

**State University System of Florida  
Textbook and Instructional Materials Affordability  
Annual Report  
Statutory Due Date: September 30**

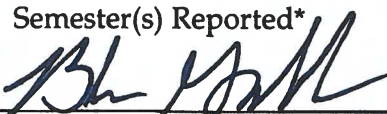
Florida Gulf Coast University

Fall 2017 and Spring 2018

University Submitting Report

Semester(s) Reported\*

September 11, 2018



9/11/18

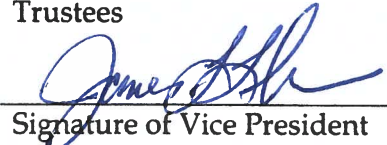
Date Approved by the University Board of Trustees

Signature of Chair, Board of Trustees

Date



9/11/18



9/14/18

Signature of President

Date

Signature of Vice President for Academic Affairs

Date

\*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

*Definitions:*

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median average cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

**1) Required and Recommended Textbooks and Instructional Materials for General Education Courses**

a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

*Methodology: Identify the median average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.*

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

*Fall 2017*

After a careful and thorough cost variance analysis of the data provided by the University bookstore in regards to textbook and instructional material adoption(s) for general education courses, it is determined that there were no courses offered during the Fall 2017 term that yielded a cost variance equal to or greater than \$200.00 between different sections of the same course.

*Spring 2018*

After a careful and thorough cost variance analysis of the data provided by the University bookstore in regards to textbook and instructional material adoption(s) for general education courses, it is determined that there were no courses offered during the Spring 2018 term that yielded a cost variance equal to or greater than \$200.00 between different sections of the same course.

b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

Although the University does not have any general education courses deemed to have a wide cost variance between and amongst related sections, the process for selecting course materials is consistent across the University since the process includes an active and intentional faculty role in selecting course materials each semester.

c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).

*Fall 2017*

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| Intro. to Archaeology   | 2                  |
| Art Appreciation  | 3                  |
| History of Visual Arts  | 1                  |
| Biological Sciences   | 1                  |

*Spring 2018*

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| Intro. to Archaeology   | 2                  |
| Art Appreciation  | 3                  |
| Painting I  | 1                  |
| Environmental Geology   | 1                  |

|                           |    |
|---------------------------|----|
| Biological Science Lab    | 2  |
| Gen. Chemistry I Lab      | 2  |
| Gen. Chemistry II Lab     | 7  |
| Gen. Chemistry II         | 1  |
| Organic Chemistry I Lab   | 7  |
| Organic Chemistry II Lab  | 4  |
| Intro to Creative Writing | 3  |
| Composition I             | 10 |
| Composition II            | 5  |
| Intro. To Enviro Science  | 2  |
| Environmental Geology     | 1  |
| Global Studies            | 2  |
| Foundation of Phy Science | 1  |
| General Psychology        | 1  |
| Social Science Stats      | 1  |
| Social Problems           | 1  |

|                            |    |
|----------------------------|----|
| Inter. American Sign Lang. | 1  |
| Intro. To Space Science    | 1  |
| Intro. To Astrobiology     | 1  |
| Biological Science         | 1  |
| Biological Science Lab     | 2  |
| Seminar in Med II          | 1  |
| General Chemistry II Lab   | 8  |
| Organic Chemistry I Lab    | 5  |
| Organic Chemistry II Lab   | 5  |
| Intro. To Creative Writing | 3  |
| Composition I              | 1  |
| Composition II             | 17 |
| Environmental Geology      | 1  |
| Environmental Humanities   | 3  |
| Global Studies             | 3  |
| Finite Mathematics         | 1  |
| Intro to Music teaching    | 1  |
| Foundation of Phy. Science | 1  |
| Social Problems            | 1  |
| Play Production            | 1  |
| Acting I                   | 1  |
| Rehearsal and Performance  | 1  |

|  |  |
|--|--|
|  |  |
|--|--|

|  |  |
|--|--|
|  |  |
|--|--|

**Note:** The number to the right of the course title represents the number of course sections that either did not require or recommend a textbook or other instructional material(s). In several instances, there were other sections of the listed courses; greater in section number than the number indicated above for no required material(s), that actually required material(s).

d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?

Although the University did not identify any courses with a wide cost variance of \$200 or greater for Fall 2017 or Spring 2018, there will be a continued effort to monitor cost and to ensure affordability along with academic freedom. The Colleges will continue to work closely with the bookstore in order to become more aware of potential cost-saving options. Over the past summer, the University has been exploring **Discover** through Follett/Bookstore in order to assess how that system might make course related materials even more affordable.

e) Describe the textbook and instructional materials selection process for general education high enrollment courses.

*Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.*

**Fall 2017:**

With new guidance based on the methodology offered by the Board of Governors, the University took the top 10% of the general education sections with the higher enrollments to determine how high enrollment would be defined at the University. There were a total of 580 general education sections so the top 10% yielded 58 high enrollment sections. In order to drill down further, the high enrollment sections were assigned to their respective course number and it was revealed that the University has 21 high enrollment courses as the 58 sections fell within those 21 courses. Based on that analysis, high enrollment is defined as courses with an enrollment of seventy- one (71) or higher. The range here at Florida Gulf Coast University is 71-179.

Although the University does not have any high enrollment courses deemed to have a wide cost variance, the process for selecting course materials is consistent across the University in that the process includes an active and intentional faculty role in selecting course materials each semester.

### **Spring 2018:**

Using the same methodology, the high Enrollment number(s) held fairly constant for the Spring 2018 semester as the number of sections was 52 and the range was 66-168 enrolled students.

## **2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses**

a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

There have been numerous continuous initiatives implemented by the University in order to foster textbook affordability and achieve the primary goal of offering textbooks and course materials at the least expensive rate possible. The following list of efforts/initiatives provides examples but is in no way an exhaustive list.

Lending libraries

Reserved copies in the library

Bookstore personnel provides a list of all available options to faculty

Bookstore personnel attend University meetings to explore and discuss cost saving measures

Course coordinator in general education examines and monitors materials/textbooks being used as well as associated cost

Textbook affordability policy and regulation followed

Frequent reminders about on-time adoptions which allows more time for students to decide on available options

Faculty and students are apprised of any cost savings obtainable through choosing digital versus print

University is currently considering Discover as an adoption system

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

The current analysis shows that the University has provided low cost options to the students and will continue to monitor and look for ways to always provide options for the students that are least expensive regardless of his/her chosen section of a particular course. The cost variance between the sections have remained constant over this cycle as required course materials are not being changed on a frequent basis. By not changing the course materials too frequently and having standardized, agreed upon syllabi for a bulk of the general education courses, the cost is kept down as students can find used instructional materials and there's a norming of the cost associated with different sections. This leads to more consistency in cost and lessens the likelihood of increased cost variance.

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

The cost variance has remained fairly constant as there appears to be a concerted effort of utilizing the same materials for many of the general education courses with multiple sections. This has been a primary focus as we try to keep down the cost of instructional materials. This is rewarding to see as we continue to foster and support academic freedom. Additionally, there is limited fluctuation from Fall to Fall and Spring to Spring semesters as the vast majority of the course schedule is rolled over and closely reflects the previous year's semester schedule. Again, this helps in normalizing cost and creating opportunities for students to purchase used materials.

### **3) University Policies for the Posting of Textbooks and Instructional Materials**

a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

It is ultimately the responsibility of the respective unit's dean to make certain that all textbook adoptions occur within the timeframe(s) stipulated in legislative mandates. This

responsibility is stipulated in the University's textbook adoption and affordability policy and regulation which state:

1. The University shall publish the textbook ordering and textbook adoption dates for the fall, spring and summer terms of each academic year in the University Academic Calendar or other University approved publication(s).
2. Course assignments will be made by Chairs/Directors in accordance with the Collective Bargaining Agreement and submitted to the Office of the Registrar.
3. No later than the published textbook ordering date for each term, each faculty member, or the department where applicable, shall identify the textbook and other course related materials required for the course by completing the Course Textbook Adoption request page on the University Bookstore website or other University determined location(s). \*
4. The Bookstore will provide periodic updates in regards to the progress of adoptions for any given semester.
5. The dean or designee of each college and/or unit will monitor the completion of the course textbook ordering application to ensure that each faculty member with an instructional assignment complies with the requirements for timely submission of the information required by the textbook adoption process.
6. Each college/unit dean will exercise the necessary administrative and corrective actions in order to ensure compliance.

\*There is an exception to the above protocol when a new course is added after the textbook adoption deadline.

b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

Given that the adoption rate by the established deadline was at 68% a few years back, 89.2% fall of 2016 and 97.4% for Spring 2017, the percentages suggest that the revision of the policy and more administrative oversight has generated much improvement.

c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

## Historical Trend

### Fall 2016

Taking into account that the new deadline of 45 days occurred after the course adoptions had already begun with the 30-day deadline as the standard, the adoption rate at 45 days out of the start of classes for fall 2016 was at 89.2% which would be 1802 of the 2030 classes that required adoptions.

During this textbook and instructional material analysis, it was discovered that the adoption rate is adversely affected by the reserved courses that are listed and that has contributed to the adoption rate that has been reported. In an effort to improve the timely adoption rate and to ensure accuracy, the University will revisit the practice of reserving courses.

### Spring 2017

For the Spring 2017 semester, 97.4% of adoptions were completed with requisite information posted at least 45 days out of the start of classes for Spring 2017. The raw number(s) was 1413 out of 1451. Courses that were cancelled (n=19) have been factored into the reported numbers

### Fall 2017

For the Fall of 2017, there were 1706 sections that required course materials. Of the 1706 sections, course materials were ordered and requisite information was posted for 1620 of the sections yielding a 95% timely adoption rating.

### Spring 2018

For Spring 2018, there were 1667 sections that required course materials. Of the 1667 sections, course materials were ordered and requisite information was posted for 1434 of the sections yielding an 86% timely adoption rating.

d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section(s) were not entered by the deadline.



## **Fall 2017**

There were 86 (5%) course sections that did not have timely course adoptions due to neglect or processing error. This number represented 5% of all the courses that required adoptions for that given semester. The vast majority of those course sections were internships, practicums, and independent studies which did not require course materials but were not noted properly in the system that's utilized for adopting material(s).

## **Spring 2018**

For the Spring 2018 semester, 223 course sections did not have timely adoptions. This number represented 14% of all the courses that required adoptions for that given semester. As with the Fall 2017 semester, some of those courses were actually internships, practicums, and independent studies which did not require course materials but were not noted properly in the system that's utilized for adopting material(s). It was also noted that one unit that had gone through a leadership transition had an unusual number of missed adoptions. A conversation has been had with that College's leadership in order to prevent future occurrence(s).

e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

There were seven (7) courses added after the deadline thus they received the exception to policy designation.