

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

University of West Florida _____ University Submitting Report	Fall 2016 and Spring 2017 _____ Semester(s) Reported*
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees
Signature of President	Signature of Vice President for Academic Affairs
Date	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 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 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 2016

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
None						

Explanation:

UWF: No General Education courses reached the required threshold of course sections with a cost of \$200 or more over the median cost are considered wide cost variance.

Spring 2017

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
None						

Explanation:

UWF: No General Education courses reached the required threshold of course sections with a cost of \$200 or more over the median cost are considered wide cost variance.

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.

UWF: No General Education courses reached the required threshold of course sections with a cost of \$200 or more over the median cost are considered wide cost variance.

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
ANT 2400 Current Cultural Issues	1
ANT 2511L Biological Anthropology Lab	4
ART 1015C Exploring Artistic Vision	1
BSC 2010L General Biology 1 Lab	15
BSC 2311L Introduction to Marine Biology Lab	1
CHM 1020 Concepts In Chemistry	1
ESC 2000L Introduction to Earth Science Lab	2
GLY 2010L Physical Geology Lab	1
MCB 1000L Fundamentals Microbiology Lab	3
MUH 2930 Music Experience	1 section of 2
PHY 2048L Univ. Physics 1 (Calc) Lab	7
PHY 2049L Univ. Physics 2 (Calc) Lab	3
PHY 2054L General Physics 2 Lab	3
PLA 2013 Survey American Law	1
PSY 2012 Introduction to Psychology	1 section of 8

Spring 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
ART 1015C Exploring Artistic Vision	1
BSC 2311L Intro to Marine Biology Lab	1
ESC 2000L Intro to Earth Science Lab	1
GLY 2010L Physical Geology Lab	1
LIT 2000 Introduction to Literature	1 section of 15
MCB 1000L Funds Microbiology Lab	2
PHY 2048L Univ. Physics 1 (Calc) Lab	4
PHY 2049L Univ. Physics 2 (Calc) Lab	3
PHY 2054L General Physics 2 Lab	2
PLA 2013 Survey American Law	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?

There is not a wide cost variance among different sections of the same general education course.

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.

There is variability among departments offering general education courses, including the departments that serve large numbers of students by offering high-demand general education courses. Some of these units use faculty curriculum committees to select common textbooks for all sections. Other departments allow instructors to select textbooks individually based on the course content.

For example, the Department of Mathematics and Statistics, the Department of Biology, and the Department of English employ common texts. Important considerations in the textbook selection process include quality, availability, alignment with learning outcomes, and cost.

UWF: Number of courses reported as high enrollment:

Fall 2016 - 9 courses

Spring 2017 - 10 courses

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.

1. Faculty often provide choice of textbook formats for students, including traditional, hard copy books, electronic books, or web-based materials.
2. The UWF-Follett Bookstore provides a book rental option and, when possible, "bundling" of texts and instructional materials for a course, such as study guides, that results in reduced costs.
3. The University College 21st Century Scholars Book Borrowing Program continued to assist students this year with book borrowing and book purchasing. Since its inception, this program has purchased or rented 278 books, loaned 345 books, assisted 349 students, and spent \$31,679.64.
4. The UWF Center for University Teaching and Learning (CUTLA) has prepared materials for faculty to use for evaluating and using Open Education Resources as a way to address textbook costs.
5. Pace Library and Provost's Office: UWF Textbook Affordability Program.

The intent is to help reduce student costs for purchasing print textbooks by purchasing one copy for loan through the libraries of every required print textbook for every section of 1000, 2000, 3000, and 4000 courses in order to improve course pedagogy and student teaming by ensuring that students have access to their course-required print textbooks.

Library staff monitor queues; if a book is requested by a student while it is on loan to another student, and if that happens at least five times, the library purchases a second copy of the book.

The Pace Library renovated its Circulation space during the Summer 2016 semester to accommodate additional shelving to expand the course-required print textbook program. In addition, textbooks were also made available at the Fort Walton Beach instructional location.

Impact: UWF Libraries applied recurring funding provided through the Provost's Office to purchase at least one copy of every faculty-required print textbook for all 1000 - 4000 level courses. Students could borrow the textbooks for two hours at the main library and its two branches.

The libraries purchased 883 textbooks at a total cost of \$79,332.73. The average cost per textbook purchased was \$89.84.

Students borrowed the textbooks 16,486 times during the 2016-2017 academic year. Using the average cost per textbook, the transaction value of the UWF textbook affordability program was \$1,481,102. For every \$1.00 expended on the textbook program, the return was \$18.67.

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.

UWF compared the costs for textbooks for each General Education course offered between the Fall 2015 and the Fall 2016 semesters, and between the Spring 2016 and the Spring 2017 semesters. We have provided the following charts to illustrate our findings:

UWF:

Changes in Average Costs between Fall 2015 and Fall 2016

no change (= \$0.00)		18
cost more in 2016		31
cost less in 2016		38

Changes in Average Costs between Spring 2016 and Spring 2017

no change (= \$0.00)		20
cost more in 2017		31
cost less in 2017		35
NA (course was not offered 1 semester)		0

We could not determine a means to calculate a definitive overall average cost savings for the General Education courses. For many courses, there was no change in costs between the respective semesters. For both semester comparisons, more courses realized a reduction in the average textbook cost than realized an increase.

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.

UWF compared the cost variances for textbooks for each General Education course offered between the Fall 2015 and the Fall 2016 semesters, and between the Spring 2016 and the Spring 2017 semesters. We have provided the following charts to illustrate our findings:

UWF:

Changes in Cost variances between Fall 2015 and Fall 2016

no change (= \$0.00)		63
cost more in 2016		9
cost less in 2016		11
NA (course was not offered 1 semester)		4

Changes in Cost variances between Spring 2016 and Spring 2017

no change (= \$0.00)		63
cost more in 2017		5
cost less in 2017		14
NA (course was not offered 1 semester)		4

For the majority of General Education courses, there was no change in the cost variances between the respective semesters. For both semester comparisons, more courses realized a reduction in the cost variances than realized an increase.

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).

A UWF regulation was developed and adopted that aligns with Regulation 8.003, Textbook and Instructional Materials Affordability. In addition, a formal process was developed and implemented to ensure that textbook ordering, coordination, and posting is uniform across colleges and that the outcomes meet or exceed BOG textbook affordability requirements. The UWF processes help to expedite ordering, tracking, and reporting to accompany the regulation in order to reduce administrative costs and student textbook costs wherever possible. The Textbook Affordability Working Group includes college deans, textbook liaisons, the Registrar's Office, Information Technology Services, UWF's Follett Bookstore partner, and General Counsel and meets throughout the year to ensure that the implementation of the process is efficient and effective.

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?

UWF exceeded the 95 percent compliance threshold for textbook and instructional materials being posted 45 days prior to the first day of classes for both the Fall 2016 and Spring 2017 semesters; therefore, current processes worked.

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.

UWF:

Fall 2016

Course sections - 2,228

Percentage complying - 99.11%

Spring 2017

Course sections - 2,204

Percentage complying - 97.35%

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.

UWF:

Fall 2016

Course sections - 20

Percentage not complying - .89%

Explanation - Courses and course sections were scheduled but the instructor of record was yet to be determined.

Spring 2017

Course sections - 60

Percentage not complying - 2.65%

Explanation - Courses and course sections were scheduled but the instructor of record was yet to be determined.

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

UWF:

Fall 2016 - no exceptions

Spring 2017 - no exceptions