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

New College of Florida	Fall 2018 and Spring 2019
University Submitting Report	Semester(s) Reported*
9.14.19	9/18/19
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees — Date
Signature of President — 9/17/19 Date	Signature of Vice President for Academic Affairs — 9/17/19 Date

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

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

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

General education (n=69 in fall 2018) (n=61 in spring 2019) including high enrollment classes (n=7 in fall 2018) (n=7 in spring 2019).

1. *Faculty members were responsible for selecting the required and recommended texts and instructional materials for the classes they taught. Faculty members considered the tradeoffs between the newest, most expensive editions of texts and reliable and affordable previous editions. In most cases, faculty members chose reliable and affordable earlier editions. Faculty members noted that the newest edition of a text often has only minor changes when compared to earlier editions.*
2. *Faculty members selected the newest edition of a text when they redesigned their introductory course sequence, and, in fields with rapidly changing scholarship requiring updated textbooks.*
3. *In several courses, faculty members selected one text that served for a two semester course sequence.*
4. *Faculty members identified publishers in their discipline that have a reputation for combining reasonable pricing with quality.*
5. *Faculty members contacted publishers directly to identify the most affordable format available for the text they selected for the course.*

6. *Faculty members selected affordable anthologies instead of numerous individual texts.*
7. *Several high enrollment classes did not require or recommend textbooks.*

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

Fall 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Drawing 1	2
Physics I Laboratory	3

Spring 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Drawing II	1
Spanish Written and Oral Expression	2
Calculus II	1

Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Campaigns and Elections	1
Drawing I	1
Sculpture I	1
Economics, Race, Gender, and Discrimination	1
Renaissance and Reformation Europe	1
The Sixth Liberal Art: Music, Ritual, and Performance in Middle Ages and Renaissance	1
Rewriting the Renaissance: Transforming Authorship	1
Motifs in Mathematics	1
Metaphysics Survey	1
Introductory Psychology	1
Seminar: Hormones and Behavior	1
Dealing with Data I	1

Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Foundations of Biology II	2
Physics Lab I	2
Mechanics of Visual Construction	1
Sculpture I	1
Masterpieces: Medieval/ Renaissance/Baroque	1
Electronic Music	1
Digital Media and Sound	1
Calculus II	1
Music Theory II	1
Advanced Greek: Euripides' Cyclops	1
Performance Practicum- Theater	1

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.

i. *Library: The library staff are positioned to help faculty find potential open access and alternative textbooks and instructional materials. The librarians can work with faculty to define their textbook/instructional materials needs, and then develop annotated lists of available options to consider.*
ii. *Library Reserve: During 2018-19, Library reserve materials totaled 1235 items.*
iii. *Educational Technology Services (ETS): When appropriate, ETS staff work with faculty to substitute single use online journal articles for purchased materials on Canvas (LMS).*
iv. *Academic administrators encourage faculty members to: select one textbook for a two-semester sequence of introductory classes and select affordable anthologies instead of numerous individual texts.*

b) With the implementation of the initiatives, has there been any reduction in the 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.

- *Yes, there has been a reduction in the cost of textbooks and instructional materials to the students.*
- *With all the off-campus and online options available to students, the college is unable to calculate the actual amount students spend on instructional materials. We can, however, compare the Barnes and Noble bookstore prices of textbooks and instructional materials between fall semesters. We can also compare the number of course sections that did not require or recommend purchase of textbooks and instructional materials.*
- *Comparing Fall 2017 and Fall 2018:*
    - *Average cost of new texts Fall 2018: $59.26 (14% less than fall 2017)*
    - *Average cost of used texts Fall 2018: $33.61 (52% less than fall 2017)*
    - *Average cost of renting a new text Fall 2018: $38.32 (38% less than fall 2017)*
    - *Average cost of renting a used text Fall 2018: $20.98 (36% less than fall 2017)*
- *Comparing Spring 2018 and Spring 2019: Because of the change in bookstore vendors from Barnes and Noble to Follett, we do not have access to Barnes and Noble prices for Spring 2018 textbooks and are unable to compare Spring 2018 prices with Spring 2019 prices. We can compare Spring 2019 text prices with Fall 2018 text prices. There was a 26% cost savings for new texts, and a 4% cost savings for used rental texts. There was no significant cost savings for used texts and rental of new texts.*
    - *Average cost of new texts Spring 2019: $43.74 (26% average cost savings compared to fall 2018)*
    - *Average cost of used texts Spring 2019: $33.57 (0.56% average cost savings compared to fall 2018)*

- *Average cost of renting a new text Spring 2019: $38.12 (0.23% average cost savings compared to fall 2018)*
- *Average cost of renting a used text Spring 2019: $20.31(4% average cost savings compared to fall 2018)*

- *The number of course sections that did not require texts or purchased instructional materials increased from 14 course sections in fall 2017 to 17 course sections in fall 2018.*
- *The number of course sections that did not require texts or purchased instruction materials increased from 36 in spring of 2018 to 51 in spring of 2019.*

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 instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

i. *The current NCF Board of Trustees Regulation specifies that required textbooks must be posted at least 45 days prior to the first day of classes.*
ii. *The following links directed students to lists of required and recommended texts and instructional materials:*
   a. *The Course Request System includes a link to the NCF bookstore in the course request section, the course request history section, and the add/drop section. There is a link to the Campus Bookstore on the Advising webpage.*
   b. *A link to the NCF bookstore appears on the Student Services and Financial Aid page.*
   c. *The list of courses and the required and recommended texts and instructional material is posted on the Advising webpages.*
   d. *There is a link to the bookstore on the "Class Schedule and Calendars" page of the Office of the Registrar website;*

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?

The policies are effective in meeting the reporting requirement.

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 complies if all textbooks and instructional materials in the course section have been entered by the deadline.

Fall 2018: The deadline to post textbook and instructional materials for Fall 2018 was July 13, 2018. On June 26, 2018, Barnes and Noble's contract as our bookstore vendor ended. Our contract with the new vendor, Follett, began on July 5. New College used the Barnes and Noble textbook adoption process to adopt texts up until June 26. We were assured by both Barnes and Noble and Follett that Fall 2018 textbook adoptions made through Barnes and Noble though June 26 would be transferred to Follett and posted to meet the July 13 deadline. We (New College) also conveyed the list of NCF Barnes and Noble adoptions directly to a designated employee of Follett. There was a breakdown somewhere, resulting in Follett failing to order textbooks for 20 courses that were adopted using the Barnes and Noble platform on and before June 26. This was corrected during August 21-24, 2018, well after the July 13 posting deadline. The total number of course sections that met the instructional materials posting deadline was 199. The percentage of course sections that met the instructional materials posting deadline was 90%.

Spring 2019: The total number of course sections that met the instructional materials posting deadline was 220. The percentage of course sections that met the instructional materials posting deadline was 99%.

d) Report the number of course sections and the total percentage ofcourse 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 were not entered by the deadline.

Fall 2018: The total number of course sections that did not meet the instructional materials posting deadline was 20. The percentage of course sections that did not meet the instructional materials posting deadline was 10%.

Spring 2019: The total number of course sections that did not meet the instructional materials posting deadline was 3. The percentage of course sections that did not meet the instructional materials posting deadline was 1%.

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

Two courses received an exception to the reporting deadline.

a) A contemporary politics class requested an exception in order to review new books that covered events that took place in China during 2017 and 2018.
b) The instructor for a new class in Chinese Literature requested an exception in order to collect and compare English translations of primary texts in Chinese.