

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

University of Florida	Fall 2018 & Spring 2019
University Submitting Report	Semester(s) Reported*
9-6-19	
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees
Signature of President	Signature of Vice President for Academic Affairs
7/4/19	Date
Date	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.

Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

Response: Using the methodology described above, Fall 2018 had 41 high enrollment general education courses and Spring 2019 had 39 high enrollment general education courses. The textbook and instructional materials selection process for general education courses is the same regardless if the course is found to have high enrollment. Instructors adopt the textbook and instructional material for their section of the course consistent with the University's Academic Freedom and Responsibility regulation 6C1-7.018(1)(a).

General Education

See above

High Enrollment

See above

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).

Response: As reported last year, there were no general education sections that did not require or recommend the purchase of a textbook(s) and instructional material(s) for Fall 2017 and Spring 2018.

Fall 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
	0

Spring 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
	0

Response: With the expanded implementation of Xronos and OpenStax (as described in question 2), there are course sections for Fall 2018 and Spring 2019 that had no cost to the student associated with the purchase of required textbooks and required instructional materials; however, data provided by the UF Bookstore, which contracts with Follett, along with a review of course syllabi, has shown that those course sections do have recommended textbooks and instructional materials that are only available at a cost to the student. Thus, there are no courses that do not require or recommend the purchase of texts/instructional materials.

Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
	0

Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
	0

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.

Response: The University of Florida has established the Affordable UF Initiative, which brings together partners from across campus to create innovative solutions for the reduction of textbook and instructional materials costs for students through a series of interrelated programs. Three key components of the Affordable UF Initiative include Xronos, the Affordable UF Badge, and ongoing investments in George A. Smathers Libraries Collections.

Xronos: Xronos is the University of Florida's instance of Ximera, an open source, interactive textbook and instructional materials platform that allows faculty to create content and interactive assignments and make them available to students at no cost to the student. Prior to the creation of Xronos, undergraduate students of calculus and precalculus algebra at the University of Florida paid \$62.50 to access their materials through WebAssign. Courses using Xronos also typically use OpenStax, a repository for free, open access textbooks. UF originally piloted Xronos in Spring 2017 for MAC 2311. Xronos has now been adopted for MAC 1105, MAC 1140, and MAC 2312.

Affordable UF Badges: This program recognizes courses with materials and fees costing less than \$20 per credit hour. Students can view which courses have met this affordability standard in the university textbook portal. Instructors who seek to meet affordability criteria are provided assistance in reaching this goal through the Center for Teaching Excellence and the Libraries. Since Spring 2018 when this program was first piloted, 2500 courses have been awarded badges.

Investing in Libraries Collections: To enhance a collection of over 6.17 million print volumes, 1.4 million ebooks, and 300,000 ejournals, the George A. Smathers Libraries have focused on adding textbooks for general education and other high-enrollment courses to the collection. Of 69 total texts adopted across state core general education courses in 2018-2019, 45 (or 65%) are available for students to access through the Libraries, either in hard copy or ebook formats. Depending on demand, the Libraries typically make about 1-5 copies of each text available for short-term checkout. The Libraries launched two pilot programs in Spring 2019 to further this work: 1) a dedicated textbook purchasing fund for high-enrollment STEM courses that will add 43 titles, including general education subjects such as earth science and botany; and 2) a Used Textbook Drive program in partnership with UF Student Government, which has already added 9 copies of general education texts to the Libraries' collections. These programs ensure that students with high financial need who are unable to purchase textbooks can access course materials.

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.

Response: Yes, there has been a clear and trackable reduction in the cost of textbooks and instructional materials to the student associated with the implementation of Xronos. For those courses now using Xronos (as described in 2a), the average cost savings calculated was \$62.50. There are still costs to the student associated with the purchase of recommended textbook(s) and instructional material(s). UF is currently developing methods for tracking the cost savings associated with the Affordable UF Badge and Libraries' investment in textbooks and the Used Textbook Drive program partnership with UF Student Government.

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).

Response: Each semester a university-wide memo is distributed notifying colleges, departments, and instructors that the UF Textbook Adoption system is open and available for the upcoming semester. The memo provides a link to the adoption system and the deadline for submitted adoptions. Additional reminders are sent on a biweekly basis to College Deans and Department Chairs to encourage timely adoptions.

Once an instructor adopts materials, the information is hyperlinked to the university's course registration system as well as the schedule of courses so students can view required and recommended textbook and instructional materials and associated costs for each course and section.

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?

Response: The policies have been effective in meeting the reporting requirements.

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.

Semester	Total Course Sections	Course Sections in Compliance	Compliance Percentage
Fall 2018	11,682	11,522	98.6%
Spring 2019	12,406	12,162	98.0%

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 entered by the deadline.

Semester	Total Course Sections	Course Sections out of Compliance	Percentage out of Compliance
Fall 2018	11682	160	1.4%
Spring 2019	12,406	244	2.0%

Response: There are a variety of reasons why a small number of sections were not able to meet the posting deadline, however, the institutional goal of 95% compliance has been exceeded in both semesters.

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

Response: No exemptions were requested prior to the reporting deadline.