
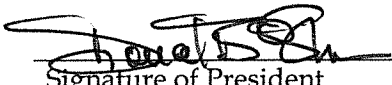
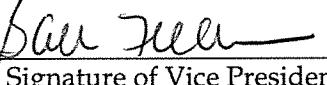


**State University System of Florida  
Textbook and Instructional Materials Affordability  
Annual Report  
Statutory Due Date: September 30**

New College of Florida	Fall 2016 and Spring 2017
University Submitting Report	Semester(s) Reported*
10/10/17	
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees
	10/12/17
	Date
	10/12/17
Signature of President	Date
	
	Signature of Vice President for Academic Affairs
	10/12/17
	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

There was no variance in cost between sections of the same General Education course for either Fall 2016 semester or Spring 2017 semester.

Five Fall 2016 General Education courses at New College had a second section. There was no cost variance between the first and second sections of these General Education courses. Each second section of these five General Education courses used the same

required and recommended texts and instructional materials.

Three General Education courses in Spring Semester 2017 had a second section. The same textbooks and instructional materials were required and recommended for each second section. There was no cost variance between the sections.

*Fall 2016*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
NA						

*Explanation:*

*Spring 2017*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
NA						

*Explanation:*

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.

- i. There were no general education courses with wide cost variance among different sections of the same course.

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 2016*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Introductory Psychology Seminar: Memory Development -----	1
Masterpieces: Medieval/Renaissance/Baroque -----	1
Drawing I -----	1
Introductory Psychology Seminar: Perception and Action -----	1
Metaphysics Survey -----	1
Religion and Gender -----	1
Introduction to Environmental Studies	1

*Spring 2017*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Introduction to Botany Laboratory -----	2
Introduction to Music -----	1
Opera, Ballet, & Supernatural -----	1
Advanced Greek II	1

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?

- i. Additional Sections of courses use the same required and recommended textbooks and measures to reduce wide cost variance are not needed at this time. There was no cost variance among different sections of LAC courses during Fall 2016 and Spring 2017.
- ii. In the future, Academic Division Office Managers will alert Academic Division Chairs when there are cost variances for texts and instructional materials between sections of LAC courses. Division Chairs will intervene to moderate wide cost variance.

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.*

- i. All New College of Florida Courses are considered honors courses.
- ii. Using the prescribed methodology, there were 15 high enrollment LAC (general education) courses offered during academic year 2016-17. The enrollment in these classes ranged from 38 -55 students.
- iii. Selection Process
  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 in two instances: 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.

## **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. The library staff is positioned to help faculty find potential open access and alternative textbooks and instructional materials. The librarians who are liaisons to each division and the Scholarly Resources Librarian can work with faculty to define their textbook/instructional materials needs, and then develop annotated lists of available options to consider.

- ii. New College adopted Canvas, a new Learning Management System. Canvas includes many efficient and effective instructional mechanisms that can substitute single use online journal articles for purchased materials. We provided Canvas training through our Educational Technology Services Office.
- iii. Individual faculty members implemented strategies to reduce textbook costs. These include:
  - a. Class instructors assigned a series of journal articles instead of requiring a textbook.
  - b. Instructors required an earlier edition of a text that is available used at a more reasonable cost. Students can purchase the used book and then re-sell the book to the bookstore. Faculty members supplemented the older text with fresh content on the latest breakthroughs and discoveries in their field.
  - c. Instructors created supplemental course material delivered through different formats that had no cost to the students.
  - d. Instructors chose a text explicitly written for the purpose of providing a low-cost text and then supplemented the basic text with additional readings.
  - e. Instructors selected one textbook for a two-semester sequence of introductory classes, eliminating the need for students to purchase multiple texts.
  - f. Faculty members selected affordable anthologies instead of numerous individual texts.

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.

- i. This report covers the baseline of Fall 2016 semester and Spring 2017 semester. We will be able to compare the fall to fall and spring to spring semesters in the 2018 Report to the Chancellor.

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.

- i. There was no cost variance for textbook and instructional materials among different sections of the same LAC (general education) course in Fall 2016 or in Spring 2017. The fall to fall and spring to spring comparisons will be reported in the September 2018 report to the Chancellor.

### 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).

- 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. A list of required and recommended textbooks and instructional materials was posted in the A-Z Directory inside the NCF Website Portal at the link titled "Books required for Fall 2016 classes."
- iii. The following links directed students to lists of required and recommended texts and instructional materials:
  - a. There is a global link to the Campus Bookstore on the resources section of the website and on the Academics landing page. Links also appear throughout the site on various course information pages.
  - b. There is a link to the bookstore on the "Class Schedule and Calendars" page of the Office of the Registrar website;
  - c. In the Course Request System's main student menu, there is a bookstore link under the "Student Services" heading and also a separate "Bookstore" heading on the same student menu.

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?

- i. 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 is in compliance if all textbooks and instructional materials in the course section have been posted by the deadline.

- i. There were 179 regular courses and lab sections offered during Fall 2016. 98.9% of the Fall 2016 courses met the 45 day textbook and instructional materials deadline.
- ii. There were 187 regular course sections and lab course sections offered during Spring Semester 2017. 179 course sections met the textbook and instructional materials deadline for Spring Semester

2017. 95.7% of the Spring 2017 course sections met the posting deadline.

- iii. Over the two semesters in the New College 2016-17 academic year, 97.3% of the course and lab sections met the 45 day textbook and instructional materials posting deadline.

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 were not posted by the deadline.

- i. Two (2) courses and labs (1.1%) did not meet the posting deadline for the Fall 2016 courses.
- ii. Eight (8) course and lab sections (4.3%) did not meet the posting deadline for textbook and instructional materials for Spring 2017.
- iii. This represented 2.7% of all of the course and lab sections during academic year 2016-17.
- iv. Explanations:
  - a. The college added an additional form for textbook requests to capture detailed information required by the NCF BOT regulation. Four courses completed the new form by the deadline, but did not complete the second step of entering the request through the campus bookstore portal.
  - b. The instructor for two courses was unable to obtain review copies of new textbooks prior to the posting deadline, and requested an exception for this purpose.
  - c. One course instructor attempted to request textbooks through the bookstore portal well ahead of the deadline, but did not realize the order failed.
  - d. Three course instructors failed to meet the deadline.

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

- i. Three courses received exceptions for the Spring 2017 deadline.
  - a. The instructor noted that the data software at the core of her preferred text book was initially incompatible with Windows 10, the operating system on the lab computers. The instructor delayed selecting the text until she was assured that the data software was compatible.
  - b. The instructor needed the most recent possible text, due to rapid changes in the field, and delayed selecting the text book until she was able to review desk copies of several alternatives published and available in January.

- c. A new and better textbook/instructional material was identified after the deadline.