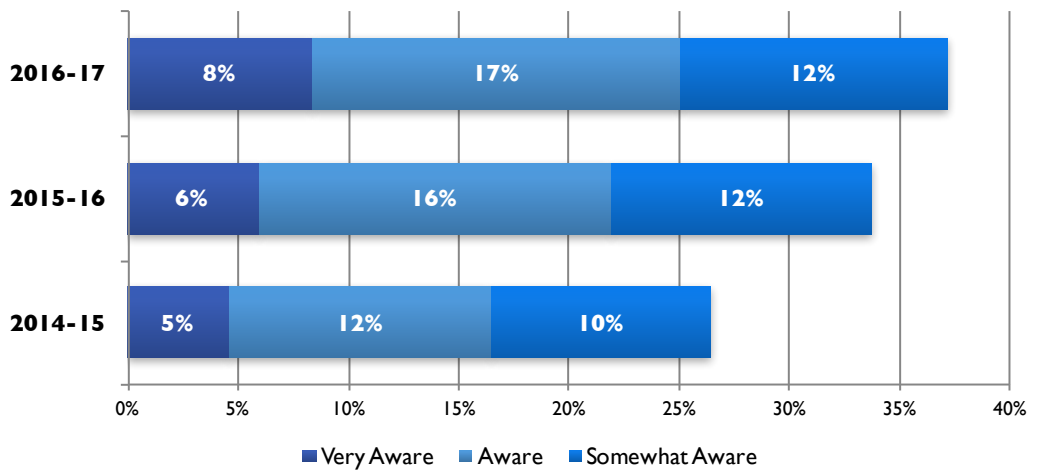
⁹ David Wiley, The Access Compromise and the 5th R, Iterating Toward Openness, <http://opencontent.org/blog/archives/3221>

AWARENESS OF CREATIVE COMMONS: 2014-15 TO 2016-17



Given that faculty members may have only a “fuzzy” understanding and awareness of open educational resources, a more precise understanding of that level of understanding and awareness can be gained from examining a combination of responses. Examining the difference between faculty who report that they are aware of OER and faculty who report that they are aware of *both* OER and Creative Commons licensing provides a good indication of the depth of understanding of OER among faculty members. If faculty who report that they are unaware of Creative Commons licensing are removed for any of the “Aware” categories of the measure of OER awareness, we create a much stricter index of OER awareness.

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS: 2014-15 TO 2016-17



The level of OER awareness drops when we apply this stricter definition, but only somewhat. Those classified as “Very aware” dips from 10% to 8%, “Aware” from 20% to 17%, and “Somewhat aware” from 15% to 12%. The overall proportion classified into any of the “Aware” categories changes from 44% when awareness of Creative Commons is not required, to 37% when it is.

The level of combined awareness of OER and Creative Commons has increased each year. Faculty reporting that they are "Very aware" increased from 5% in 2014-12 to 8% in 2016-17. Likewise, those reporting that they are "Aware" grew from 12% to 17% over this same period. The total percentage of faculty claiming some degree of awareness using this stricter definition increased from 26% in 2014-15 to 34% in 2015-16, and finally to 37% in 2016-17. This may correlate with faculty exposure to digital copyrights, OER, and other online material with the increasing preference and usage of digital course materials.

Digital versus Print

"Students still prefer printed textbooks." (Full-time Natural Sciences Faculty)

"Textbooks are becoming cost prohibitive. That being said, I think students learn better when they have a printed resource at the ready when they are learning." (Full-time Computer and Information Science Faculty)

"My experience with digital materials assigned in many courses does not suggest that all students will actually do the reading whether in print or digital form." (Full-time Social Sciences Faculty)

"Both the printed and digital versions of the book present pros and cons in students' ability to learn course topics. The reality is many students may not always utilize the ebook, ematerials daily if there is limited to no access to a smartphone or no in-home Internet services. Many students often do not bring a laptop to use during class/lecture, so this makes it difficult to follow along using the ebook/printed textbook." (Part-time Social Sciences Faculty)

"I do not use electronic devices in my classroom and do not permit my students to use anything except print materials in my classes." (Full-time Liberal Arts and Sciences Faculty)

"I have surveyed all of my classes for student preference with regards to textbooks. Overwhelmingly, students indicated a preference for print versions (70-95%)." (Full-time Natural Sciences Faculty)

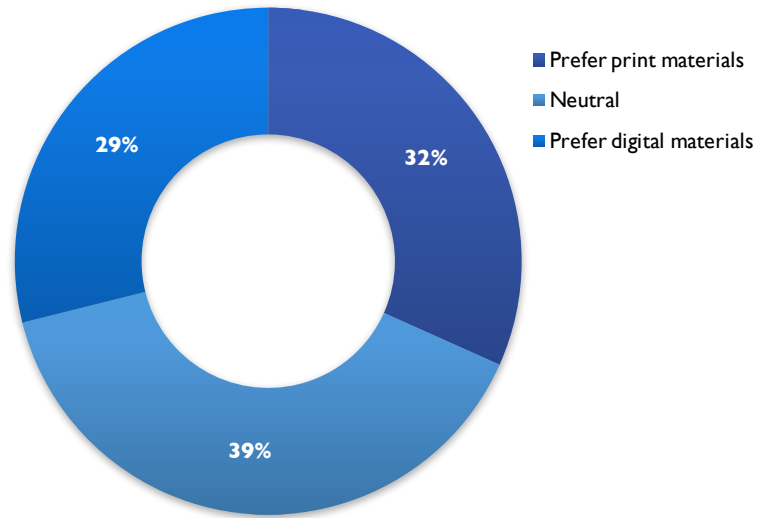
"Students really want the option of a print version, even if the online version is free." (Full-time Social Sciences Faculty)

"I used an OER for one semester of Intro. to Microbiology. The feedback from the students was that the majority wanted a print book." (Full-time Natural Sciences Faculty)

"I want my students to save money, but I teach at a community college and most students are not disciplined enough to pull the book up on the computer. They are getting better, however. Many still need to see the printed words on a page. I am also concerned with online resources not having things such as a table of contents, glossary (important to my students), index, etc." (Full-time Natural Sciences Faculty)

Both commercial publishers and the OER community provide many different sets of course materials in digital formats. In some cases, these are part of a subscription service which students access online during the course. At other times, the material is provided as a free download. Faculty have mixed opinions about the relative merits of digital versus print, with roughly equal numbers saying that they prefer each alternative. The largest group, however, report that they are neutral.

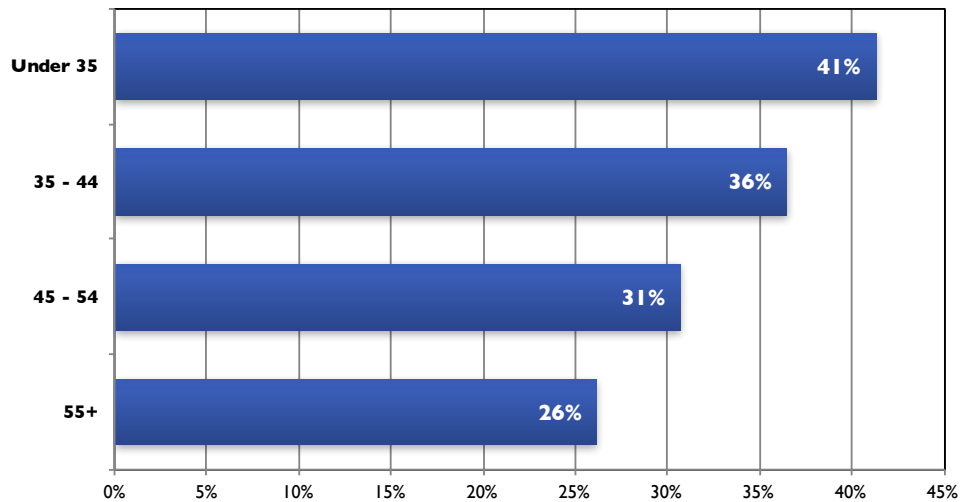
FACULTY PREFERENCE FOR PRINT OR DIGITAL MATERIALS



Many faculty do not see the choice between digital and print as mutually exclusive. They often state that prefer to have the choice, and that they prefer for their students to have that choice as well. Faculty comments reflect a potential disconnect, with faculty consistently mentioning the use of digital materials as a means to reduce costs, while at the same time reporting that their students still strongly prefer printed materials.

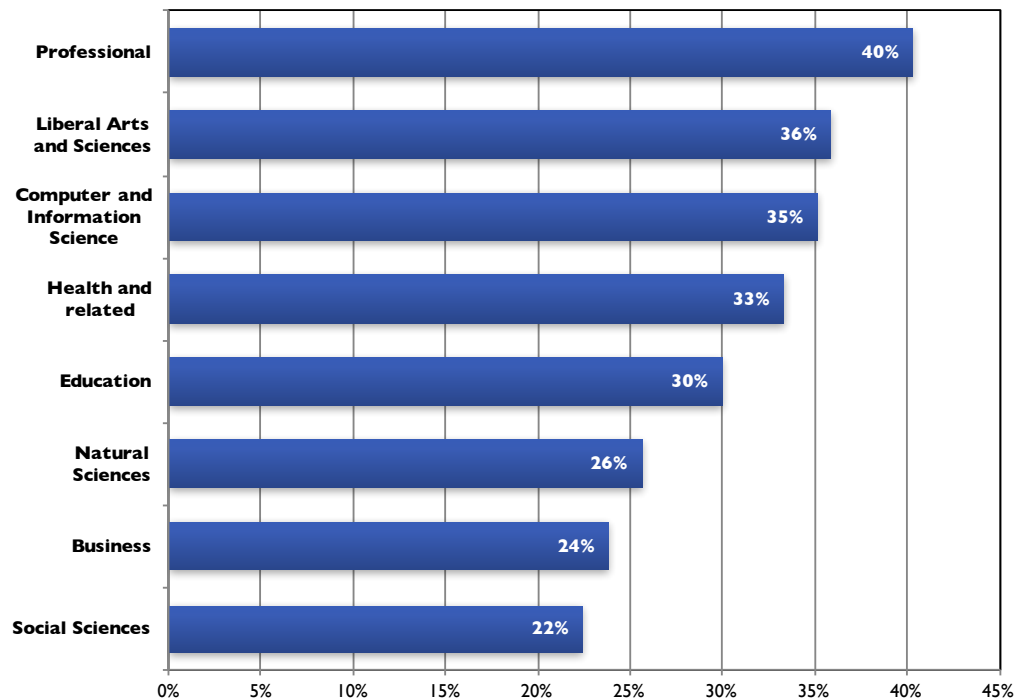
There is a strong pattern by age in the preference for digital materials over print, with older faculty much less inclined to prefer digital than younger faculty (26% for those over age 55 as compared to only 41% for those under age 35). This result might imply a growing acceptance of digital, as additional younger faculty begin teaching.

PREFER DIGITAL MATERIALS OVER PRINT BY AGE OF FACULTY



As might be expected, there is also a strong pattern by discipline in the preference for digital materials over print. Faculty teaching in the Social Sciences are the least likely to show a preference for digital (22%). Those teaching Business and Natural Sciences also show little enthusiasm for digital materials. Faculty teaching in Professional programs, on the other hand, are much more positive towards digital, with a preference rate nearly twice that of those in Social Sciences (40% preferring digital over print).

PREFER DIGITAL MATERIALS OVER PRINT BY DISCIPLINE OF FACULTY



Educational Resource Decision Process

It is important to focus on specific faculty decisions, not hypotheticals. Faculty in this study were asked about three different activities that represent the faculty member making a decision on the required materials for a particular course: creating a new course, substantially revising an existing course, or adding or changing required course materials. The specific question wording used was:

Over the past two years, either working alone or with others, have you...

Created a new course (*A course that was not previously listed in the course catalog*)

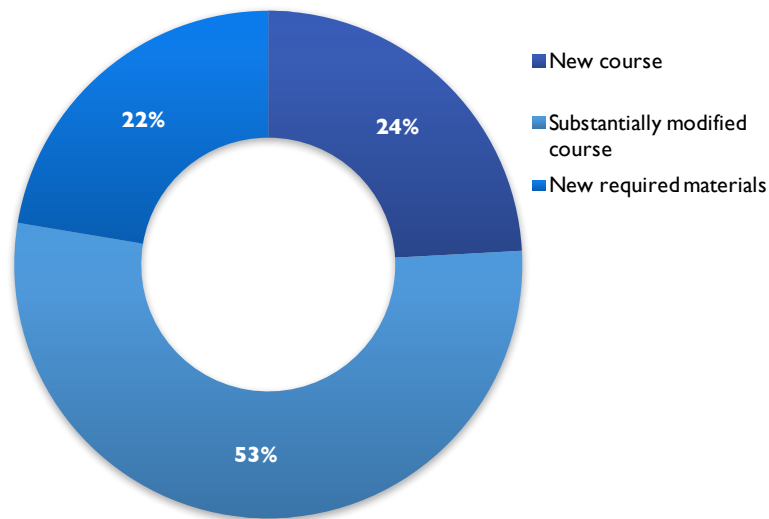
Substantially modified an existing course (*Examples include making a substantive change in the content included in the course, changing the delivery method (e.g., converting a face-to-face course to online) or a similar change of this magnitude. Do not count the normal fine-tuning to a course during its delivery or the typical term-to-term refinements that all courses go through*)

Added or changed required course materials (*Items listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee, examples include a printed or digital textbook, other course-complete printed (course pack) or digital materials, or materials such as laboratory supplies*)

Deciding on new or revised educational materials is a very common occurrence for teaching faculty. The vast majority (89%) reported that they had performed at least one of these activities over the previous two years, and large numbers had done more than one. The most common activity was changing required materials for an existing course (73%), followed by substantially modifying a course (65%). While creating a new course was the least common activity, nearly one-half of faculty (49%) had performed this action over the previous two years.

Only those faculty who had engaged in a decision process over the past two years were asked about their motivations and process for that decision. Faculty who had engaged in this process for more than one course were asked to respond based on the course with the largest enrollment. A majority (53%) of the resulting decision processes were for a substantial revision to an existing course, with roughly equal numbers of faculty creating a new course (24%) and requiring new materials for a course without doing substantial modifications (22%).

ACTIVITY OF FACULTY SELECTING REQUIRED COURSE MATERIALS



The reasons that faculty gave for engaging in the decision process varied considerably, ranging from the need to fill a gap in the curriculum to just being bored of teaching the course the same way for multiple years:

"I had been teaching the course for 15 years, and it was sucking the life out of me. It needed to be rebuilt from the ground up." (Full-time Mathematics Faculty)

"I have been away from the course for a few years and thought now that I am teaching it again, it was a good time to rework the course from beginning to end. Also, I want to add more digital content and an online component to the course." (Full-time Social Sciences Faculty)

"I wanted to use a 'flipped' class in order free up class time for students to work on problems in groups, helping me to gauge their comfort with the material and better tailor material to their needs." (Full-time Mathematics Faculty)

"A course cross-listed in another department was cancelled by that department and so our department needed a new course for that semester." (Full-time Social Sciences Faculty)

"A new online course was needed and I was asked by our division chair to develop it." (Full-time Natural and Physical Sciences Faculty)

"I participated in a faculty fellow program that asked us to pilot active and engaged learning in our courses. I modified my course to have consistent use of active learning strategies in my ESOL writing and grammar course." (Part-time English Language and Literature Faculty)

"I took over a class from another instructor. It was widely regarded as being too easy and lacking rigor." (Full-time Social Sciences Faculty)

"A traditional course was changed to an online format to better accommodate the varied schedules of the nursing students who take it." (Full-time Mathematics Faculty)

"We wanted the course to appeal to more than just our major students." (Full-time Computer Science Faculty)

"Student feedback and even I was not motivated to read the assignments. It was lacking interesting ways to help students." (Full-time Social Sciences Faculty)

"My goal is to provide students with the most up-to-date material available. I teach from the primary research literature, which requires me to constantly update the required material." (Full-time Natural and Physical Sciences Faculty)

"Based on input from students and from the Graduate Teaching Assistant, I felt the changes would be able to engage students more fully in the material being presented and in thinking critically about the subject matter." (Full-time Natural and Physical Sciences Faculty)

"The person who had refused to share the course for years finally retired." (Full-time Social Sciences Faculty)

"Due to a proposal from the Teaching to Increase Diversity and Equity in STEM from AACU." (Full-time Natural and Physical Sciences Faculty)

"Our course was dreadful outdated, didn't work with today's students, and was not easy to follow. It was too old-grained for today's learners." (Full-time Natural and Physical Sciences Faculty)

"Effort to improve student retention by providing more options for student credit." (Full-time Natural and Physical Sciences Faculty)

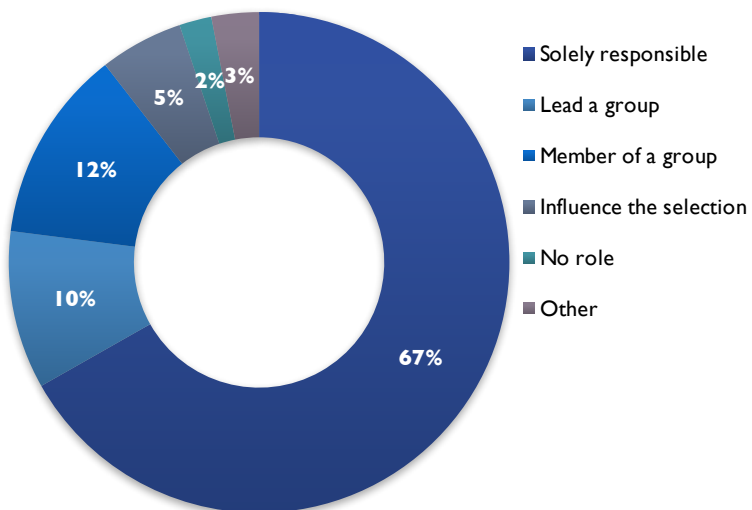
"High failure rates (Full-time Natural and Physical Sciences Faculty)

"I am bored repeating myself. Also, more significantly, the threads of a discipline become clearer with time." (Full-time Natural and Physical Sciences Faculty)

"I decided to participate in a university level effort to include critical and creative testing across the curriculum." (Full-time Computer Science Faculty)

Two-thirds (67%) of all faculty reported that they were the sole decision maker for the new or revised course material. An additional 22% were engaged in a group decision, with 10% being the lead and 12% acting as a member of the group.

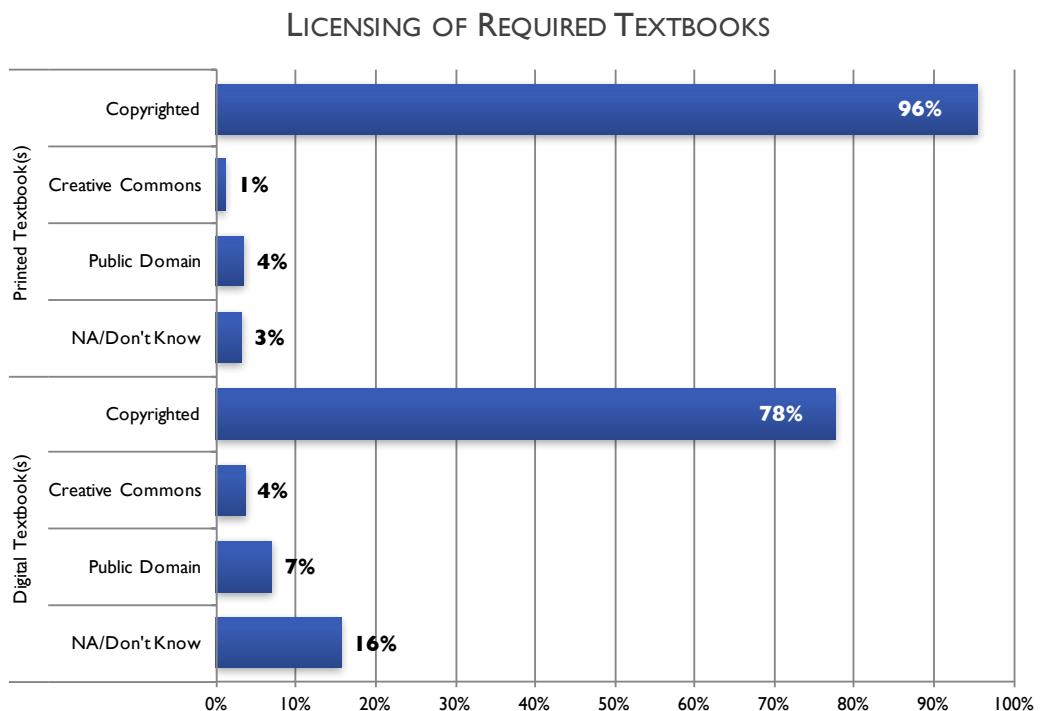
FACULTY ROLE IN DECISION OF REQUIRED COURSE MATERIALS



The courses that faculty reported on were overwhelmingly at the undergraduate level (74%). Most were delivered face-to-face (78%), with only 14% blended and 8% online. Faculty classified these courses primarily as an “Introductory course” (40%), but intermediate (31%) and advanced level (28%) courses were both well represented. Because we asked faculty who worked on more than one course to select the largest enrollment course for their responses, the reported courses skew larger than might otherwise be the norm. A large portion of these courses (46%) are taught in multiple sections, a rate that goes up to 66% among the introductory level courses.

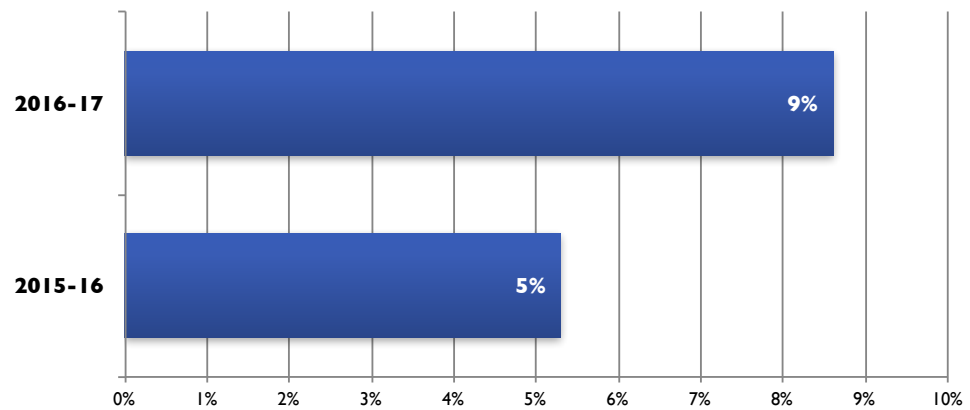
Nearly three quarters of the courses that faculty are reporting on are required for students, either for all students (28%) or for selected students (e.g., majors in this discipline) (45%).

Faculty were asked how their required printed and digital textbooks were licensed. Faculty overwhelmingly reported that they were using copyrighted printed textbooks (96%), with only small proportions stating that the text was licensed under Creative Commons (1%) or was in the public domain (4%). The numbers for the digital version of the textbook were also highly slanted towards copyrighted material, but at a rate considerably lower (78%) than for print versions. The rate that faculty said that their digital textbooks were either creative Common Commons or public domain were higher than for printed textbooks, but the second largest group (16%) were faculty reporting that they did not know how the digital materials were licensed. This is well in line with earlier results showing faculty do not have a high level of awareness of the various legal permissions that govern the use and sharing of their required textbooks.



Only a small proportion of faculty report that they are using an open-licensed textbook (defined as either public domain or Creative Commons). However, the 9% rate for 2016-17 represents a substantial increase over the rate for 2015-16 of 5%. Use of open-licensed textbooks may be rare, but it is growing.

USE OF OPEN-LICENSED TEXTBOOK: 2015-16 AND 2016-17



Potential Barriers

"I prefer the 'regular' publishers who have been providing excellent resources for many, many years. I'm very old-school about textbooks and hope I will never be forced to use OER." (Full-time Social Sciences Faculty)

"After settling on the idea of teaching statistics in a Simulation-based Inference manner, there were very sparse offerings in the OER domain." (Full-time Computer and Information Science Faculty)

"I'm convinced OER is the future of education. The reason we have such exceptional educational resources today is because authors/publishers were motivated by \$\$ to build them. I would love to believe that OER can get there (pedagogical excellence) without required avarice but so far, I haven't seen it." (Full-time Natural Sciences Faculty)

"I am not satisfied with the current crop of OER, creative commons, or open source resources available." (Full-time Social Sciences Faculty)

"My chief reason for not using more 'free' textbooks has to do with the supplemental resources and the need to 'start over' in class design." (Full-time Natural Sciences Faculty)

"I disagree with the basic premise that more students will get a better education if course material (or tuition) is free. Motivation, prioritizing, and commitment seem to be the biggest factors in educational success, so having reasonably priced, high quality materials is my priority." (Part-time Social Sciences Faculty)

"I have found that there are problems with free material. Massive infusion of funds to develop free material does not assure quality." (Full-time Computer and Information Science Faculty)

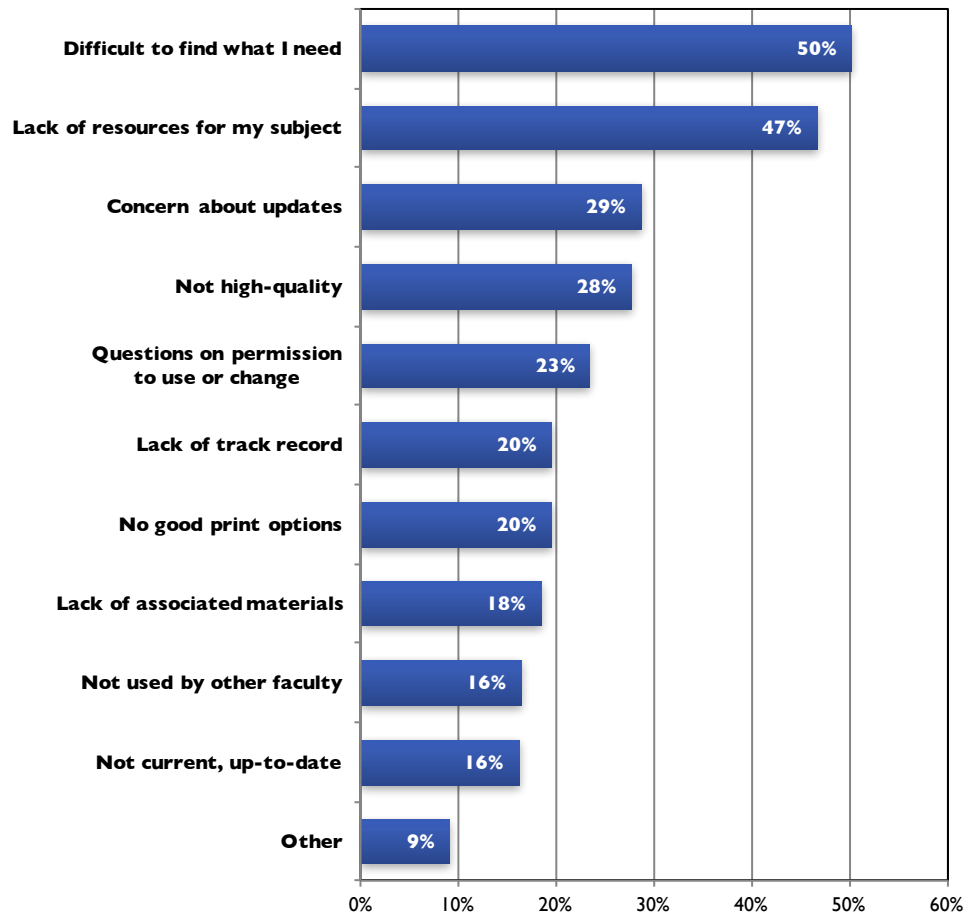
"I teach detailed scientific Concepts and we require high quality medical illustrations. From what I've seen from open source materials, the quality of the illustrations and the accuracy of the information is often lacking, and there have been many times that illustrates have been lifted from copyrighted sources and presented as open source." (Full-time Natural Sciences Faculty)

"I tried using an OER textbook in the spring. It was a catastrophic experience. I assumed the materials would be high quality because I have colleagues who have used OER and had good experiences. I didn't spend much time adapting the materials for my classroom. My students' learning suffered in response." (Full-time Natural Sciences Faculty)

The results from this year's survey show that the most serious issues facing wider adoption of open educational resources continues to be the effort needed to find and evaluate suitable material. Nearly one-half of all faculty report that "there are not enough resources for my subject" (47%), and that it is "too hard to find what I need" (50%). These rates exceed those of any other potential barrier. The pattern has been consistent over time, with faculty ranking the effort needed to find and evaluate suitable material as the most critical barriers to adoption. This has been the top issue for each of the three years the question has been asked.

Many faculty members also voice concerns about the long-term viability of open educational resources, and worry about who will keep the materials current. The third-most mentioned barrier, "concern about updates," is also often cited in the open-ended comments. Faculty specifically mention the lack of a financial incentive as reason to think that there will not be regular updates.

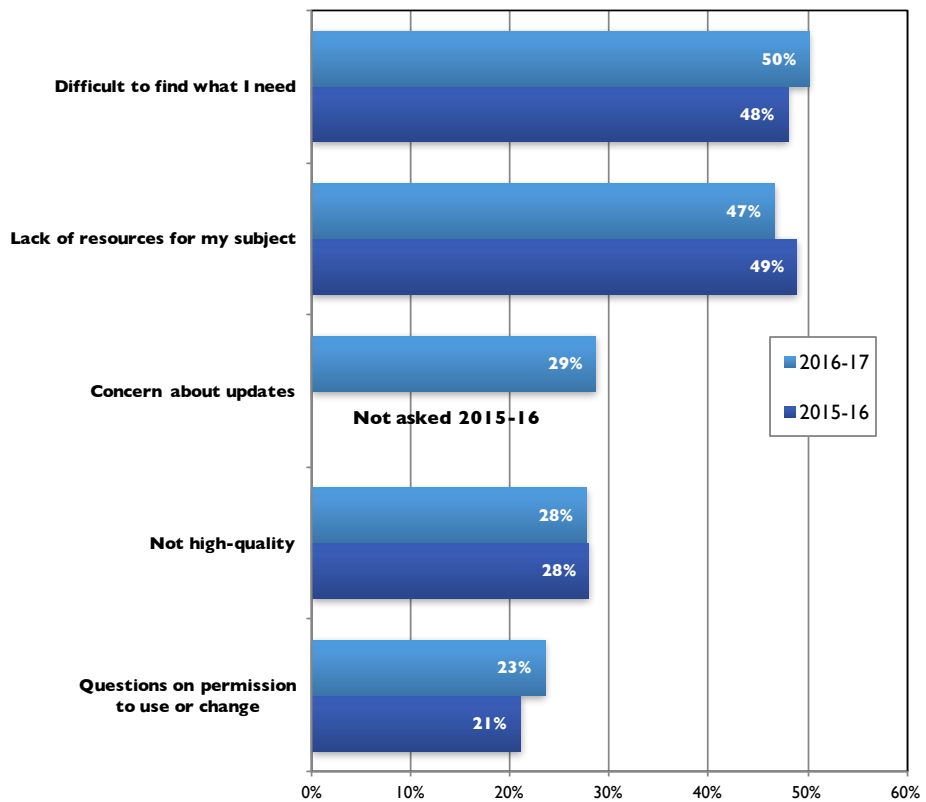
BARRIERS TO ADOPTION OF OER - 2016-17



Concerns about quality are reflected in both the fourth-mentioned item, "not high quality" (28%), and "not current or up-to-date" (16%). The lack of nuanced understanding of the full nature of open educational resources is evident in the fact that nearly one-quarter of all faculty report that "questions about permissions to use or change" the materials as a potential barrier to their adoption. There also appear to be concerns about fitting in with other standards at the department and institution, or faculty not wanting to be early adopters of OER materials: 16% of respondents listed "not used by other faculty" as a barrier to adoption.

There has been little change among faculty perceptions of these barriers. Comparing the 2016-17 results for the top-mentioned barriers to those reported last year shows only the smallest changes. The top two continue to relate to the difficulty in finding suitable resources, while concerns about quality and permissions also remained relatively stable. The 2015-16 survey did not include an option asking about updates to the OER materials. It was added to the most recent survey because many faculty mentioned this in their open-ended response to this question.

BARRIERS TO ADOPTION OF OER - 2016-17 AND 2015-16



The Process of Textbook Adoption for Introductory Courses

"I think it would be great if there were free, open access course materials for introductory courses in biology and other disciplines. But then, I think it would be great if we had universal health care in the U. S., too." (Full-time Natural Sciences Faculty)

"I use an OpenStax text in my introductory courses only. I have looked at other free/OER resources, but I have not found any of sufficient quality to use. The OpenStax book I use is not the best, but is sufficient with supplements I provide." (Full-time Social Sciences Faculty)

"I was very interested in using OpenStax Chemistry but found many major errors when I read a few chapters." (Full-time Natural Sciences Faculty)

"We are extremely happy with our adoption of the OpenStax biology textbook. We have derived and edited our own collection. The process allows us to customize our teaching materials." (Full-time Natural Sciences Faculty)

"I chose the OpenStax textbook because it addressed all my concerns about OER: print option available, high quality (not as high as some texts, but high enough considering what I add during my class time), and resources available (although not as much as I would like to see, but for an experienced instructor, they are fine)." (Full-time Social Sciences Faculty)

"We are all using OpenStax biology books. The main issue is lack of supporting material, but that is overcome by a collection of resources that the department has collected over the years, and is provided to all new adjuncts." (Full-time Natural Sciences Faculty)

"I chose OpenStax because it was reviewed by the California state committee, because it covers every topic in the course outline of record at my college, and because it comes with a test bank (a must!)." (Part-time Social Sciences Faculty)

"I have used OER materials from OpenStax and found the supplements really helpful. Students really want the option of a print version, even if the online version is free. I love the adaptability and played around with adding content, too." (Full-time Social Sciences Faculty)

"I tried out an OpenStax text for my course this spring and was very pleased. Especially now that I know that they do offer a print version of the book." (Full-time Natural Sciences Faculty)

Not all faculty textbook choices have the same level of impact. The decisions of those who teach large enrollment introductory level courses will affect far more students than those teaching smaller enrollment courses. OER publishers are well aware of this, and have concentrated their offerings to serve these large enrollment courses. Faculty members in this study who made a textbook decision for a large enrollment introductory level course were presented with additional questions concerning their decision. The courses addressed in this study were:

- Algebra and Trigonometry
- American Government
- Anatomy and Physiology
- Biology (majors/mixed majors)
- Biology (non-majors)
- Calculus
- Chemistry (2 semester)
- Chemistry (General)

- College Algebra
- College Physics (Algebra based)
- Introductory Psychology
- Introductory Sociology
- Macro Economics
- Micro Economics
- Microbiology
- Pre-algebra
- Precalculus
- Principles of Economics
- Statistics
- U.S. History
- University Physics (Calculus based)

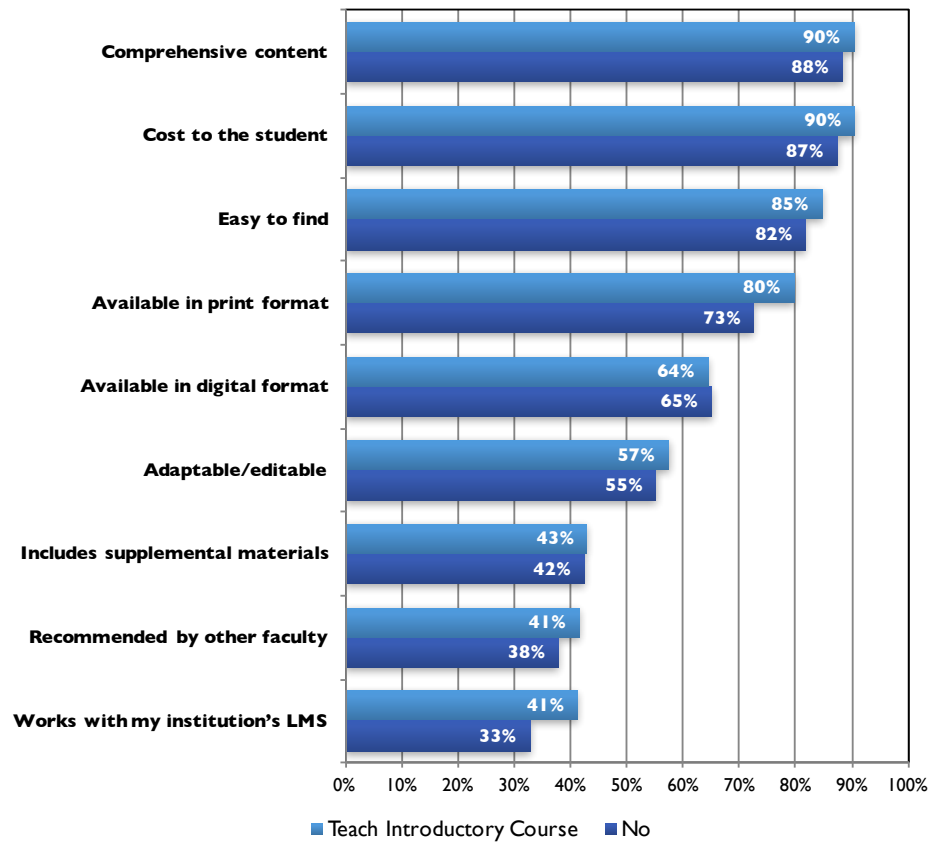
Faculty teaching one of these courses were presented with a list of the most commonly used commercial textbooks (up to twelve) for that specific course, along with an open text alternative from OpenStax, a non-profit OER publisher based out of Rice University. The choice of an OpenStax OER alternative for these courses was made to provide a consistent set of options for all courses, so relative adoption rates could be estimated. OpenStax has been providing texts and ancillaries for introductory courses since 2012, and currently have an OER offering for each of the above-listed courses.¹⁰

Introductory level courses are often taught in multiple sections (66%) and are typically required for at least some students (79%). Faculty teaching these courses are still the primary decision maker for selecting the required course materials. However, the decision is made at the department or higher level 19% of the time, a rate only slightly higher than the overall rate of 16% for all courses.

The selection process for the large enrollment courses is very similar to that for all courses. Faculty teaching these courses rank the importance of the various factors in their decision in exactly the same order as the general faculty, with only a few small differences in reported levels. The difference in rated importance for most factors is within a few percentage points. The only ones where there is any hint of a difference are the availability in print format (where those teaching introductory level courses rate it 7% higher) and that the resources work with the institution's learning management system (where there is a similar 7% difference).

¹⁰ There are other open textbook options for several of these courses. OpenStax textbooks were used in this study to provide a consistent alternative for all courses. <https://OpenStax.org/>

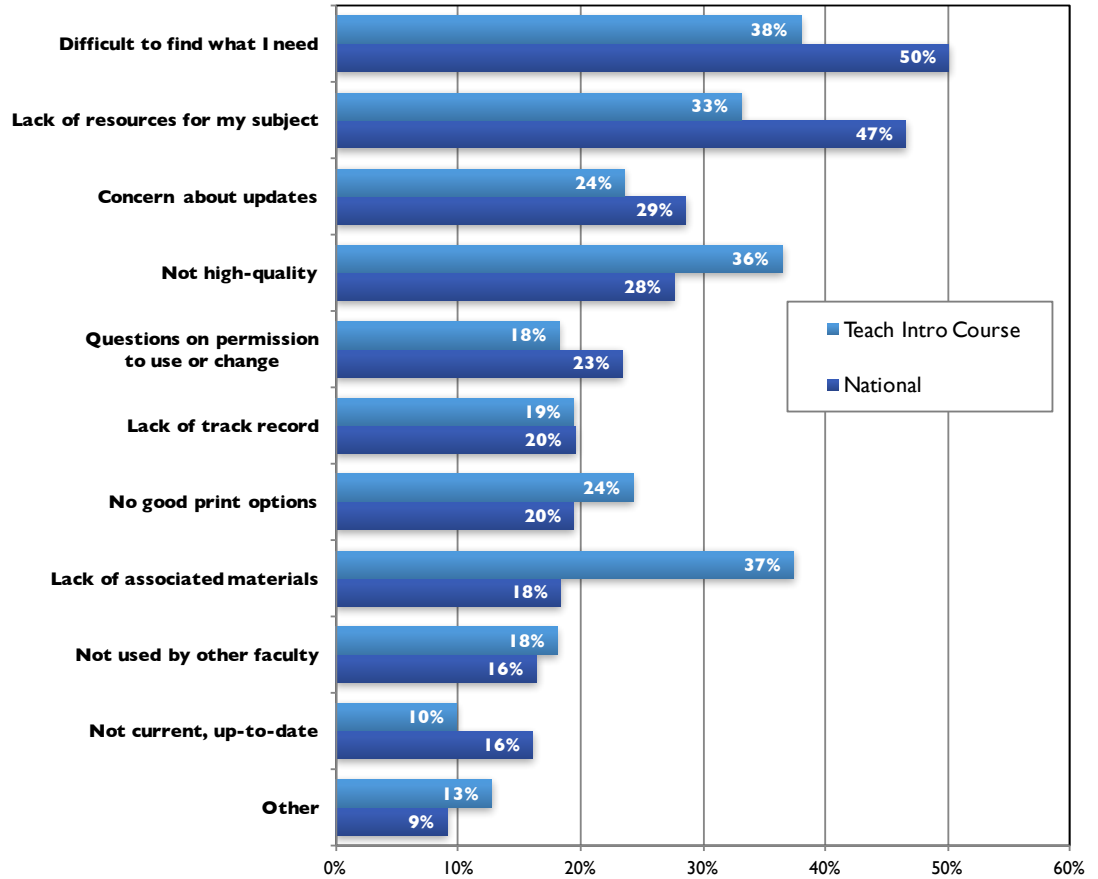
IMPORTANCE OF FACTORS IN SELECTING REQUIRED COURSE MATERIAL - TEACH INTRODUCTORY COURSE OR NOT



While the relative ranking of factors used in selecting course materials is very similar between those teaching introductory-level courses and all other faculty, the perception of what barriers prevent them from adopting an OER alternative are very different. Faculty teaching introductory-level courses are concerned that it is "difficult to find what I need" and a "lack of resources for my subject" but at a much lower level than the overall faculty response. This is most likely because it is exactly these courses that OER publishers have been targeting, meaning that the range of OER options is far better for these courses than for most others.

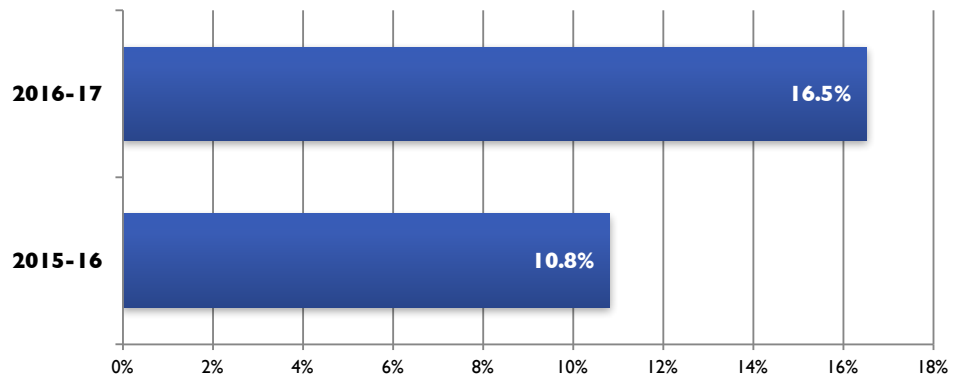
Faculty teaching introductory-level courses may be more aware of OER options than other faculty, but that does not mean that they do not have some serious concerns. They are more concerned that the OER alternatives are not of high quality (36% as compared to 28% among all faculty), and very concerned about the lack of associated materials, with a rate more than double that of the overall faculty sample (37% compared to 18%).

BARRIERS TO ADOPTION OF OER - 2016-17

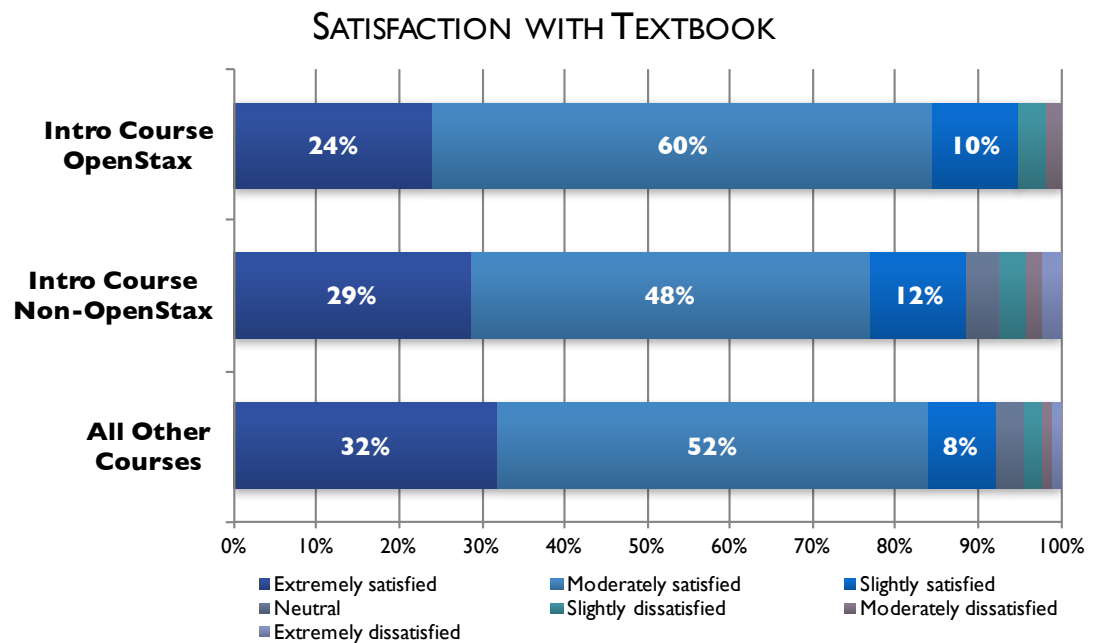


The rate of adoption of OpenStax textbooks among faculty teaching these large enrollment courses is now at 16.5%, a rate which rivals that of most commercial textbooks. This is a substantial increase over the rate observed in the previous year (10.8%).

ADOPTED AN OPENSTAX TEXTBOOK FOR INTRODUCTORY LEVEL COURSE: 2015-16 AND 2016-17

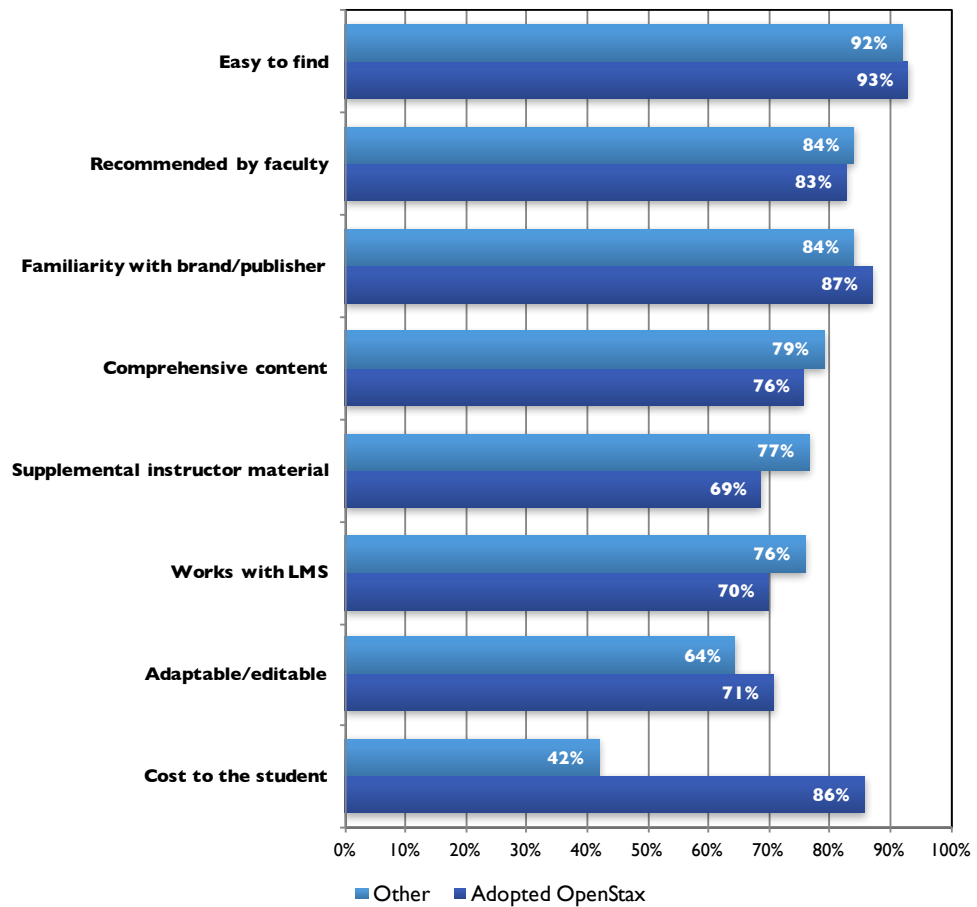


All faculty were asked about their level of satisfaction with the textbook they selected and used. Users of OpenStax textbooks had levels of satisfaction equal to their peers teaching introductory level courses who had selected commercial textbooks. A higher proportion of faculty using non-OpenStax textbooks reported that they were extremely satisfied (29%, as compared to 26% for the OpenStax users). That said, OpenStax users reported lower levels of dissatisfaction, and higher levels of “moderate” satisfaction. Interestingly, there were only satisfied or dissatisfied responses, and no “neutral” satisfaction responses with OpenStax. Overall, the pattern for OpenStax users has the majority clustered in the moderately satisfied group.



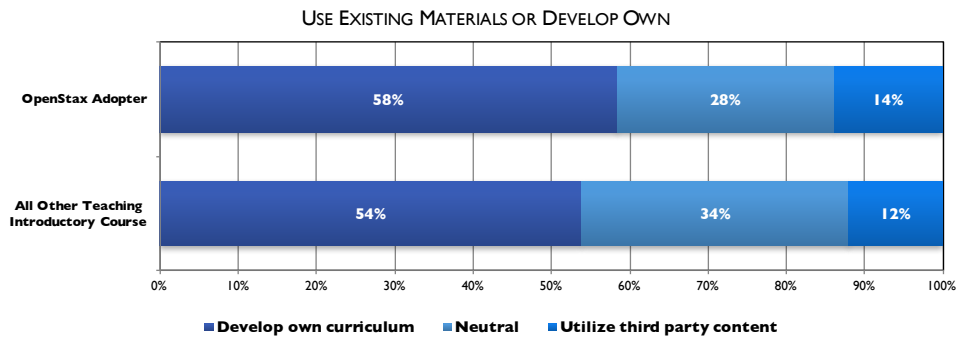
In addition to an overall satisfaction with their textbook choice, faculty were asked about their level of satisfaction with a number of specific aspects of their choice. With the single exception of the dimension of cost, where the OpenStax users were far more satisfied, levels of satisfaction were very similar among faculty teaching introductory level courses between those who adopted an OpenStax textbook and those who had selected something else.

SATISFACTION WITH SELECTED TEXTBOOK - OPENSTAX USER OR NOT

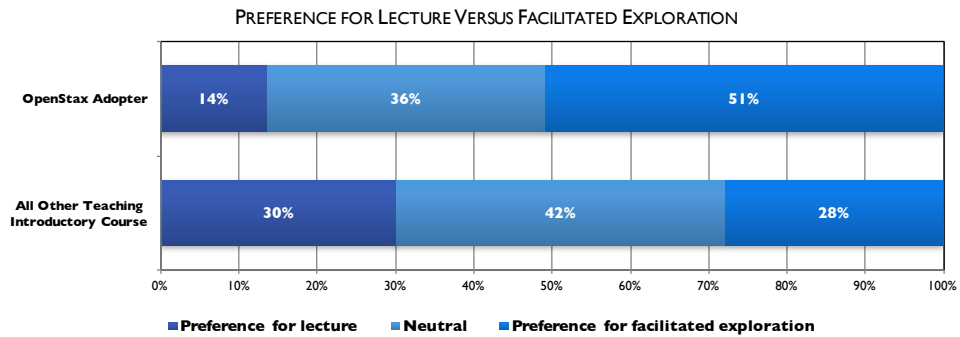


The higher level of satisfaction with cost to the student is evident in faculty's reported textbook costs. Faculty teaching large enrollment introductory courses who did not select an OpenStax textbook reported an average cost of \$125 for the required textbook. Those who selected an OpenStax text reported an average cost of \$31. This is also reflected in faculty perceptions of how many of their students purchased all the required textbooks for the course. The median rate reported by faculty who did not select an OpenStax textbook was 85%, while the rate among those who did select an OpenStax textbook was 92%.

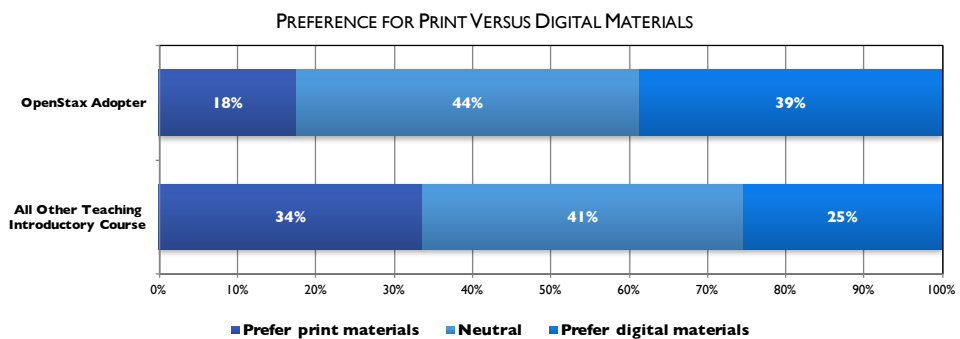
Are faculty who select an OpenStax textbook different from other faculty? Faculty were asked to rate themselves on a scale of how much they used existing materials and how much they created new materials for their classes. Faculty who adopted an OpenStax textbook are similar to their peers on this dimension, with a majority reporting that they develop their own curriculum.



The picture is very different when faculty report on their teaching styles, however. A majority (51%) of faculty who adopted an OpenStax textbook say that they prefer facilitated exploration (which compares to only 28% among those who did not adopt an OpenStax textbook). OpenStax adopters are only half as likely to say they prefer lectures as those who did not adopt.



OpenStax adopters are also far more comfortable with digital materials. They are twice as likely to prefer digital over print (39% compared to 18%), while their peers tend to prefer print (34% for print compared to 25% who prefer digital).



Future Use

"Free resources cannot compete with customize updated textbooks and websites made available by commercial publishers with proven authors." (Business Faculty)

"I want to use open source materials. My first foray into it was disappointing." (Full-time Social Sciences Faculty)

"There is no OER for Human Biology for non-biology majors specifically. That is why I have yet to use it. There is only a general biology text so far." (Full-time Natural Sciences Faculty)

"Lack of ongoing payment to authors means open material is almost never well maintained." (Full-time Computer and Information Science Faculty)

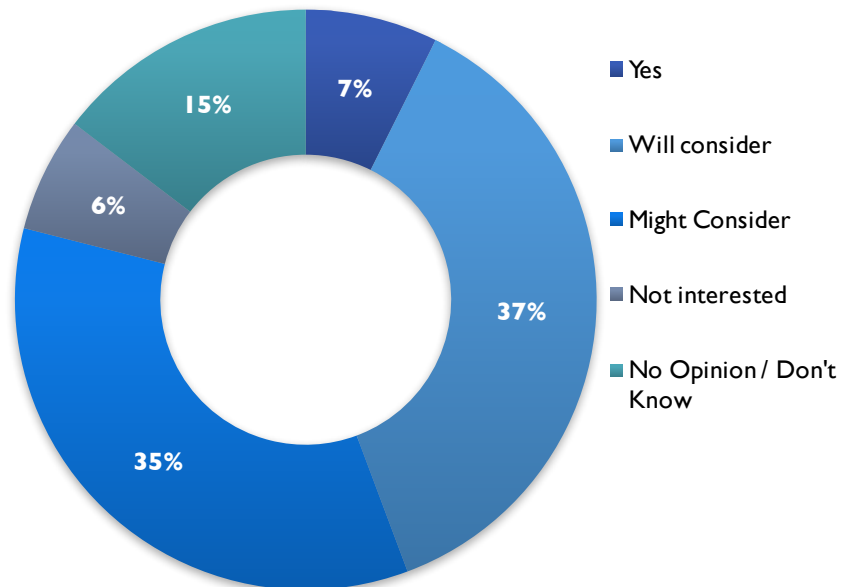
"OER sounds fascinating." (Full-time Computer and Information Science Faculty)

"My focus is research and doctoral advising. I should look for open resources but the time it takes versus the reward and expectations make putting in the time an un-rewarding proposition. Neither students nor colleagues bring it up, so why invest the time?" (Full-time Education Faculty)

"When I looked at the available OER a few years ago, I found the search clumsy and the materials a bit outdated. I would more often consider OER if it was easier to find what I need and to build a course around it." (Full-time Liberal Arts and Sciences Faculty)

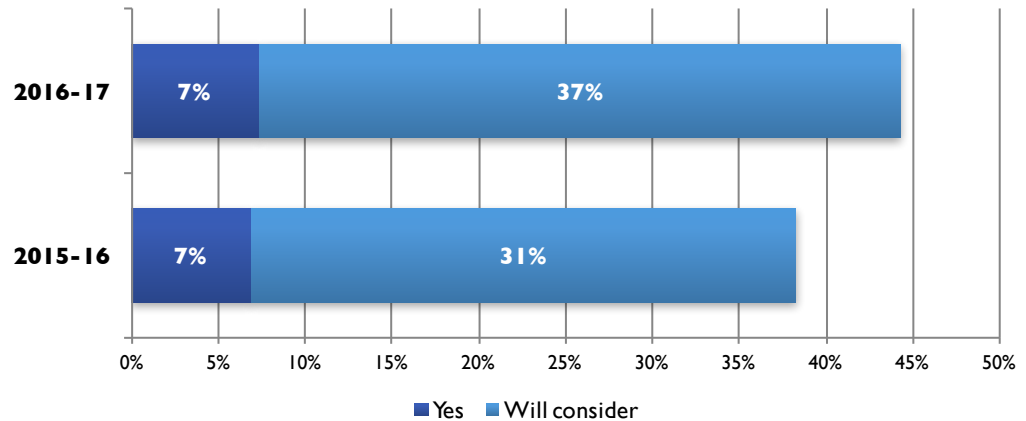
Faculty members who are not current users of open educational resources were asked if they expected to be using OER in the next three years. Only 6% reported that they were not interested, while an additional 15% had not yet decided and were unable to offer an opinion. A small number of faculty claim that they will use OER in the future (7%), while a larger group (37%) say that they will consider future OER use.

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS?



There has been no change in the proportion of faculty who report that they will use OER in the next three years, remaining at the same 7% this year as it was in 2015-16. There has been an increase in the number who report that they "Will consider" OER, growing from 31% in 2015-16 to 37% this year.

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS: 2015-16 AND 2016-17



The results from this year's survey show strong growth in the proportion of faculty selecting OER for their large enrollment introductory-level courses. This has been coupled with small to moderate levels of growth in:

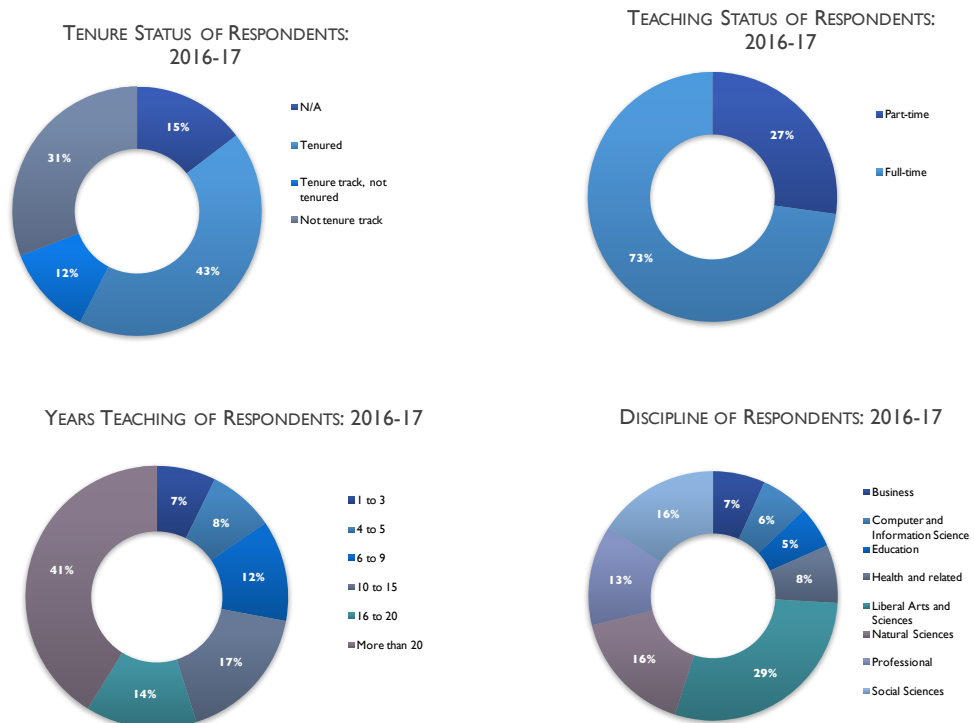
- Self-reported OER awareness
- Awareness of legal permissions
- Combined awareness of OER and legal permissions
- Proportion reporting that they "Will consider" OER in the future

OER remains a minority (or even niche) product among higher education teaching faculty. Even in the area where it is strongest - large enrollment introductory-level courses - it still represents only a small portion of faculty selections. The trends over the past three years, and the stated willingness of additional faculty to consider it in the future, suggests continued but moderate growth.

METHODOLOGY

A national faculty sample is used in this analysis, designed to be representative of the overall range of faculty teaching in U.S. higher education. A multi-stage selection process was used for creating a stratified sample of all teaching faculty. The process began by obtaining data from a commercial source, Market Data Retrieval¹¹, which has over one and a half million faculty records and claims that its records represent 93% of all teaching faculty. All faculty who taught at least one course were selected for this first stage. Faculty were then randomly selected from the master list in proportion to the number contained in each Carnegie Classification, to produce a second-stage selection of teaching faculty members. This sample was then checked against opt-out lists, as well as for non-functioning email addresses.

A total of 2,711 faculty responded to a sufficient number of questions to be included in the analysis, representing the full range of higher education institutions (two-year, four-year, all Carnegie classifications, and public, private nonprofit, and for-profit) and the complete range of faculty (full- and part-time, tenured or not, and all disciplines). More than 73% of the respondents report that they are full-time faculty members. Over 26% teach at least one online course and 28% teach at least one blended course.



¹¹ <http://schooldata.com/wordpress/wp-content/uploads/2014/06/MDR-Education-Catalog.pdf>

Institutional descriptive data come from the National Center for Educational Statistics' IPEDS database¹². After the data were compiled and merged with the IPEDS database, responders and nonresponders were compared to ensure that the survey results reflected the characteristics of the entire population of schools. The responses are compared for 35 unique categories based on the 2015 Carnegie Classification of Institutions of Higher Education.

Analysis for this report has been conducted for three different subgroups of the survey respondents:

- A series of questions were directed to all responding faculty (all teaching faculty) on such issues as their criteria for selecting educational resources, awareness of openly licensed resources and open textbooks, future plans, etc.
- A second set of more detailed questions were directed only to those faculty members who had been through a decision process related to course materials over the past two years. Approximately 89% of all responding faculty qualified for these questions because they had created a new course, substantially modified an existing course, and/or selected new required course materials.
- A final set of textbook selection questions was directed at faculty members who had recently been through the decision process for a large enrollment undergraduate course. These faculty were presented with detailed lists of possible textbooks that they may have considered, to determine which books they considered and adopted.

The wording of the question is critical in measuring the level of OER awareness. Many academics confuse “open” with “free,” while others confuse “open resources” with “open source,” and assume OER refers only to open source software. The wording of the question for this report matches that used in previous reports in this series.

The wording used (listed below) was found to have the best balance in differentiating among the different levels of awareness, while avoiding leading those with no previous knowledge of the concept.

How aware are you of Open Educational Resources (OER)? OER is defined 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." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

¹² <http://nces.ed.gov/ipeds/datacenter/>

- I am not aware of OER
- I have heard of OER, but don't know much about them
- I am somewhat aware of OER but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom

Based on our testing, the results from this question may still slightly overstate the level of OER awareness, but this was considered a better option than leading the respondent. By using a series of additional questions, the results from this question can be adjusted to remove those who might have thought that they were aware of OER, but when probed did not have knowledge of all of the aspects that make up the concept.

Because licensing for remixing and reuse is central to the concept of OER, a question about the respondent's awareness of different legal permissions was asked of all respondents *before* any questions about OER awareness itself:

How aware are you of each of the following licensing mechanisms?

	Unaware	Somewhat Aware	Aware	Very Aware
Public Domain				
Copyright				
Creative Commons				

By combining the responses from the OER awareness question with those of the licensing questions, a combined index of awareness can be constructed. This process was also used in previous reports in this series, to permit year-to-year comparisons and trend analysis.

APPENDIX TABLES

Selecting Educational Resources

PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIALS FOR THEIR COURSE

Textbook(s)	68.2%
Articles/Case studies	52.7%
Video/Film	22.4%
Software	19.9%
Supplies (Laboratory, Art, etc.)	15.4%
Other	13.0%
Calculator	11.3%
Data sets	8.1%
Clicker (Classroom response system)	6.3%

IMPORTANCE OF FACTORS IN SELECTING REQUIRED COURSE MATERIALS

	Works with my institution's LMS	Recommended by other faculty	Includes supplemental materials
Very important	16.8%	9.0%	21.7%
Important	18.3%	29.9%	20.8%
Somewhat important	20.9%	37.3%	23.2%
Not important	43.9%	23.9%	34.3%

	Adaptable/editable	Available in digital format	Available in print format
Very important	29.2%	32.4%	44.6%
Important	26.6%	32.3%	30.0%
Somewhat important	18.1%	25.2%	16.7%
Not important	26.2%	10.0%	8.7%

	Easy to find	Cost to the student	Comprehensive content
Very important	43.2%	55.5%	57.9%
Important	39.3%	32.6%	30.9%
Somewhat important	12.5%	10.1%	8.2%
Not important	4.9%	1.8%	3.0%

IMPORTANCE OF FACTORS IN SELECTING REQUIRED COURSE MATERIALS BY TYPE OF INSTITUTION

	2015-16	2016-17
Works with my institution's LMS	34.1%	35.1%
Recommended by other faculty	44.3%	38.8%
Includes supplemental materials	41.0%	42.5%
Adaptable/editable	43%	55.8%
Available in digital format	Not Asked	64.8%
Available in print format	Not Asked	74.6%
Easy to find	69%	82.5%
Cost to the student	87%	88.1%
Comprehensive content	76%	88.8%

Cost to the Student

IMPORTANCE OF COST IN SELECTION OF CURRICULUM MATERIALS

	Very important	Important
Part-time	58.5%	29.7%
Full-time	54.5%	33.5%
N/A	57.1%	27.8%
Tenured	51.4%	33.6%
Tenure track, not tenured	56.3%	34.4%
Not tenure track	59.1%	33.2%
Under 35	64.3%	26.2%
35 - 44	58.1%	32.4%
45 - 54	57.6%	31.4%
55+	53.1%	32.6%

AVERAGE COST OF REQUIRED TEXTBOOK BY DISCIPLINE

Discipline	Average Cost
Computer and Information Science	\$68
Liberal Arts and Sciences	\$69
Social Sciences	\$74
Education	\$87
Natural Sciences	\$101
Business	\$132
Professional	\$155
Health and related	\$182

SATISFACTION WITH COST FOR THE SELECTED TEXTBOOK

	Very satisfied	Satisfied
Business	12.8%	31.9%
Education	18.2%	27.3%
Natural Sciences	14.1%	32.0%
Computer and Information Science	20.8%	35.4%
Liberal Arts and Sciences	26.8%	33.9%
Professional	28.6%	32.9%
Social Sciences	19.7%	43.6%
Health and related	18.2%	65.5%

PROPORTION OF FACULTY REPORTING THAT AT LEAST 90% OF THEIR STUDENTS HAD PURCHASED THE REQUIRED TEXTBOOK BY DISCIPLINE

Computer and Information Science	25.0%
Natural Sciences	26.7%
Business	28.3%
Social Sciences	31.1%
Liberal Arts and Sciences	35.5%
Education	41.2%
Health and related	51.0%
Professional	58.1%

Awareness of Open Educational Resources

AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2016-17

Very Aware	9.6%
Aware	19.6%
Somewhat Aware	15.3%
Not Aware	55.5%

AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2014-15 TO 2016-17

	2014-15	2015-16	2016-17
Very Aware	5%	7%	9.6%
Aware	15%	19%	19.6%
Somewhat Aware	14%	16%	15.3%
Not Aware	65.9%	58.4%	55.5%

Awareness of Licensing of Open Educational Resources

AWARENESS OF LEGAL PERMISSIONS: 2016-17

	Creative Commons	Public Domain	Copyright
Very Aware	19%	30%	42%
Aware	28%	40%	42%
Somewhat Aware	24%	22%	13%
Unaware	29%	8.7%	4%

AWARENESS OF CREATIVE COMMONS: 2014-15 TO 2016-17

	2014-15	2015-16	2016-17
Very Aware	14%	16%	19%
Aware	23%	22%	28%
Somewhat Aware	28%	28%	24%
Unaware	36%	34.2%	34%

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS: 2014-15 TO 2016-17

	2014-15	2015-16	2016-17
Very Aware	5%	6%	8.4%
Aware	12%	16%	16.6%
Somewhat Aware	10%	12%	12.1%
Not Aware	73.6%	66.3%	62.9%

Digital versus Print

FACULTY PREFERENCE FOR PRINT OR DIGITAL MATERIALS

Prefer print materials	31.7%
Neutral	39.4%
Prefer digital materials	28.9%

PREFER DIGITAL MATERIALS OVER PRINT BY AGE OF FACULTY

Under 35	41.3%
35 - 44	36.5%
45 - 54	30.7%
55+	26.2%

PREFER DIGITAL MATERIALS OVER PRINT BY DISCIPLINE OF FACULTY

Professional	40.3%
Liberal Arts and Sciences	35.9%
Computer and Information Science	35.2%
Health and related	33.3%
Education	30.0%
Natural Sciences	25.6%
Business	23.9%
Social Sciences	22.4%

Educational Resource Decision Process

ACTIVITY OF FACULTY SELECTING REQUIRED COURSE MATERIALS

Created new course	24.1%
Substantially modified course	53.5%
New required materials	22.4%

FACULTY ROLE IN DECISION OF REQUIRED COURSE MATERIALS

Solely responsible	66.8%
Lead a group	10.2%
Member of a group	12.5%
Influence the selection	5.4%
No role	2.1%
Other	3.1%

USE OF OPEN-LICENSED TEXTBOOK

2015-16	5.3%
2016-17	8.6%

LICENSING OF REQUIRED TEXTBOOKS

Digital Textbook(s)	Copyrighted	77.6%
	Creative Commons	3.6%
	Public Domain	7.0%
	NA/Don't Know	15.7%
Printed Textbook(s)	Copyrighted	95.6%
	Creative Commons	1.1%
	Public Domain	3.5%
	NA/Don't Know	3.2%

Potential Barriers

BARRIERS TO ADOPTION OF OER - 2016-17

Difficult to find what I need	50.2%
Lack of resources for my subject	46.6%
Concern about updates	28.6%
Not high-quality	27.7%
Questions on permission to use or change	23.5%
Lack of track record	19.6%
No good print options	19.5%
Lack of associated materials	18.4%
Not used by other faculty	16.4%
Not current, up-to-date	16.1%
Other	9.1%

BARRIERS TO ADOPTION OF OER - 2016-17 AND 2015-16

	2015-16	2016-17
Difficult to find what I need	48%	50.2%
Lack of resources for my subject	49%	46.6%
Concern about updates	Not Asked	28.6%
Not high-quality	28%	27.7%
Questions on permission to use or change	21%	23.5%

The Process of Textbook Adoption for Introductory Courses

IMPORTANCE OF FACTORS IN SELECTING REQUIRED COURSE MATERIALS - TEACH INTRODUCTORY COURSE OR NOT

	No	Teach Introductory Course
Comprehensive content	88.2%	90.2%
Cost to the student	87.2%	90.4%
Easy to find	81.7%	84.6%
Available in print format	72.5%	79.6%
Available in digital format	64.9%	64.3%
Adaptable/editable	55.1%	57.3%
Includes supplemental materials	42.3%	42.9%
Recommended by other faculty	37.8%	41.5%
Works with my institution's LMS	32.7%	41.2%

BARRIERS TO ADOPTION OF OER - 2016-17

	National	Teach Intro Course
Difficult to find what I need	50.2%	38.0%
Lack of resources for my subject	46.6%	33.2%
Concern about updates	28.6%	23.7%
Not high-quality	27.7%	36.5%
Questions on permission to use or change	23.5%	18.3%
Lack of track record	19.6%	19.5%
No good print options	19.5%	24.3%
Lack of associated materials	18.4%	37.5%
Not used by other faculty	16.4%	18.2%
Not current, up-to-date	16.1%	9.9%
Other	9.1%	12.7%

OPENSTAX ADOPTION

	2015-16	2016-17
Adopted OpenStax	10.8%	16.5%

SATISFACTION WITH TEXTBOOK

	Intro Course OpenStax	Intro Course Non-OpenStax	Non-Intro Courses
Extremely satisfied	24%	29%	32%
Moderately satisfied	60%	48%	52%
Slightly satisfied	10%	12%	8%
Neither satisfied nor dissatisfied	0%	4%	3%
Slightly dissatisfied	3%	3%	2%
Moderately dissatisfied	2%	2%	1%
Extremely dissatisfied	0%	2%	1%

SATISFACTION WITH SELECTED TEXTBOOK - OPENSTAX USER OR NOT

	Adopted OpenStax	Other
Easy to find	93%	92%
Recommended by faculty	83%	84%
Familiarity with brand/publisher	87%	84%
Comprehensive content	76%	79%
Supplemental instructor material	69%	77%
Works with LMS	70%	76%
Adaptable/editable	71%	64%
Cost to the student	86%	42%

USE EXISTING MATERIALS OR DEVELOP OWN

	OpenStax Adopter	All Other Teaching Introductory Course
Develop own curriculum	58.5%	54.0%
Neutral	27.7%	34.1%
Utilize third party content	13.8%	11.9%

PREFERENCE FOR LECTURE VERSUS FACILITATED EXPLORATION

	OpenStax Adopter	All Other Teaching Introductory Course
Preference for lecture	13.6%	30.2%
Neutral	35.6%	41.9%
Preference for facilitated exploration	50.8%	27.9%

PREFERENCE FOR PRINT VERSUS DIGITAL MATERIALS

	OpenStax Adopter	All Other Teaching Introductory Course
Prefer print materials	17.5%	33.7%
Neutral	43.9%	41.0%
Prefer digital materials	38.6%	25.3%

Future Use

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS?

Yes	7.4%
Will consider	36.9%
Might Consider	34.7%
Not interested	6.4%
No Opinion / Don't Know	14.6%

WILL YOU USE OPEN EDUCATIONAL RESOURCES IN THE NEXT THREE YEARS: 2015-16 AND 2016-17

	Yes	Will consider
2015-16	6.9%	31.3%
2016-17	7.4%	36.9%

Methodology

TENURE STATUS

N/A	14.6%
Tenured	42.9%
Tenure track, not tenured	11.6%
Not tenure track	30.8%

TEACHING STATUS

Part-time	27.2%
Full-time	72.8%

NUMBER OF YEARS TEACHING

1 to 3	7.3%
4 to 5	8.2%
6 to 9	12.5%
10 to 15	17.2%
16 to 20	13.7%
More than 20	41.2%

DISCIPLINE

Business	6.8%
Computer and Information Science	6.2%
Education	5.4%
Health and related	7.5%
Liberal Arts and Sciences	29.0%
Natural Sciences	16.2%
Professional	13.0%
Social Sciences	15.8%

APPENDIX: QUESTIONNAIRE

Welcome.

The Babson Survey Research Group is working with the William and Flora Hewlett Foundation in understanding faculty attitudes and practice on the selection of teaching materials. The foundation's Education Program is making investments to ensure that faculty and students have high-quality resources to meet their needs. We value your feedback and insight to help guide us in meeting this objective.

Most respondents can complete the survey in 10 minutes or less. All respondents will receive a copy of the study report.

Best Regards,
Dr. Jeff Seaman
Babson Survey Research Group

We value your privacy. All survey respondents are provided complete anonymity. No personally identifiable information is ever released.

In order to help us understand your instructional style, please use the sliders below to indicate where your instructional tendencies and preferences fall on these dimensions.

Develop my own curriculum and content _____ Utilize existing third-party content

Preference for lecture to deliver content _____ Preference for facilitated exploration of content

Prefer print materials _____ Prefer digital materials

Please tell us a bit about yourself. *Note: This information is used only to classify the survey responses. No individual-level data will be released. Information that you provide in this survey will not be used to target you for any marketing.*

Your status:

Teaching Status

Part-time

Full-time

Tenure Status

DROPDOWN LIST:

N/A

Tenured

Tenure track, not tenured

Not tenure track

Your Age

Under 35

35 – 44

45 – 54

55+

Number of Years Teaching

DROPDOWN LIST:

Less than 1

1 to 3

4 to 5

6 to 9

10 to 15

16 to 20

More than 20

Which of the following have you taught during the most recent academic year?

Please use the following definitions:

Face-to-face Course: A course where all meetings are face-to-face, may use a learning management system (LMS) or web pages to post the syllabus and assignments.

Blended/Hybrid Course: A course where sufficient content is delivered online to create a reduction in the number of face-to-face class meetings.

Online Course: A course in which all, or virtually all, the content is delivered online. Typically have no face-to-face class meetings (with the possible exception of proctored exams). *Please check all that apply.*

- Face-to-face course
- Blended/Hybrid course
- Online Course

Over the past two years, either working alone or with others, have you...

- Created a new course (A course that was not previously listed in the course catalog)
- Substantially modified an existing course (Examples include making a substantive change in the content included in the course, changing the delivery method (e.g., converting a face-to-face course to online) or a similar change of this magnitude. Do not count the normal fine-tuning to a course during its delivery or the typical term-to-term refinements that all courses go through)
- Added or changed required course materials (Items listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee, examples include a printed or digital textbook, other course-complete printed (coursepack) or digital materials, or materials such as laboratory supplies)
- None of the above

Considering all the new courses, substantially modified courses, and/or courses with changed required materials that you have been involved with over the past two years, please select the one with the largest enrollment. (If more than one course has the same enrollment, then select the one you are most familiar with.)

The following questions will apply to this selected course. This selected course is:

- A new course
- A substantially modified course
- A course with new required materials

Considering all the new courses that you have been involved with over the past two years, please select the one with the largest enrollment. (If more than one course has the same enrollment, then select the one you are most familiar with.)

The following questions will apply to this selected course.

Considering all the substantially modified courses that you have been involved with over the past two years, please select the one with the largest enrollment. (If more than one course has the same enrollment, then select the one you are most familiar with.)

The following questions will apply to this selected course.

Considering all the courses with changed required materials that you have been involved with over the past two years, please select the one with the largest enrollment. (If more than one course has the same enrollment, then select the one you are most familiar with.)

The following questions will apply to this selected course.

Whose decision was it to create the new course/modify the course/select new required course materials?

- The decision was mine alone
- The decision was made by me in concert with others
- The decision was made at the department level
- The decision was made at the division level
- The decision was made the institutional level
- Other

(Optional) Why was this decision taken?

Level of course

- Undergraduate
- Graduate
- Other

Is this course taught in multiple sections?

- Yes
- No

How would you classify this course?

- Introductory course
- Intermediate level course
- Advanced course
- N/A Does not apply

Course Type

- Face-to-face
- Blended
- Online

Is the course required?

- Yes, for all students
- Yes, for some students (e.g., majors)
- No

What is the discipline of the course?

- DROPDOWN LIST:
- Arts and Literature
 - Business Administration
 - Computer and Information Science
 - Economics
 - Education
 - Engineering
 - Humanities
 - Law
 - Linguistics / Language
 - Mathematics
 - Medicine

- Natural Sciences
- Philosophy
- Psychology
- Social Sciences
- Other

What is your role in selecting the required materials for this course?

- I am solely responsible for the selection
- I lead a group that makes the selection
- I am a member of a group that makes the selection
- I influence the selection, but do not have decision-making power
- Others make the selection, I have no role
- Other _____

What types of course materials are required and/or recommended for this course? Required items are those listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee. Recommended items are those that are NOT required of students, but are listed on the syllabus as recommended.

	Required	Recommended	Not required or recommended
Textbook(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articles/Case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clicker (Classroom response system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplies (Laboratory, Art, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video/Film	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How are the required textbooks for this course licensed? (Check all that apply.)

	Copyrighted	Public Domain	Creative Commons	Other	NA/Don't Know
Textbook(s) (print versions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbook(s) (digital versions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your best estimate of the cost to students to purchase the required materials for your course?

Average cost to student

Required textbook(s) (if any)

Non-textbook required materials (if any)

What proportion of your students do you believe purchase ALL of the required materials for your course?

0% _____ 100% Required textbook(s)

0% _____ 100% Non-textbook required materials

(Optional) We welcome your thoughts on the cost of required course materials.

When selecting required course materials, how important are the following factors in your selection?

	Very important	Important	Somewhat important	Not important
Adaptable/editable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available in print format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available in digital format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost to the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes supplemental materials (homework, quizzes, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommended by other faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with my institution's Learning Management System (LMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with the required textbook(s) you are currently using for this course?

- Extremely satisfied
- Moderately satisfied
- Slightly satisfied
- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied

How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied
Cost to the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehensive content and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with my institution's Learning Management System (LMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommended by other faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptable/editable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Familiarity with brand/publisher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes test banks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes supplemental instructor material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How aware are you of each of the following licensing mechanisms?

	Unaware	Somewhat Aware	Aware	Very Aware
Public Domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Commons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How aware are you of Open Educational Resources (OER)? OER is defined 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." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

- I am not aware of OER
- I have heard of OER, but don't know much about them
- I am somewhat aware of OER but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom

Have you used Open Educational Resources in any of the following ways for any of your courses?

	Used as required course material	Used as supplemental course material	Not used	Don't Know
Open Educational Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are the three most important deterrents to your adoption of Open Educational Resources in your courses? Please drag up to three deterrents to the box on the right (the order in which you drag the three deterrents does not matter).

Three most important (in any order)

- _____ Difficult to find what I need
- _____ Not enough resources for my subject
- _____ Not high-quality
- _____ Not current, up-to-date
- _____ Only digital - no good print options
- _____ Not knowing if I have permission to use or change
- _____ Concern about updates and staying current
- _____ Lack of track record
- _____ Not used by other faculty I know
- _____ Lack of associated materials (homework, quizzes, etc.)
- _____ Other

Do you think you will use Open Educational Resources in the next three years?

- Yes
- Will consider
- Might Consider
- Not interested
- No Opinion / Don't

We welcome your comments. Please let us know your thoughts on any of the issues covered in this survey.

May we quote your response? Published comments will only include attribution of the discipline of the faculty member and if they are full- or part-time ("Full-time Natural Sciences Faculty", "Part-time Mathematics Faculty"). No personal identifiable information will be included.

- Yes
- No

May we contact you with follow-up questions?

- Yes
- No

Thank you. This is the end of the survey - pressing the "Next" button below will record your responses. Note: Do not press "Next" until you are sure you are finished - once your survey has been recorded you will no longer be able to edit your responses.

BABSON SURVEY RESEARCH GROUP

The Babson Survey Research Group conducts regional, national, and international research, including survey design, sampling methodology, data integrity, statistical analyses and reporting.



<http://www.onlinelearningsurvey.com/>

Open Educational Resources

- What We Teach: K-12 School District Curriculum Adoption Process, 2017
- Opening the Textbook: Open Education Resources in U.S. Higher Education, 2015-16
- Opening Public Institutions: OER in North Dakota and the Nation, 2015
- Opening the Curriculum: Open Educational Resources in U.S. Higher Education
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- Online Learning as a Strategic Asset: A Survey of APLU Presidents and Chancellors
- Online Learning as a Strategic Asset: A Survey of NAFEO Presidents and Chancellors
- Online Learning as a Strategic Asset: A Survey of AIHEC Tribal College and University

OPEN

Responses from over 2,700 U.S. faculty paint both a "Good news" and a "Bad news" picture for the role of open educational resources (OER) in U.S. higher education.

Levels of awareness of OER, the licensing tied to it, and overall adoption of OER materials, remains low. Only 10% of faculty reported that they were "Very aware" of open educational resources, with 20% saying that they were "Aware." Awareness of Creative Commons licensing also remains low, with only 19% of faculty reporting that they are "Very aware."

Faculty continue to report significant barriers to OER adoption. The most serious issues continue to be the effort needed to find and evaluate suitable material. Nearly one-half of all faculty report that "there are not enough resources for my subject" (47%) and it is "too hard to find what I need" (50%). In light of this, the reported level of adoption of open-licensed textbooks (defined as either public domain or Creative Commons) of only 9% is not a surprise. Many faculty members also voice concerns about the long-term viability of open educational resources, and worry about who will keep the materials current.

That said, there is also considerable cause for optimism among those who support OER. The awareness and adoption levels may be low, but they also show steady year-to-year improvements. OER also addresses a key concern of many faculty - the cost of materials. A majority of faculty classify cost as "Very important" for their selection of required course materials.

A particular area of OER success is among large enrollment introductory-level courses. These courses touch the largest numbers of students, are often taught in multiple sections (66%), and are typically required for some subset of students (79%). Faculty teaching these courses were presented with a list of the most commonly used commercial textbooks (up to twelve) for their specific course, along with an open text alternative from OpenStax, a non-profit OER publisher based out of Rice University.

The rate of adoption of OpenStax textbooks among faculty teaching large enrollment courses is now at 16.5% - a rate which rivals that of most commercial textbooks. This is a substantial increase over the rate observed last year (10.8%). Users of OpenStax textbooks also had levels of satisfaction equal to their peers teaching introductory level courses who had selected commercial textbooks. These adoptions address concerns about cost as well: faculty who did not select an OpenStax textbook reported an average cost of \$125 for the required textbook, while those who did select an OpenStax text reported an average cost of \$31.



 **BABSON Survey
Research Group**



Opening the Textbook: Educational Resources in U.S. Higher Education, 2017 is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Report available at: <http://www.onlinelearningsurvey.com/oer.html>.





2016 Student Textbook and Course Materials Survey

Results and Findings

FLORIDA
VIRTUAL
CAMPUS

Office of Distance Learning & Student Services

October 7, 2016



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Executive Summary

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 Student Services. The survey examined textbook affordability and acquisition at Florida's public higher education institutions. Previous surveys were conducted in 2010 and 2012. In this survey, students were asked to use their recent personal experiences to provide insight on how the cost of textbooks and course materials impact their education, purchasing behaviors, academic completion and success, the study aids they find most beneficial to their learning, and their use of financial aid to address these costs.

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 surveys.

The results of the survey are sobering, as the findings suggest the high cost of textbook and instructional materials are forcing many Florida higher education students to make decisions that compromise their academic success.

This report is intended to assist FLVC, the Florida Legislature, and higher education institutions in better understanding the significant impact that high textbook and course materials costs have on the state's public college and university students. It is also intended to support the development of recommendations, best practices, and legislative changes that result in an effective, statewide approach to textbook and course materials affordability.

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

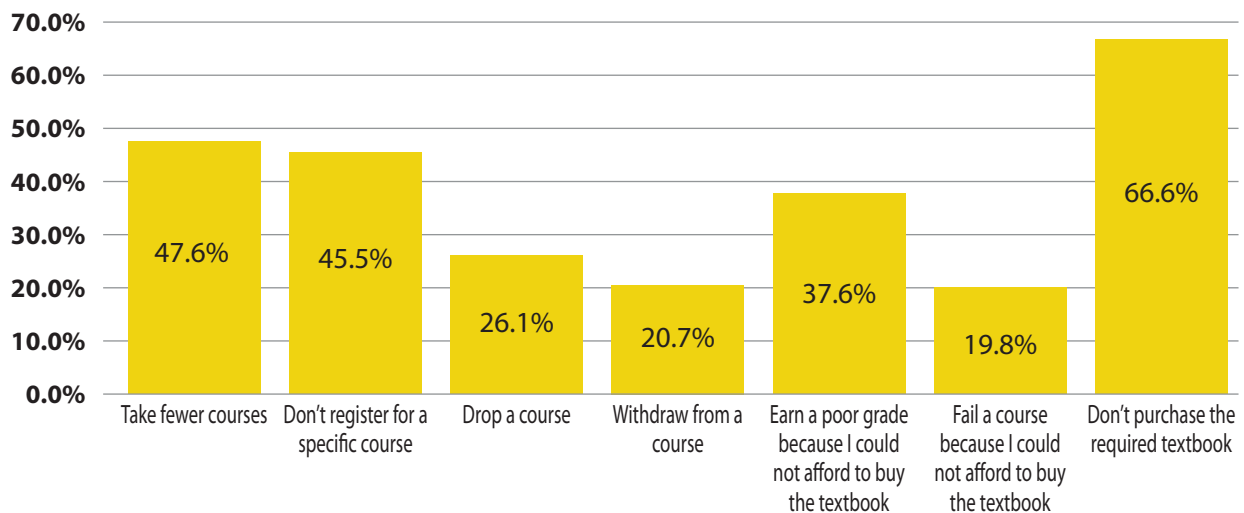
The high cost of textbooks is negatively impacting student access, success, and completion.

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)

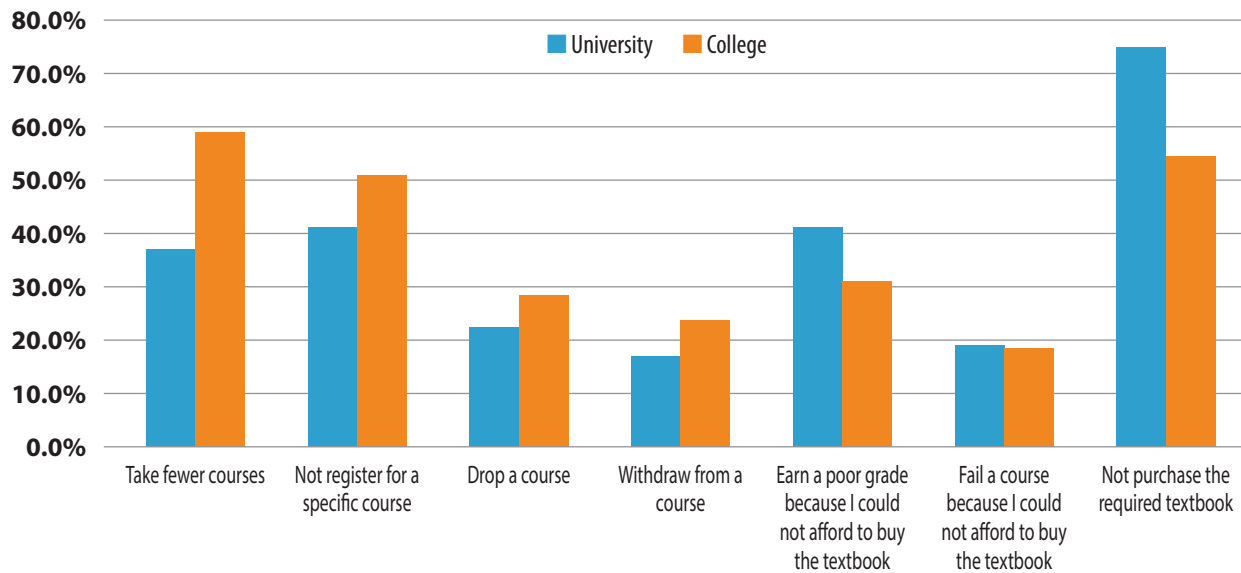
Answer Options	2016	2012
Take fewer courses	47.6%	49.1%
Not register for a course	45.5%	45.1%
Drop a course	26.1%	26.7%
Withdraw from a course	20.7%	20.6%
Earn a poor grade	37.6%	34.0%
Fail a course	19.8%	17.0%
Not purchase the required textbook	66.5%	63.6%

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)

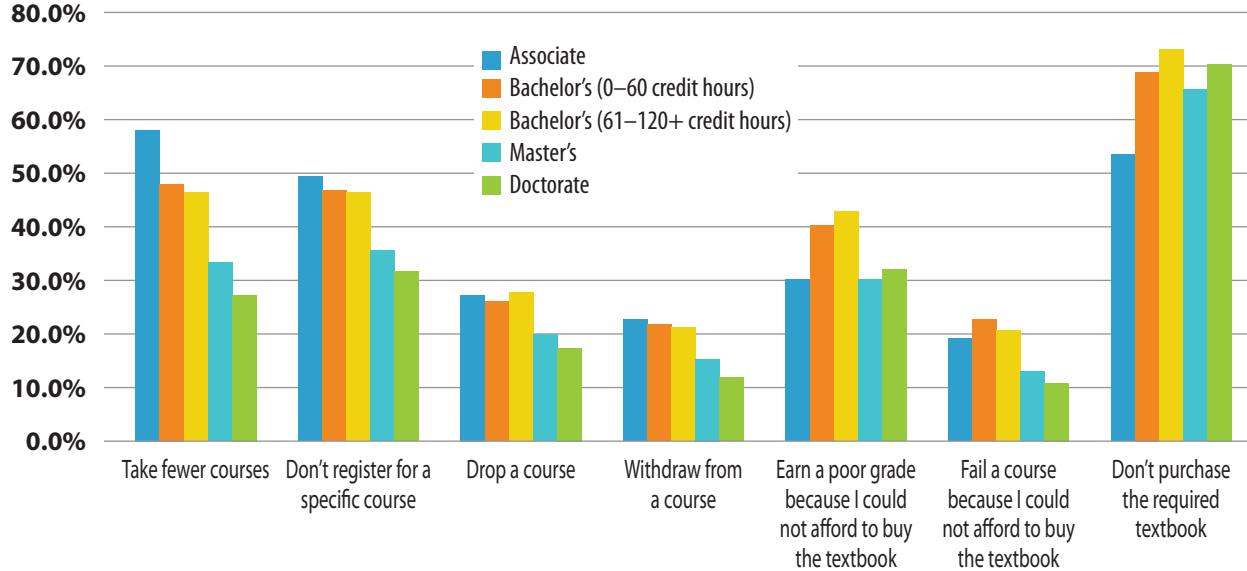


Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

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.

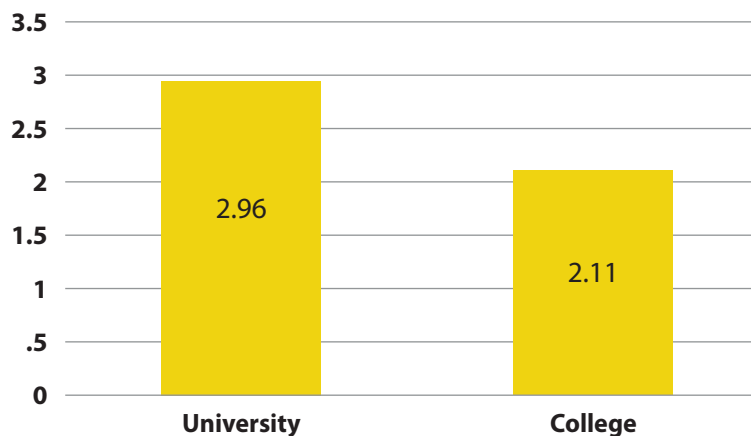
COMPARED TO THE 2012 SURVEY

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

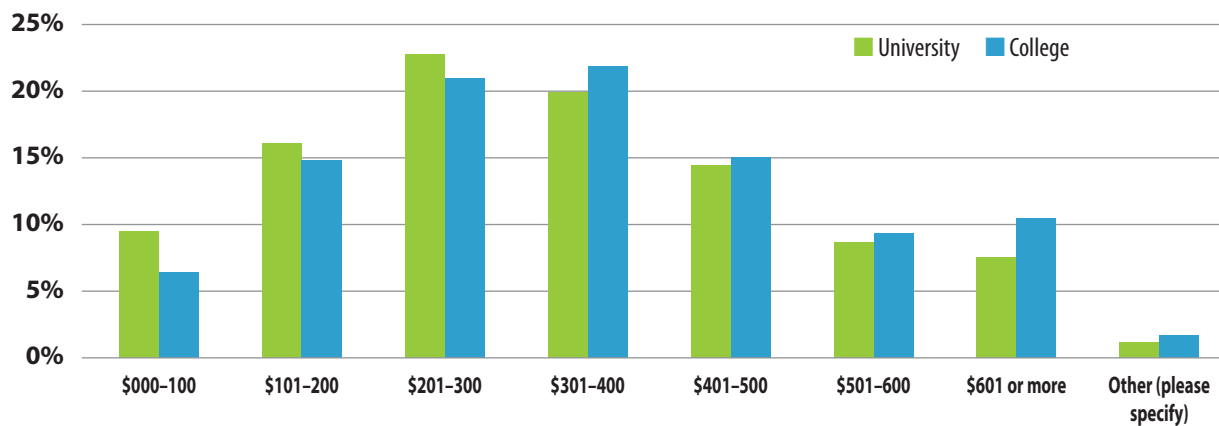
In terms of the cost of textbooks and other course materials, college students are in worse shape than university students.

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.

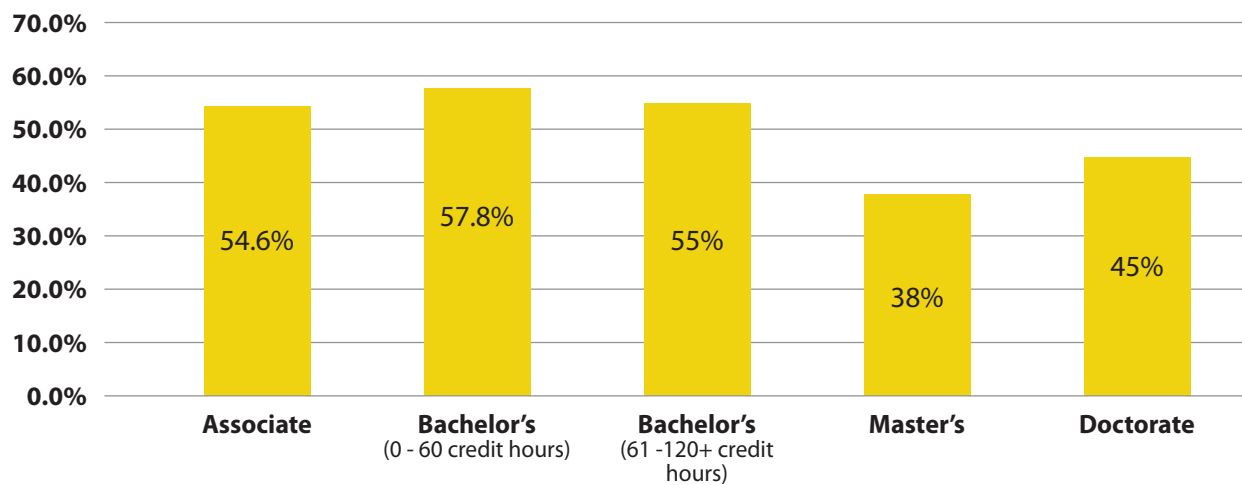
For those students seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 54.6%, 57.8% and 55.0%, respectively, reported having spent \$301 or more on textbooks. By comparison, 38% of students seeking a Master's degree, and 45% of students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

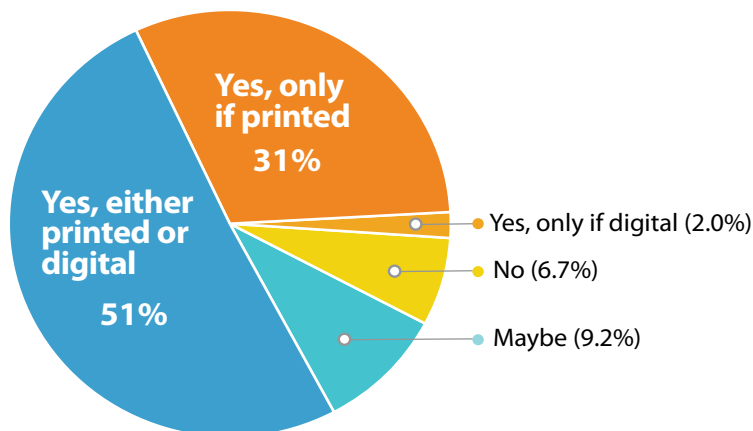
OVERALL

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

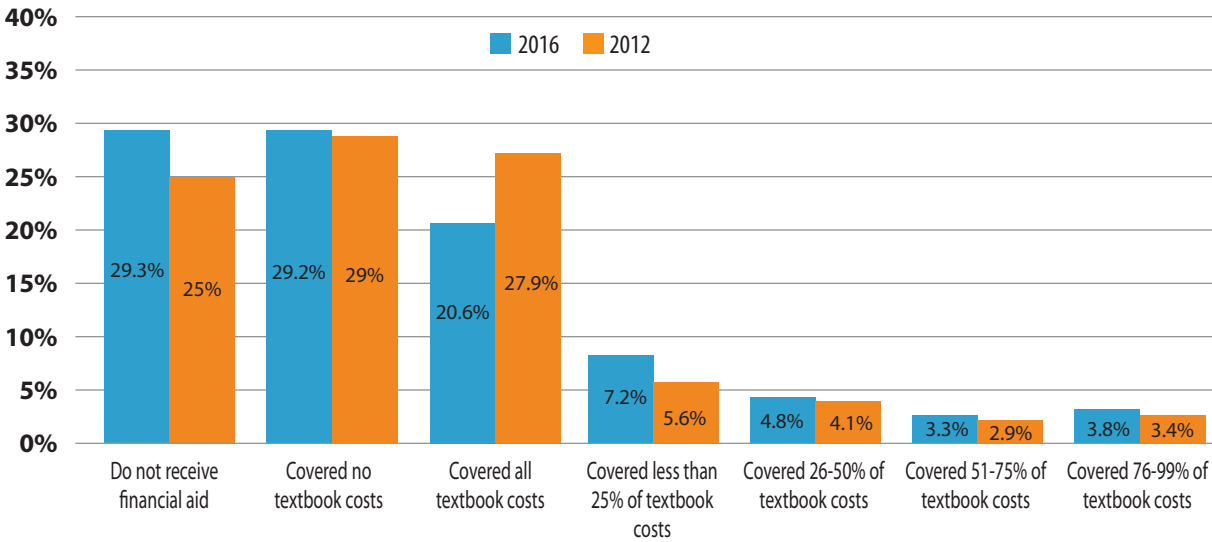
Q: What percentage of your textbook costs is covered by financial aid for the spring 2016 term?

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 no 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.

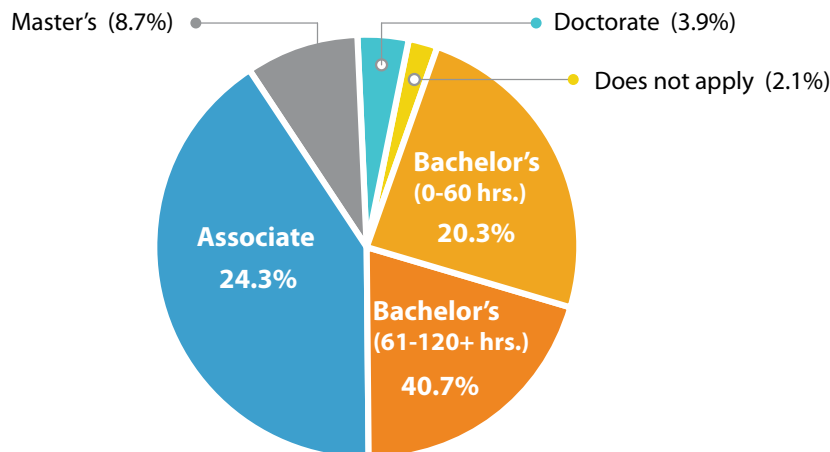
Table A-1: Degree Levels

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%

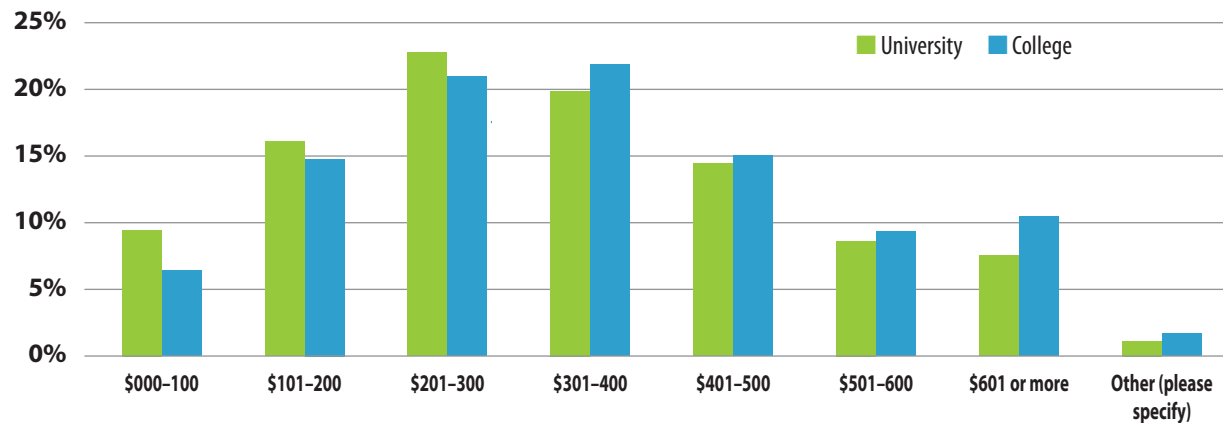
2016 survey n = 20,557; 2012 survey n = 19,608

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

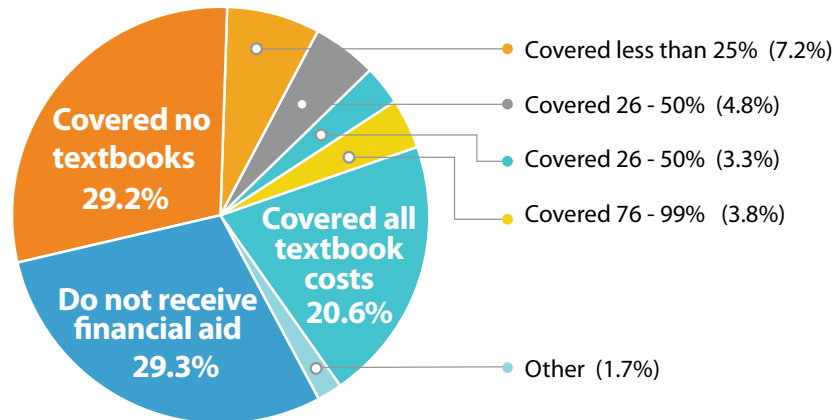
For the Spring 2016 term, 29.3% of students reported that they did not receive financial aid, and 29.2% reported that financial aid did not cover any of the textbook costs. Among the 39.7% who reported receiving financial aid for textbooks, 20.6% had all of their textbook costs covered, and 19.1% had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

<u>Textbooks not used</u>	<u>Responses</u>	<u>Percentage</u>
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)

	<u>Responses</u>	<u>Mean</u>	<u>Std. Deviation</u>
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:

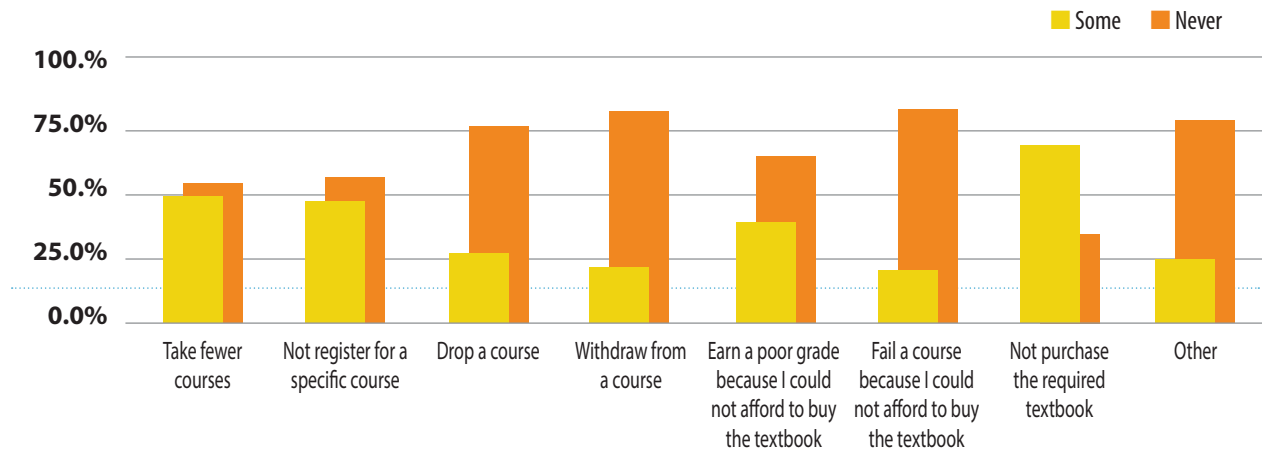
- Not purchase the required textbook (66.6%, up from 64% in the 2012 survey)
- Not register for a course (45.5%, up from 45% in the 2012 survey)
- Take fewer courses (47.6%, down from 49% in 2012 survey)
- Drop a course (26.1% down from 27% in 2012 survey)
- Withdraw from a course (20.7%, slightly down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



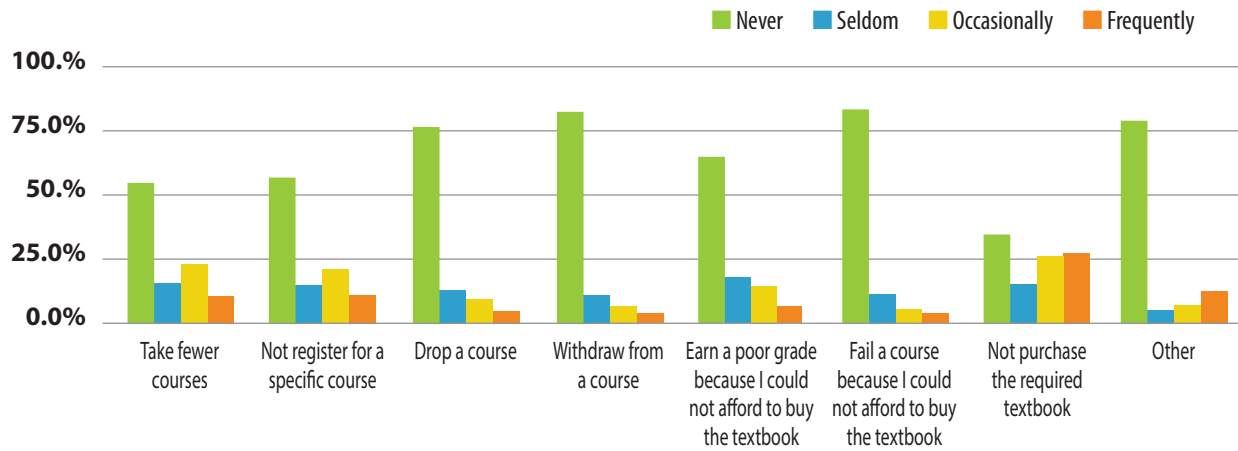
Note: n = 20,557

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?

<u>Answer Options</u>	<u>Responses</u>	<u>Percentage</u>
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)

<u>Answer Options</u>	<u>2016</u>	<u>2012</u>
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.

CONTRIBUTING AUTHORS

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(<https://www.insidehighered.com>)

Students sacrifice meals and trips home to pay for textbooks

Submitted by Emma Whitford on July 26, 2018 - 3:00am

It's well documented that [textbooks aren't cheap](#) [1], but for some students, affording course materials takes priority over paying for meals or flights home, or pursuing their first choice of major.

A new study by Morning Consult for Cengage, an educational technology and services company, asked 1,651 current and former college students how purchasing textbooks figures into their financial picture. Forty-one percent of those students said that textbooks and other course materials had "somewhat of an impact" on their financial situation, and 46 percent said that it had "a big impact."

"We truly are in an access crisis," said Richard Baraniuk, a professor at [Rice University](#) [2] and founder of [OpenStax](#) [3], a nonprofit that provides access to free digital editions of textbooks. "Over the past 40 years, college textbook prices have risen about 1,000 percent, which is extraordinary. Much faster than the Consumer Price Index, much faster than even parts of our economy that we say are out of control, like medical spending. Textbooks are outpacing that by a large factor."

Michael Hansen, CEO of Cengage, said the industry is out of touch with students' thoughts on textbook affordability.

"Textbooks -- and many in the industry have denied this for too long -- are a major stress factor for many students around the country," he said. "Students are making major trade-offs such as housing, such as food, to accommodate textbooks."

Thirty percent of survey respondents said they had forgone a trip home to see family, 43 percent said they skipped meals, 31 percent registered for fewer classes and 69 percent worked a job during the school year -- all to save money for books.

"Even when a student goes through the excruciating pain of searching through used books, photocopying, illegally downloading PDFs and renting books, they'd end up spending about \$578 a year," Hansen said.

That figure would be closer to \$1,200 per year if students chose to purchase all new textbooks and other course materials.

Over half of the student survey respondents just aren't buying some of the required course materials. Sheila Liming, an English professor at the [University of North Dakota](#) [4], said her students' grades have suffered from opting out of certain book purchases.

"I give periodic, scheduled quizzes in some of my classes and, last semester, more than two-thirds of the class failed one of the quizzes, which I later learned was because most of them hadn't

purchased the book that it was on," she said via email. She said that students often perform a cost-benefit analysis and weigh potential hits to their grades against the cost of a necessary textbook.

In response to the rising prices, Cengage will launch a program in which students can purchase access to all of Cengage's online materials for \$120 per semester.

"A community college student will now spend more hours in a minimum-wage job to pay for their textbook than they would sitting in a course" they're buying the book for, Baraniuk said. "The cost of books per year exceeds the cost of tuition at some community colleges. It's one of the biggest costs of going to college."

Students don't feel the costs are justified, either, according to the survey. Eighty-seven percent reported that they believed textbooks were overpriced, more so than tuition fees, prescription drugs and airline tickets, and 69 percent believe that publishers are unfairly profiting from the cost of textbooks and other course materials.

"They're not worth it. It's not worth it because these books shouldn't be \$300. It's just basically a market that's completely out of whack with reality," Baraniuk said.

In addition to financial sacrifices, some students are changing their educational plans altogether. Seventeen percent of respondents said they changed their major because of high textbook prices, and 33 percent opted not to take a specific course. Of those who left their original major, 12 percent left medicine, 10 percent left the social sciences, 9 percent abandoned business and 9 percent dropped computer science.

Source URL: <https://www.insidehighered.com/news/2018/07/26/students-sacrifice-meals-and-trips-home-pay-textbooks?width=775&height=500&iframe=true>

Links:

[1] <https://www.insidehighered.com/news/2014/01/28/textbook-prices-still-crippling-students-report-says>

[2] <https://www.insidehighered.com/college/227757/rice-university>

[3] <https://www.insidehighered.com/news/2017/07/11/openstax-latest-publisher-build-online-learning-platform>

[4] <https://www.insidehighered.com/college/200280/university-north-dakota>



(<https://www.insidehighered.com>)

Survey examines impact of textbook prices on student behavior

Submitted by Doug Lederman on August 1, 2018 - 3:00am

A study published last week ^[1] found that the vast majority of students surveyed said the high price of textbooks had had a major (46 percent) or modest (41 percent) impact on their financial situations, forcing them to forgo meals and trips home to see their families, among other things.

Now a new survey ^[2] focuses more directly on the academic impact of students' expenditures on curricular materials, finding that many are making decisions that could undermine their academic performance. But the study, conducted by Wakefield Research on behalf of VitalSource, the etextbook provider, also reveals that lower prices alone may be insufficient to wean many students from print textbooks.

In the survey ^[3], of roughly 400 traditional-age students at four-year colleges (a parallel survey of community college students drew too few respondents to be nationally representative), eight in 10 respondents said they had waited to purchase course materials until after the class had started, and 42 percent said they had "avoided purchasing the course materials at all." That latter figure is up from 28 percent in 2017 and 27 percent in 2016, respectively. About six in 10 respondents who said they delayed or avoided buying the materials said the price was a "very important" reason why.

Having students forgo their course materials is educators' worst nightmare, but a majority of respondents (60 percent) said they did not believe that their decisions had hurt their grades. But roughly two-thirds agreed or strongly agreed that they would do better academically if they had access to all course materials on the first day of class.

That is a major push of numerous curricular materials providers that are encouraging faculty members or colleges to embrace a range of approaches that give all students in a particular course access to digital curricular materials -- and to pay for it either in their tuition bills or another centralized way. (VitalSource is among the platforms that facilitate those arrangements, hence its interest in the topic of this survey.)

The survey also contained a set of questions related to those arrangements, in which students expressed some interest -- for instance, about two-thirds said they would be interested in paying for course materials as part of their tuition costs, and more than half (56 percent) said their institution did not give them the option to do so. Most students also said they believed they would get better grades if they had access to interactive etextbooks and digital tools.

And while some of the survey's findings reinforce the idea that today's traditional-age undergraduates favor all things digital -- half said they go no more than 10 minutes during their waking hours without using a digital device -- one result helps show why the shift to digital textbooks has gone slower than many technology advocates expected.

Roughly five in six respondents said that the cost savings would need to be "very significant" (41 percent) or "somewhat significant" (45 percent) for them to "permanently switch to using all digital course materials rather than print ones."

In other words, many of the respondents don't find the quality or convenience or interactivity of online/digital textbooks -- at least right now -- to be so much better than print as to warrant making such a shift without a strong financial incentive to do so.

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[2] <https://press.vitalsource.com/study-finds-majority-of-college-students-delay-purchasing-textbooks-due-to-cost>

[3] [https://get.vitalsource.com/hubfs/2018 Wakefield/Wakefield Research QuickRead Report for VitalSource.pdf](https://get.vitalsource.com/hubfs/2018%20Wakefield/Wakefield%20Research%20QuickRead%20Report%20for%20VitalSource.pdf)

[4] <https://www.insidehighered.com/news/news-sections/digital-learning>

[5] <https://www.insidehighered.com/editorial-tags/digital-learning>

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[7] <https://www.insidehighered.com/ad-keywords/teachinglearning>

[8] <https://www.insidehighered.com/image-size/thumbnail-horizontal>

Inside Higher Ed's 2018 Survey of College and University Presidents, released late last week, focused much of its attention on ever-urgent issues like money and politics, not surprising at a time when many colleges are feeling intense financial pressure and campus leaders are grappling with a changing public policy landscape.

But the study also examined several elements of the changing instructional landscape in higher education, with questions related to open educational resources, enrollments of online students and presidents' preparation for dealing with digital learning issues.

Textbooks and course materials. In line with *Inside Higher Ed's* recent surveys of chief academic officers and faculty members' views on technology, presidents strongly agreed (61 percent) that "textbooks and course materials cost too much." Thirty percent more agreed.

Eighty-five percent of presidents also agreed (52 percent strongly) that colleges should embrace open educational resources, free and openly licensed online educational material. Presidents of doctorate-granting universities, public and private alike, were somewhat less likely than their peers at other institutions to agree, at 49 percent and 40 percent, respectively.

Their support comes with conditions, though. Campus leaders were fairly divided (44 percent agree, 34 percent disagree) on whether "faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower-cost options are of lesser quality." Public college leaders were significantly more likely to agree (51 percent) than were their private college peers (39 percent).

Campus CEOs as a group were more inclined to agree with that statement than were chief academic officers in January's survey, only 35 percent of whom backed that view. (Forty-three percent of provosts agreed.)

And about half of presidents agreed (20 percent strongly) that "the need to help students save money on textbooks justifies some loss of faculty-member control over selection of materials for the courses they teach."

Leaders of private doctoral and master's institutions (36 percent agreed) were less amenable to a loss of faculty control than were presidents of community colleges (58 percent agreed, 20 percent strongly) and four-year private colleges (24 percent strongly agreed).

Enrollments of online students. A set of questions in the survey asked campus presidents about the enrollment issues that most concern them.

Concerns about enrolling more students who study online fell in about the middle of the pack, with 52 percent of presidents saying they were very (12 percent) or somewhat (40 percent) concerned about that issue.

That was less than the proportion who were worried about enrolling their target number of undergraduates (84 percent), enrolling students likely to be retained (82 percent), enrolling international students and students who don't need institutional aid (56 percent each), and giving out too much aid to students who may not need it (54 percent).

More presidents were concerned about enrolling more online students than enrolling more minority students to have a diverse student body and out-of-state students (45 percent each), first-generation and Pell Grant-eligible students (42 percent each), and academically prepared athletes (41 percent).

The answers to the question about online students differed by sector, as seen in the table below. The leaders of public master's and baccalaureate colleges expressed the most concern, and public doctoral university leaders the least, with other sectors in the middle.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Enrolling more students studying online								
% Very concerned	12	10	16	7	14	8	21	13
% Somewhat concerned	40	43	37	29	52	45	31	40
% Not too concerned	33	37	30	54	27	33	36	23
% Not concerned at all	15	10	18	11	6	13	12	24

Doubts about their digital learning knowledge. Asked to rate how well prepared they were for a series of duties and topic areas important to their jobs, presidents acknowledged significant shortcomings in their comfort with issues of digital learning.

Only 45 percent of campus leaders described themselves as very well prepared or well prepared to deal with those issues, the least of any of the 12 issues presented to them. Presidents said they were most prepared for financial management (71 percent), admissions and enrollment management (67 percent), and working with trustees (66 percent). Majorities also said they were well prepared for public and media relations (61 percent) and race relations (54 percent). About half say the same about athletics; hot-button student-affairs issues, such as sexual assault, drinking and Greek life; and fund-raising.

Government relations was closest to digital learning, at 47 percent.

	All Institutions by Sector			Public			Private Nonprofit	
	All	Public	Private Nonprofit	Doctoral	Master's/ Bacc.	Assoc.	Doctoral/ Master's	Bacc.
Digital learning								
% Very well prepared	15	18	11	9	17	21	15	8
% Well prepared	30	34	28	39	30	36	24	31
% Somewhat prepared	35	35	36	28	41	35	34	36
% Not very prepared	17	13	20	24	11	8	20	19
% Not prepared at all	3	<1	5	0	1	0	7	6

Whether that's because the presidents are the farthest thing from digital natives -- 50 percent reported being in their 60s and another 30 percent in their 50s -- or for some other reason, the findings may raise questions about how ready the presidents are to lead their institutions through a time of great change in the instructional model for most colleges.

<https://www.insidehighered.com/digital-learning/article/2018/03/14/college-presidents-opine-about-oer-and-their-comfort-digital>

East End Initiative

The Health Hub at 25th

VCU Board of Visitors, Academic and Health Affairs Committee
December 7, 2018



Purpose

- Mobilize assets across VCU and VCU Health System to establish a health education and wellness center in the East End of Richmond
- Goals:
 - Improve community health and wellness through the delivery of preventive and support services
 - Advance collaborative learning, strengthen interprofessional academic practicum, and accelerate cross-disciplinary research
 - Co-create with community partners a valued resource that brings together East End residents to promote healthy lifestyles

Rationale: One VCU

- East End community is encountering multiple socio-economic and health challenges
- Provides students real-world experiences
- Expands partnerships to facilitate community-engaged research



Status

- Construction of the facility is underway; projected completion
 - Early Spring 2019
 - Facility will be located in a new development with a grocery store and J. Sargeant Reynolds Culinary Arts Institute
- Integrated, cross-disciplinary model
 - 22 clinical and academic units to provide social support and referrals, behavioral health counseling services, health promotion/screenings, and chronic disease management, education and wellness activities
- Evaluation plan and training curriculum are being developed
- Site Director, Natalie Pennywell, has been hired

Questions

1. What are some of the metrics the board would like evaluated to determine if this venture is successful?
2. Planning efforts have included engagement with representatives from City government, East End community agencies, and local health care providers. Are there other public or private entities that should be engaged?
3. How can this model serve as a pilot to inform the health equity plan, especially addressing the SDOH and transforming the learning experience?
4. Is there an interest in having board members engaged to provide advice during the planning process or after the site is operational?

Athletics Update

Academic and Health Affairs Committee

presented by Ed McLaughlin

December, 2018



VCU

Competitive success

- Another successful fall season
 - Record of 33-4-1 in Atlantic 10 competition (88% winning pct)
 - Won two Atlantic 10 Regular Season titles (men's soccer and women's volleyball)
- Overall competitive success
 - Sport programs won a record six Atlantic 10 championships during the 2017-18 academic year
 - VCU Athletics has won 24 A10 team championships, earned 36 NCAA appearances and won 63 A10 individual championships since joining Atlantic 10 in summer of 2012
 - VCU student-athletes and coaches have won 300 individual A10 accolades

Academic success

- Seven consecutive semesters above a 3.0 GPA for the entire department of 300 student-athletes
- Spring semester of 2018 GPA was 3.16, our highest yet
- All academic measures are climbing, including Academic Progress Rate and Graduation Success Rate, due to improving retention

Finance report

- Reliance on student fee as part of VCU Athletics budget 51%
 - Well-below JLARC recommended legislation
 - Down from 80% in 2009
- Balanced budget six consecutive years
- Budget will remain at \$35m for FY 2019

External revenue success

- Continued growth in external revenue areas, including development
- Generated more than \$14.4 million in external revenue in FY 2018
- Raised external revenue for facility projects such as locker rooms for all Olympic sports
- Began fundraising campaigns for future facilities projects

National college basketball issues

- VCU Athletics has been diligent over the last six years with compliance culture to avoid issues seen on national scene
- Completed a second overall review of program compliance in October of 2018 and found no issues
- Head coaches meet with AD and President Rao once a year and with AD another team annually to review compliance expectations
- Steps in place to monitor through the head coach control process
- Commission on College Basketball changes will impact recruiting and accountability of administration

**Virginia Commonwealth University
Board of Visitors**

Informational Report Summary

BOARD MEETING: December 7, 2018

COMMITTEE: Academic and Health Affairs

AGENDA ITEM: Constituent Report: Students

PRESENTER(S): Dhruv Sethi, Graduate Student Representative
Jacob Parcell, Undergraduate Student Representative

SUMMARY OF REPORT:

The student representatives will be report on how each of the following affects the student experience:

1. GRTC Pulse
2. Institute for Contemporary Art
3. The new Gladding Residence Center

**Virginia Commonwealth University
Board of Visitors**

Informational Report Summary

BOARD MEETING: **December 7, 2018**

COMMITTEE: **Academic and Health Affairs**

AGENDA ITEM: **Constituent Report: Faculty**

PRESENTER(S): **Ms. Holly Alford, Faculty Senate Board of Visitors Representative
Dr. Scott Street, alternate and president, VCU Faculty Senate**

SUMMARY OF REPORT:

1. Resolution on the GEN Ed 30
 - a. Resolution that agreed on the framework of the General Education requirement through SCHEV
2. Term Faculty Task Force
 - a. Thanks to Senior Vice Provost for Faculty Affairs, Gypsy Denzine, for co chairing along with President of the Faculty Senate, Scott Street, a task force to determine needs and concerns related to Term Faculty.
3. The Faculty Senate want to thank Senior Vice Provost Gypsy Denzine for her support since coming to VCU in August.
4. The Faculty Senate passed a resolution of support for the Ethical Conduct Policy
5. Carmen Rodriguez, vice president of the Faculty Senate of Virginia, was tapped to be co-chair of a committee to be evolved with the creation of a nationwide Faculty Senate.
6. The Faculty Senate presidents, Holly Alford and Scott Street, have had the privilege of meeting with the all of the faculty in Doha, Qatar. Scott Street met with the joint advisory board and all faculty at VCU Q, Nov. 27-Dec. 3.

**Virginia Commonwealth University
Board of Visitors**

Informational Report Summary

BOARD MEETING: December 7, 2018

COMMITTEE: Academic and Health Affairs

AGENDA ITEM: Constituent Report: Staff

PRESENTER(S): Mr. Nick Fetzer, Staff Senate Board of Visitors Representative,
and President, VCU Staff Senate
Ms. Ashley Staton, alternate, Staff Senate

SUMMARY OF REPORT:

- Introduction of Staff Senate Leadership
- Organizational Changes
 - Membership
 - Name
 - Unit-Level Governance
- 2018 Achievements and Goals
 - Professional Development Conference
 - Awards for Excellence
 - RAMTREE
 - Accessibility and Inclusion Working Group

Follow-Up to Academic and Health Affairs Committee, VCU Board of Visitors

As a follow-up to a closed session discussion last December, we are pleased to inform you that the Doctor of Occupational Therapy (OTD), Entry-level program was approved by the State Council of Higher Education in Virginia (SCHEV) staff in October 2018. We are permitted to confer degrees for this program as of spring 2019. The matters related to this degree program are now closed.

We have been vigorously examining all other degree programs to ensure that we are aware of any outstanding issues and are taking necessary actions to provide remedy in any instances requiring priority attention. We will work closely with SCHEV, and SACSCOC to the extent necessary, to address all issues in a timely and thorough manner.

We will begin by working through similar remedies for three additional programs for which we have a clear path forward having created a process through the OTD entry-level proposal.