Acknowledgements
The Division of Florida Colleges gratefully acknowledges the 28 colleges within the Florida College System for their continued efforts in providing affordable educational opportunities for Floridians.

Preferred Citation

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Executive Summary

Florida College System (FCS) institutions remain an affordable option for Floridians to pursue a postsecondary education. Further, the FCS provides a cost-effective and efficient avenue for raising the educational level and economic status of Florida. The average cost of tuition and fees in fall 2017 for 30 credit hours was $3,200. In an effort to keep college affordable, FCS institutions developed multiple initiatives to reduce and, in some courses and programs, eliminate textbook and instructional materials costs. Section 1004.085(8), F.S., requires FCS institutions to report annually current practices for the selection of textbooks and cost-saving innovations to the Florida College System Chancellor.

FCS institutions examined and submitted details for the selection process for textbook and instructional materials to the chancellor of the Florida College System. All colleges have an adoption process in place that considers the cost of textbooks and instructional materials.

- 13 colleges mentioned policies that required all sections of the same course, most commonly general education courses, to adopt the same textbook and other course materials unless: (1) the instructor opts for open educational resources (OER) or (2) the instructor did not require students to purchase course materials

Each college noted efforts to meet posting requirements for lists of required and recommended textbooks and instructional materials.

- 11 colleges set earlier deadlines for textbook and instructional materials than specified in section (s.) 1004.085(6), Florida Statutes, (F.S.), which provided students more time to identify the most affordable options
- 9 colleges established a three-year adoption cycle
- 4 colleges established a two-year adoption cycle

FCS institutions were required to report the number and percent of course sections that were not able to meet the 45-day textbook and instructional materials posting deadline. Colleges posted textbook and instructional materials on college websites, bookstore websites, student portals, course registration systems or course catalogs. Section 1004.085(6), F.S., required FCS institutions to post at least 45 days before the first day of class for each term, a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections. For the 2017-18 year, 75 percent of colleges met the 95 percent or above criteria for posting textbooks and instructional materials.
Background and History

Rising costs force many students to forego college textbooks or reduce the number of courses taken per semester in order to meet other competing obligations. Currently, the cost of textbooks and supplies for students at U.S. public two-year institutions is approximately $1,440 per year, which is higher than the same cost at public and private universities.\(^1\) Further, to highlight the issue with textbook affordability, a VitalSource survey of students in the U.S. and Canada found that 50 percent of students who delayed buying textbooks because of high prices saw their grades suffer as a result.\(^2\) One study found that half of all students surveyed indicated textbook costs impacted how many and which courses they took.\(^3\)

In 2008, the Florida Legislature addressed the rising costs of textbooks by creating section (s.) 1004.085, Florida Statutes (F.S.), charging colleges and universities with implementing policies to promote the availability of textbooks to students unable to afford the cost of required course materials.\(^4\) The State Board of Education approved Rule 6A-14.092, Florida Administrative Code (F.A.C.), to implement the statute. The rule required FCS institutions to adopt textbooks no later than 45 days prior to the first day of classes. The rule also clarified that institutions post textbook information on their websites as soon as such information became available in cases where classes were added after the thirty (30) day notification deadline set in statute. Colleges were required to collect and maintain faculty certification that all textbooks and instructional items would be used as well as provide information on the differences from previous editions and the value of changing to a new edition. The rule also created a statewide textbook affordability workgroup to recommend policies and strategies to address affordability and report to the State Board of Education.\(^5\) The workgroup recommended increasing the use of open access textbooks, developing a statewide textbook rental awareness campaign, securing e-textbook licenses through libraries, developing and monitoring institutional policies and guidelines for textbook adoption, encouraging student government associations to promote ways for students to minimize textbook costs and exempting textbooks from sales taxes. Additionally, the report recognized the importance of collaborating with publishers to reduce textbook costs.

Governor Scott’s College Access and Affordability bill, passed during the 2016 legislative session, addressed textbook affordability. The law went into effect July 1, 2016, and required colleges to expand efforts to reduce textbook and instructional materials costs. The primary change to statute increased the number of days colleges are required to post textbooks and instructional materials information prior to the beginning of a course from 30 to 45 days, allowing students additional time to secure the most affordable option and the format, print or digital, best suited to the student’s learning preferences. The State Board of Education revised Rule 6A-14.092, F.A.C., in October 2017 to extend the number of days

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\(^1\) Source: trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2018-19

\(^2\) Source: press.vitalsource.com/study-confirms-costs-lead-students-to-forgo-required-learning-materials-grades-suffer-as-a-result

\(^3\) Source: uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf

\(^4\) Source: www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.085.html

institutions must submit textbook and instructional material information to bookstores from 45 to 75 days prior to the first day of classes. The rule also made changes to align with the revised statute, including specifying factors colleges shall consider when selecting texts through a cost-benefit analysis and identifying a process to ensure publishers provide a description of the content revisions made between the current edition and a proposed new edition of required textbook and instructional materials.

Subsection 1004.085(4), F.S., was repealed on July 1, 2018. The subsection stated that each Florida College System institution and state university board of trustees shall, each semester, examine the cost of textbooks and instructional materials by course and course section for all general education courses offered at the institution to identify any variance in the cost of textbooks and instructional materials among different sections of the same course and the percentage of textbooks and instructional materials that remain in use for more than one term. Courses that have a wide variance in costs among sections or that have frequent changes in textbook, instructional materials selections shall be identified, and a list of such courses sent to the appropriate academic department chair for review. Because of the importance of ensuring affordability, colleges continued to identify variances, shared information with faculty for further review and implemented initiatives related to affordability.

Enhancing Textbook and Instructional Materials Affordability: Summary of College Responses

Florida College System institutions historically focused on textbook affordability through the development of policies and procedures for textbook adoption, as required in statute and rule, and the implementation of initiatives to reduce the cost of textbook and instructional materials for students. Staff from the Division of Florida Colleges developed this report in accordance with s. 1004.085 (8), F.S., which requires the district boards of trustees to report annually to the Florida College System Chancellor on textbook and instructional materials affordability. The report, capturing data for 2017-18, included the colleges’:

[1] textbook and instructional materials selection process;
[2] specific initiatives designed to reduce the costs of textbooks and instructional materials;
[3] policies implemented regarding posting textbooks and instructional materials prior to the 45-day deadline;
[4] initiatives designed to reduce the cost of textbooks and instructional materials;
[5] cost benefit analyses factors; and
[6] the percent of general education courses using open education resources.

The Division of Florida Colleges provided each institution with a report template to complete and submit via SurveyMonkey delineating the initiatives implemented by the colleges to reduce the cost of textbook
and instructional materials. Appendix A includes the report template the Division used to collect information.

FCS institutions employ a number of initiatives designed to reduce the cost of textbooks and instructional materials.

- 27 colleges used Open Educational Resources (OER)
- 27 colleges used textbook rentals
- 20 colleges developed committees designed to monitor textbook costs
- 12 colleges offered entire programs at no cost for textbook and instructional materials
- 11 colleges provided stipends to faculty to develop textbooks and course materials

All FCS institutions conducted cost-benefit analyses to select textbook materials that considered a number of factors.

- 27 colleges expanded the use of OER
- 27 colleges provided rental options for textbooks and related materials
- 26 colleges increased the availability and use of affordable digital textbooks and learning materials
- 26 colleges set minimum lengths of time textbooks and instructional materials remain in use
- 20 colleges developed mechanisms to assist in buying, renting, selling and sharing textbooks
- 15 colleges purchased digital textbooks in bulk
- 10 colleges offered students opt-in provisions for the purchase of materials

For general education core courses, 26 colleges, or 93 percent of the colleges, used open educational resources.

1. Textbook and Instructional Materials Selection Process

With regard to college policies on selection and adoption, 13 institutions required that all sections of the same course must adopt the same textbook and other course materials, unless the instructor opted for open educational resources (OER) or did not require students to purchase course materials opting for other no-cost options of providing access to course materials. In other college policies, coursewide textbook selections allowed faculty to select from up to three textbook options for their sections. Only seven of the 28 colleges noted the adoption policy allows faculty to request exceptions from a dean and provost in instances where cost variance for textbook costs exceed a college-designated level. One college reported using college data, with calculated variances, shared with faculty to enable targeted and focused conversations regarding the textbook adoption process.

Many colleges have standing textbook affordability committees to explore the best means of reducing costs while providing quality textbooks and materials for students. Committees consist of faculty, administrators, bookstore personnel, librarians and students. The committees focus on responding to specific concerns and undertaking proactive initiatives to address affordability concerns. Committees
paid special attention to courses with higher cost textbooks and large enrollment numbers due to the impact on a large number of students. Policies, including the adoption of coursewide textbooks and materials, eliminated variance among sections.

In addition to price matching in the form of store credit, bookstores also purchased textbooks in bulk to reduce costs, which is most feasible in situations where college policies required all sections of a course to use the same materials. Bulk purchasing is also a useful strategy for establishing a rental inventory. When bookstores have a substantial rental inventory, students are able to reap advantages such as reduced pricing. Some of the disadvantages include a limitation on the time the student may use the book and the pricing may not be as economical as purchasing a used book and selling it to another student who will take the course a following semester.

District board of trustees’ policy identified factors used in the selection process. These factors include certifications from course instructors or academic departments that they used approved textbooks and instructional materials including items in a bundled package. Policies also included a review of the extent to which a new edition differed from earlier versions and the value of changing to a new edition, as required in statute. As part of the textbook and instructional materials adoption process, faculty members and departments considered numerous factors, which varied by institution. The factors primary fall into six categories and are impacted by federal and state guidelines: students, curriculum, faculty, colleges, bookstores and publishers.

Students
When colleges considered textbook and instructional material adoption, concern for students focused on costs and access. Colleges reviewed the overall cost to students while considering availability of open education resources, resale opportunities, opt-in provisions and other less expensive options including digital or loose-leaf formats. Open education resources can eliminate textbook costs for students. Resale opportunities allow students to recoup money on a textbook they do not wish to keep after the course ends. Opt-in provisions are a less expensive, typically digital, form of access to course related materials. A benefit of opt-in is that students have access to the materials on the first day of courses. Colleges also consider how textbooks and related materials are designed to accommodate students with disabilities.

High enrollment courses are important to consider in the adoption process because so many students are impacted. When addressing textbook issues, colleges often begin with these courses to ensure the largest impact on affordability. Additionally, high enrollment courses are included in statute for consideration in the process.

Quality factors included not only the accuracy of textbook and materials, but also the quality of printing and graphics and the quality of binding so a book will last whether the student chooses to keep or sell the book after the course ended.

In this year’s report, colleges included appropriateness for transfer of important courses in the majors to the universities as a factor. FCS faculty often worked with university faculty to consider adopting the
same textbook to prepare students equally to succeed as they move forward in their educational journeys.

Curriculum
Faculty and administrators reviewed curriculum frameworks and student learning outcomes to ensure alignment with textbooks and instructional materials alignment. Requirements for industry certifications impact the textbooks and materials students need to earn the certification. When course objectives change, faculty members reconsider textbooks and instructional materials to ensure continued congruency with the desired outcomes.

In addition to alignment, the depth and breadth of the information included in a textbook mattered when adopting textbooks. The publishing date speaks to the relevancy of the material. The appropriate reading level—not too low or not too high—of the material plays a role in the depth and breadth of the material. Along with reading level, ancillary materials, or the additional content included with a textbook, increase a student’s depth and breadth of understanding through videos, PowerPoint, test banks, worksheets and other digital items. Course delivery methods, whether the course is face-to-face, hybrid or online, play a role in selecting materials. In online courses, students often access digital materials and colleges consider support for students to access the textbooks and materials. If students are working late at night or early in the morning, a help desk or means of reaching someone to provide technical support allows students access to the material related to curriculum.

College Costs
For dual enrollment textbooks and materials, the costs fall on districts for public schools, colleges for home education students and, often colleges for private schools depending on the agreement. With this in mind, the cost of dual enrollment textbooks and materials is in the realm of consideration for colleges as they worked with school districts, private schools and home education students to provide access for high school students. Extending the length of time textbooks and instructional materials continued to serve as the required materials reduced the cost to the college as well as the school district. With recent changes to legislation, many colleges are covering a portion of the cost of textbooks and instructional materials for home education dual enrollment students depending on prorated allocations from the state.6

The shift to open educational materials has the potential to eliminate the student cost of textbooks and materials while the institution provided support through reassigned time, stipends or grants for faculty who developed textbooks and instructional materials. Maintenance of faculty created textbooks and materials is an ongoing investment for the college.

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Bookstores
Beyond the college, bookstores hold a significant role in the textbook and instructional materials process. Colleges own some bookstores, whereas others the college subcontracted through national companies or local bookstores. The bookstore processes and software, as well as relationships with publishers, are one of the issues that affect whether colleges are able to follow policy and procedure to meet the deadlines included in statute. Colleges work with bookstores to determine the availability of obtaining sufficient quantities of materials while taking into account that publishers purchase outdated editions to remove them from the market.

Publishers
More and more, publishers are working directly with colleges as opposed to working through bookstores. The overall experience with a publisher, in particular the reliability, informs future adoptions of textbooks and instructional materials. Further, a publisher’s ability to provide discounts on the costs to students and the college may influence selection. Publishers who provide greater support for faculty through teaching materials often receive higher consideration. In a couple of the adoption policies, colleges limited the selection of publisher-customized textbooks because of issues with resale.

Learning Centers
Colleges may evaluate the availability of textbooks and materials for learning centers to ensure copies of textbooks are available at the centers for students. Learning centers provide students with support for academic success including one-on-one tutoring, study groups and academic success workshops. Further, in the adoption process, colleges accounted for the availability of free, equivalent or supplemental materials through learning centers or online repositories.

These categories and factors are not exhaustive, nor do all FCS institutions consider these factors when selecting and adopting textbooks and instructional materials. However, they provide a context for understanding the processes colleges implemented as they worked to balance affordability while providing high quality textbooks and materials that support student success. To meet this goal, colleges required faculty to adhere to the same selection requirements as student-purchased materials when selecting no-cost or low-cost textbooks and materials. Colleges allowed exceptions to the textbook and materials selection process for approved pilot projects, honors classes, grant-related activities and other innovations allowing faculty to meet the needs of students.

2. Colleges Posting Deadlines Publicly
FCS institutions reported policies and procedures related to the 45-day posting deadline that specified responsibility as well as information required for posting including title, author, publisher, edition, copyright date, publication date and other relevant information. Colleges posted textbook and instructional materials on college websites, bookstore websites, student portals, course registration systems or course catalogs. All colleges establish benchmarks to identify courses still pending adoption where they set a date and collected the number of course sections without posted textbook and instructional information. Bookstores often run reports at 75, 60 and 50 days prior to the first day of class to identify courses sections that have not posted information.
Colleges worked closely with bookstores and many institutions set adoption deadlines well in advance of the deadline to ensure they posted textbooks and materials information in a timely manner. Colleges also worked to ensure bookstores trained faculty members on how to use software to enter textbook and instructional materials selections. Additionally, some colleges established annual deadlines, as opposed to semester deadlines, for adoption to ensure the colleges posted by the 45-day deadline.

Overall, 75 percent of the colleges met the textbook and instructional materials posting requirement of 95 percent of course sections posting 45-days prior to the first day of class. The number of colleges meeting the 45-day requirement increased by three colleges or 14 percent over the course of the year as noted in Table 1. Similarly, the colleges who did not meet the posting deadline increased the number of course sections meeting the deadline each semester, from 81 to 93 percent.

### Table 1. Number and Percent of Colleges Above the 95 percent threshold by the 45-day Textbook and Instructional Materials Posting Requirement

<table>
<thead>
<tr>
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<th>95% and Above</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>22</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>24</td>
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Source: FCS institution Textbooks and Instructional Materials Affordability Reports.

Of the colleges that did not meet the 95 percent posting deadline, the colleges’ stated reasons for not meeting the deadline included:

- adding the course after the posting deadline;
- delayed assignment of faculty to course;
- changes in publisher information;
- specially-created directed independent study sections of a course;
- student needs for courses to meet deadlines such as graduation; and
- utilization of new bookstore vendors as well as new software.

Publisher, system or user error also affected the college abilities to meet the posting deadline. Such issues affected between four and seven colleges over the year who were unable to meet the posting requirements by two percent to 14 percent of course sections (See Table 1). All colleges that did not meet the posting requirements noted efforts to ensure courses and course sections meet posting requirements in the future. Examples of efforts for meeting posting requirements included increased time for adoption, enhanced course scheduling and implementation of new bookstore software.

### 3. College Textbook and Instructional Materials Affordability Initiatives

In the reports, colleges described initiatives for addressing affordability and access issues. All FCS institutions employed at least one initiative in the past year designed to reduce the cost of textbooks and instructional materials. Over half of the colleges employed three or more strategies.
Twenty-six colleges indicated that they used open educational resources to reduce the textbook costs to students and provide quality and affordable textbook solutions. Nineteen FCS institutions established committees charged with monitoring textbook cost and ensuring awareness of quality and affordable textbook options available to faculty and students. Twenty-six institutions indicated they provided textbook rentals as another means of ensuring access to low cost textbook options.

Twelve colleges offered entire programs by paying for textbooks through grants or offering all textbooks and materials in a digital open format. Other colleges worked with faculty to develop course materials to reduce costs to students. Eleven colleges provided stipends for faculty to develop course materials, which compensated faculty for the time needed to research and select open educational resources. A strategy commonly used by FCS institutions is the implementation of two or three year adoption periods for textbook and instructional materials.

Many colleges are encouraging faculty to participate in professional development on how to build open educational resources and providing stipends to faculty for the development of open educational resources. To ensure students have access to the material they will use in the course, colleges are selecting textbooks used for sequential courses or working with publishers to divide the textbook into two volumes in cases where students commonly only take the first course in a sequence.

To recognize faculty who are selecting high-quality teaching materials at little or no cost to students, one institution created an initiative to award faculty. The purpose of the award is to increase the number of faculty using affordable instructional materials and support faculty members’ use of new and innovative resources. Additionally, the purpose of the award is to positively impact student time to degree, retention, completion and successful transition to the career of their choice. The award levels relate to whether the faculty member selects or develops the instructional materials.

One college implemented a First Day Textbook Access Program in partnership with its bookstore and publishers. The program allows students to opt-in and receive textbook and instructional materials through the course management system at a cost 20-40 percent lower than national retail prices.

Librarians worked closely with faculty to curate course materials in LibGuides, a strategy for sharing free online materials with students. Faculty may easily update information in LibGuides to meet the needs of a changing discipline such as information technology. Additionally, the resources are easily accessible in one place and do not require students to pay for access since the Library has access. Further, these online resources are available when students need them.

The Florida Virtual Campus (FLVC) created a LibGuide with open educational resources for the highest enrollment dual enrollment courses available at: falsc.libguides.com/c.php?g=849927. The LibGuide includes information about the potential savings of $8 million dollars based on an average cost of $80 per textbook for the 106,064 students enrolled in the top ten highest enrollment courses during 2016-17. Following the development of the LibGuide, Division staff emailed the information to college chief academic officers to distribute the cost-savings resource.
Faculty members placed desk copies of textbooks on reserve for students to review at the library or checkout on loan. This no-cost option may place the student at a disadvantage if the textbook is required during face-to-face course meetings and if copies are limited when others are reviewing the information. Libraries may also offer access to e-books and textbooks through a password-protected site where students may use the needed materials as long as they have an internet connection. Learning centers may also offer reserved copies of textbooks and instructional materials.

4. Factors Considered when Selecting Materials through Cost-Benefit Analyses
Colleges considered multiple factors when selecting textbooks and instructional materials through cost-benefit analyses. FCS institutions implemented the following factors when selecting materials:

- expanded use of open-access materials (27 institutions)
- provided rental options (27 institutions)
- increased availability of digital texts and learning objects (26 institutions)
- extended the length of time textbooks remained in use (26 institutions)
- purchased digital textbooks in bulk (15 institutions).

Colleges also reported other initiatives implemented to reduce costs, which included a price matching policy where bookstores credit students who show a textbook with a lower cost than what the student paid. One college reported a Presidential Innovation Grant awarded by the college president to faculty for the development of open educational resources. Students were given the choice to opt-in to course materials, which is an easy way for students to access the required recommended textbooks and instructional materials. With opt-in, students are able to pay for their books through links in the learning management system as opposed to searching for textbooks through a bookstore or online. Colleges negotiated with publishers for reduced costs as well as established agreements with publishers to save a reported 20 percent off retail costs.

5. Open Educational Resources in General Education Core Courses
General Education Core Courses have the highest enrollments due to the requirements for students to use these courses as a foundation in associate in arts degree programs. The general education core courses include a specific list of courses in the following subject areas: communication, humanities, mathematics, natural sciences and social sciences. Many institutions implemented coursewide adoption for general education courses. Another common strategy used by FCS institutions was the development of forms that faculty completed to track and identify any variance in the cost of General Education textbooks and instructional materials among different sections of the same course. Considering the high enrollments in general education core courses, colleges are using open educational resources for textbooks and instructional materials as a way to address cost concerns and save students money. In this year’s report, 26 colleges, or 93 percent of the colleges, indicated the use of open educational resources in general education core cores.

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Open Educational Resources is tied at the top of the list, with textbook rentals, of the most commonly reported initiatives colleges employed to reduce or eliminate the cost of textbooks and instructional materials. The increased availability of OER allows faculty more options from which to select appropriate high-quality resources. In addition to reducing costs, this format gives students access to a variety of tools including videos, audio clips and other interactive media. Some colleges are participating in OpenStax, which are free, peer-reviewed collections of online and digital materials and allows students the opportunity to access print copies for a small fee. Faculty also used the Creative Commons to access open educational resources. One college reported that its Open Education Resource initiative saved students $4.2 million during the 2017-18 academic year. Another college received a grant from Complete College Florida to support an open educational resource initiative in the school of education.

Last year, FLVC hosted an OER symposium to engage and share practices for success and is in the process of planning another symposium to continue these discussions.

**Textbook and Instructional Materials Affordability Summary**

As noted in the individual college reports, textbook and instructional materials policies, procedures and initiatives reduced costs for students and provided access to the learning resources students need to succeed in courses and, ultimately, throughout their educational journeys. In addition to adjusting adoption policies and procedures to ensure the college meets the required public posting deadline, colleges are also reviewing a large number of factors in the adoption process as well as cost benefit analyses. College reported new initiatives to address issues related to accessing materials on the first day of class as well as creating awards to recognize the outstanding efforts of faculty in reducing textbook and instructional materials costs. In terms of open educational resources, colleges prioritized use for general education core courses and other high enrollment courses to offer no costs for textbooks and instructional materials.
Appendix A
2017-18 Reporting Year
Textbook and Instructional Materials College Reporting Template
Each Florida College System institution’s board of trustees is required by section (s.) 1004.085(8), Florida Statutes (F.S.) to report by September 30th of each year to the Florida College System Chancellor information regarding textbook affordability. Institutions are required to submit responses via https://www.surveymonkey.com/r/TIMAR.

College:
Report completed by (include name, phone and e-mail):

1. What is your institution’s selection process for textbook and instructional materials?

2. List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.8

3. What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.1

<table>
<thead>
<tr>
<th>Number and percent</th>
<th>Course and semester</th>
<th>Reason for not posting 45 days before first day of class.</th>
</tr>
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</tbody>
</table>

4. Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs
- Faculty Grants for Development of Textbooks
- Other (Please describe)

5. Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)9

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials
- Other (Please describe any other innovative practices.)

6. What percentage of the college’s general education core courses use open educational resources as an instructional materials option?10

<table>
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<tr>
<th>Percent of sections</th>
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</table>

8 As required in s. 1004.085(6), F.S.
9 As required in s. 1004.085(7)(g), F.S.
10 As required in s. 1004.085(7)(e), F.S.
Appendix B
2017-18 Reporting Year
Individual FCS Institution Textbook and Instructional Materials Reports
The College has a Board rule (6Hx19-3.35) that has established policy governing textbook adoption and affordability. The policy requires faculty to consider cost when selecting required textbooks and consider the extent to which open access textbooks and instructional materials may be used. Furthermore, the policy encourages faculty to develop and adopt open-access textbooks for high-demand, general education courses.

The following is the current textbook adoption process at the College: 1) Full-time faculty may propose the review of a particular textbook for adoption. 2) All faculty representatives of the academic department, with the oversight of the Department Chair or Program Director, complete the review. Each faculty member must complete the Textbook Evaluation Form, which includes comparison information between the currently used text and the proposed text; information about cost, academic technology review; and information about complimentary copy provisions for the library. 3) The Chair or Program Director and Dean sign each of the forms with an attestation that all faculty assigned to teach the applicable course shall utilize the proposed textbook. 4) The Dean submits the proposal to the Council on Academic Affairs (CAA) where the textbook change proposal and justification are reviewed and approved by the Council.

The College shall post on the website a list of each textbook required for each course offered at the College during the upcoming term as early as feasible, but not less than the number of days required by Florida Statutes or Florida Administrative Code, prior to the first day of class for each term. The statutory deadline for posting the information has changed to 45 days. The College has been and remains in compliance with this requirement each semester: The book list for the Fall term has been posted and is accessible for students. Furthermore, the College does not have any textbooks or instructional materials that did not meet the required posting deadline for the previous academic year and has been in full compliance with the statutory mandate.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>All course sections met the posting deadline</td>
<td>All course sections met the posting deadline</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>All course sections met the posting deadline</td>
<td>All course sections met the posting deadline</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>All course sections met the posting deadline</td>
<td>All course sections met the posting deadline</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

Respondent skipped this question

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

Expanding the use of open-access materials,
Providing rental options for textbooks and related materials,
Increasing the availability and use of affordable digital textbooks and learning objects,
Developing mechanisms to assist in buying, renting, selling and sharing textbooks,
Expanding cost-savings for textbooks and instructional materials that a student may realize if,
Other (please specify):

*Availability of rental options / Availability of used texts and instructional material options / Availability of digital copies of materials / Availability of textbook and material buy-back opportunity/ Availability of financial aid for students who cannot afford textbooks/ Availability of certain texts in reference section of libraries
### Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

| Percent of sections | The percentage of courses using OER is 5% / 19.7% of the College’s general education sections offered in 2019-1 are using OER (167 sections) |
Q3 What is your institution’s selection process for textbook and instructional materials?

1. Full-time faculty are asked to review instructional materials for any course they teach. After their independent review of print, online, or open-access materials, faculty nominate instructional materials to a departmental committee.
2. The departmental committee, composed of all faculty who teach the course, review the nominations. Major considerations are cost, course delivery methods, student learning outcomes, curriculum framework, publishing date, author conflict of interest, content and accuracy, ancillary materials, industry certifications, as well as college, state, and federal guidelines. Copies of all nominated instructional materials are available to all committee members either in print or online. Instructors present recommendations to the committee and answer any questions. The committee makes a selection and submits a recommendation to the Dean/Director.
3. The Dean/Director considers the adoption recommendation and either sends it to the committee for reconsideration of identified issues or approves it. When the adoption has been approved, the Dean/Director notifies the faculty who teach the course so they can revise the syllabus and submit it for approval. All adoptions become departmental texts to be used by all faculty who teach the course. An ideal adoption cycle is three years. The Dean/Director then submits the revised syllabus to the Vice President of Instructional Affairs to be posted in the Syllabi Directory on the college website, completes the bookstore textbook adoption forms via the Barnes & Noble Faculty Enlight Textbook Adoption System, and notifies dual enrollment contacts that a new textbook and syllabus have been approved for use. The online textbook adoption list is updated to reflect the current adoption. Textbooks appear on the Barnes & Noble website no more than 48 hours after the textbook has been adopted.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

The following initiatives are included in Chipola College's adoption process:
1. Adoption of a departmental text for each course.
2. Adoption for a three-year cycle.
3. Selection of most economical version of the text without reducing academic rigor.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>28/145</td>
<td>19%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>43/735</td>
<td>5.8%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>15/663</td>
<td>0.02%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Textbook Affordability Committees,
- Textbook Rentals,
- Other (please specify):
  - e-Learning in labs

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Setting the length of time that textbooks and instructional materials remain in use
- Other (please specify):
  - Select departments creating workbooks for their subjects

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

<table>
<thead>
<tr>
<th>Percent of sections</th>
<th>AML 2010 (Survey of American Lit I) uses OERs. Two sections offered Summer 2017, two sections offered Fall 2017, and three sections offered Spring 2018. It is not a core course.</th>
</tr>
</thead>
</table>

Q3 What is your institution’s selection process for textbook and instructional materials?

IRSC is committed to maintaining affordable textbooks and instructional materials for our students. IRSC Board Policy 3.321 and IRSC Administrative Procedure 8.703 ensures that textbook and instructional materials is aligned with that commitment. The policy also complies with section 1004.085 FS. Direct costs to students are a high priority and will be considered with any instructional materials or textbook selection process. Concerted effort is made to keep course materials costs to a minimum. Selection processes are encouraged to seek out innovative and alternative options for affordable course materials, including, but not limited to: open-use educational resources, digital materials minimizing printed costs, rental options vs. purchase only, shared-textbook programs, no-cost instructional materials developed internally, used book distributors and buy-back options for students, or any other option which keep costs minimal and maintains high-level learning.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

IRSC meets all statutorily required instructional material and textbook posting dates. All instructional materials are prominently posted on the course registration system and website as early as feasible, but no later than 45 days before a term's first day of class. An exception is granted for courses added beyond this date.

IRSC Board Policy 3.321 (Textbook & Instructional Materials Selection) and IRSC Administrative Procedure 8.703 (Textbook & Instructional Materials Adoption) conforms to all statutory requirements with respect to textbook and materials selection and posting deadlines.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Rentals
- Program(s) with No textbook Costs
- Faculty Grants for Development of Textbooks
- Other (please specify):
- Free Student Library

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if
**Q8** What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

<table>
<thead>
<tr>
<th>Percent of sections</th>
<th>&lt; 10%</th>
</tr>
</thead>
</table>

FCS Textbook and Instructional Materials Affordability Report
Q1 College

Florida State College at Jacksonville

Q2 Report completed by

Name
Kathleen Ciez-Volz

Phone
(904) 361-6257

E-mail
kathleen.ciez.volz@fscj.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

The selection process for all textbook and instructional materials, including those for general education courses and other high-enrollment courses, is codified in Florida State College at Jacksonville’s Collective Bargaining Agreement (CBA), Article 20: Textbook Selection (see Appendix A). The CBA is available on the College’s internal website and is also widely disseminated to faculty and academic administrators, who follow the process as described in Article 20 and summarized herein:

"The selection of textbooks and supplementary materials to be used is the prerogative and responsibility of the full-time faculty member and shall be determined according to departmental guidelines. The parties agree that student access to affordable high quality textbooks and course materials is critical to the academic success of students and consistent with applicable law."

Per the CBA, "Textbooks to be used for a non-sequential, college credit course shall be selected by each faculty member from a list of textbooks agreed upon by the faculty." Additionally, "in the interests of students, academic departments shall agree upon texts to be used college-wide in sequential courses" via college-wide textbook selection committees. Textbooks selected by the collegewide committee will be used for a minimum period of two (2) years unless the committee, on a case-by-case basis, determines that a shorter period is appropriate.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Florida State College at Jacksonville has codified its policies pursuant to s. 1004.085(6), Florida Statutes (F.S.), in Administrative Procedure Manual APM 09-0701: Textbook Affordability and Instructional Material Adoption (see Appendix B). To ensure that adoptions are made in a timely manner, to confirm availability of requested materials, and to provide maximum availability of used textbooks, the faculty member must submit online the required electronic attestation and e-adoption to the bookstore prior to the bookstore contract-defined adoption deadline dates of April 15th (fall term), October 15th (spring term), and February 15th (summer term). Accordingly, the contracted bookstore prominently posts to its website, as early as feasible, but not less than forty-five (45) days prior to the first day of class for each term a list of each textbook required for each course offered by the College for the upcoming term.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>91</td>
<td>12.57%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>259</td>
<td>17.43%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>92</td>
<td>6.67%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs
- Faculty Grants for Development of Textbooks
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections: 1.83%
Q3 What is your institution’s selection process for textbook and instructional materials?

Pursuant to Article 20 Textbook Selection of the Agreement between United Faculty of Miami Dade College and the District Board of Trustees of Miami Dade College, the selection process is as follows.

“The College recognizes the importance of faculty selection of textbooks. A textbook adoption procedure will be as follows:
A. Faculty within each department on each campus to which faculty are assigned shall select one main textbook (or more in the case of bundled texts and ancillary instructional materials) to be used in each course (including those taught by part-time faculty). Textbook selections shall be made by majority vote of the eligible department faculty participating in the selection process. All full-time faculty who are qualified to teach the course shall be included in the voting in each department, except as indicated in item C.
B. For Honors College, Virtual College, Study Abroad, and Independent Studies courses, faculty may select a different main textbook. See Appendix C for Virtual College.
C. The Chair will be provided the opportunity to have input as to the textbooks being considered.
D. An accompanying list of supplemental texts and ancillary instructional materials may be selected by each faculty in addition to the main course text(s) to meet the needs of the particular discipline.
E. To avoid a conflict of interest any materials authored by faculty which will result in compensation may be used only if approved by a majority vote of voting faculty in the department. Faculty authoring such materials will excuse themselves from voting.
F. It is the intent of this textbook procedure that textbooks selected under this process would be used for a minimum period of three years. However, with the concurrence of the Chair, this time limit may be abbreviated.
G. The textbook selection procedure, which is handled by the faculty, will guarantee that the list of selected textbooks will be submitted to the Chair by the established deadline. Reasonable time shall be allowed for review and voting. In the event that this deadline is not adhered to, the textbook in current use will be re-ordered. Concerns regarding textbook selection may be discussed with UFMDC.”

Additionally, in response to the requirements in s. 1004.085(4), F.S., Miami Dade College will collaborate with academic deans, department chairs, and faculty on a proactive and collegewide approach to textbook and instructional materials for general education and high enrollment courses with a wide cost variance.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

a. Implemented New Textbook Adoption Platform: The College has adopted Follett’s Discover platform, a comprehensive set of tools developed and maintained by our textbook service provider. The platform enables streamlined and coordinated textbook selection and adoption and ensures that students have access to the list of textbooks for a particular course as soon as they are adopted. For administrators, the platform allows for easier monitoring of compliance with adoption deadlines.

b. Added Hyperlink to Bookstore: Once the academic department adopts a textbook, a hyperlink is available in the course registration system (PeopleSoft) class search that directs the student to the bookstore webpage with textbook prices by class section.

c. Revised Business Process: The adoption and faculty certification process was revised. The academic departments now work with the faculty to identify and certify the textbooks and instructional materials. Once certified, the academic department chairperson will be responsible for entering the adopted textbooks/instructional materials in the Discover platform. Once adopted, the textbooks and instructional materials are live and available for student viewing. We believe this new business process will streamline the adoption process and provide an accountability framework.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>233</td>
<td>3%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>303</td>
<td>5%</td>
</tr>
</tbody>
</table>

MDC has met the statutory requirement that at least 95% of all course sections meet the 45-day posting deadline. There were 233 course sections or 3% of all sections that did not meet the 45-day posting deadline in Fall 2017 and 303 (5% of all sections) that did not meet the posting deadline in the spring. The primary reasons the 45-day posting deadline was not met are: instructor assigned to the section after deadline, section created after deadline due to enrollment demands, and publisher, system or user error.
Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Offered by College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Educational Resources</td>
<td></td>
</tr>
<tr>
<td>Textbook Rentals</td>
<td></td>
</tr>
<tr>
<td>Program(s) with No textbook Costs</td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Cost Comparison Reporting and Discussion Among Academic Leadership</td>
<td></td>
</tr>
<tr>
<td>Virtual College English Composition I (ENC 1101) required textbook: $7.99 new, $5.51 used; Implementation of a New Textbook Adoption Platform</td>
<td></td>
</tr>
</tbody>
</table>

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Considered by College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing digital textbooks in bulk</td>
<td></td>
</tr>
<tr>
<td>Expanding the use of open-access materials</td>
<td></td>
</tr>
<tr>
<td>Providing rental options for textbooks and related materials</td>
<td></td>
</tr>
<tr>
<td>Increasing the availability and use of affordable digital textbooks and learning objects</td>
<td></td>
</tr>
<tr>
<td>Developing mechanisms to assist in buying, renting, selling and sharing textbooks</td>
<td></td>
</tr>
<tr>
<td>Setting the length of time that textbooks and instructional materials remain in use</td>
<td></td>
</tr>
<tr>
<td>Expanding cost-savings for textbooks and instructional materials that a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials</td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>The cost of textbooks and instructional materials across campuses for the same course.</td>
<td></td>
</tr>
</tbody>
</table>
Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

| Percent of sections | An Open Educational Resources (OER) Initiative has been launched at Miami Dade College and we are in the process of formalizing the OER adoption and data collection process. We are aware of at least 16 course sections that used OER during the 2017-2018 academic year. We have also been awarded a Complete Florida grant for an OER initiative with our School of Education. |

15 / 80
Q3 What is your institution’s selection process for textbook and instructional materials?

The choice of textbooks is a divisional responsibility with the actual selection being a function of the faculty teaching a specific course. Each textbook selection cycle adheres to a comprehensive process where all faculty members participate on some level. Every two full calendar years, each program assembles a textbook committee. The process begins with the committee developing a set of criteria by which they will evaluate a textbook that may satisfy the needs of the program. The next task on the committee’s agenda is to evaluate the strengths and weaknesses of the current textbook. If the committee elects to explore other options, the course coordinator or any other committee member is charged with soliciting publishers for copies of its textbooks and/or ancillary materials. Each committee member evaluates all textbooks and ancillary materials brought forth by the committee. The committee narrows the options and presents the finalists for the faculty vote. After collaboration, the faculty member(s) concerned make a recommendation to the dean/director.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Tallahassee Community College (TCC) has a textbook adoption procedure that includes a timeline for textbook selections being posted no later than 45 days prior to the start of the semester in which the textbooks are used. The timeline includes adoption due dates at 30 days prior to the opening of registration for the semester. Registration usually opens 60 days prior to the start of the semester. This allows time to deal with any publisher issues.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>135</td>
<td>18%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>184</td>
<td>12%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>79</td>
<td>6%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Expanding cost-savings for textbooks and instructional materials that a student may realize if

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

| Percent of sections | 15% |

FCS Textbook and Instructional Materials Affordability Report
Q3 What is your institution’s selection process for textbook and instructional materials?

Each department conducts meetings to determine the appropriate textbook and instructional materials required for each course. Along with the quality of the textbook, the department reviews whether open source options or other lower cost options are available (i.e. digital, loose-leaf, etc.) in an effort to minimize cost for needed materials. Special attention is given to courses with higher cost textbooks and large enrollment numbers.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

SFSC has implemented Procedure No. 4041 (attached) which dictates textbook adoption procedures. The procedure describes the responsibilities of the departmental faculty, what is and is not allowable in relation to textbook adoption, the process to be utilized in adopting textbooks, as well as a mandate to consider cost when selecting textbooks. Additionally, SFSC Policy No. 1.005 (attached) expresses the institutions commitment to being in full compliance with Federal and State Laws as they pertain to the mission and responsibilities of the college, which would include those related to textbook affordability. Follett and department chairs have been notified of the revised posting requirements and administrative staff ensure compliance with all provisions of s. 1004.085(6) (Florida Statutes).
**Q5** What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>3</td>
<td>2.08</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1</td>
<td>.42</td>
</tr>
</tbody>
</table>

**Q6** Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs

**Q7** Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

**Q8** What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

| Percent of sections | 32.35 |
Q3 What is your institution’s selection process for textbook and instructional materials?

To avoid wide cost variances as it relates to general education courses and high enrollment courses, per Manual of Policy 5.091, textbook adoptions are course-wide. Textbook adoptions are normally completed before fall semester and books are adopted for a minimum of three years.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Manual of Policy 5.091 and Internal Management Memoranda 5.091 were updated and fully implemented in 2016 in response to s. 1004.086(6), F.S. The policy requires that all textbook and educational material information be posted on the college’s website no later than 45 days prior to the first date of class to include: title, author, publisher, edition, copyright, and publication dates; and International Standard Book Number (ISBN). IMM 5.091 provides deadlines for academic divisions to provide this information to the bookstore and a procedure to notify academic divisions of adoptions not received, thus allowing sufficient time for the adoption to be completed in order to have it posted 45 days prior to the first day of class.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>4</td>
<td>.47%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>8</td>
<td>.95%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Faculty Grants for Development of Textbooks
- Other (please specify):

GCSC has recently implemented an initiative to award faculty that have decided to adopt high-quality teaching and learning materials that are available at little to no-cost for our students. The purpose of this initiative is twofold: 1) increase the number of instructors utilizing affordable instructional materials by promoting and supporting faculty use of new and innovative resources; and 2) impact student time to degree, retention, completion, and successful transition to the career of their choice. Awards are granted to projects that impact affordability of the course while supporting the student learning outcomes. The award levels are based upon whether faculty adopt materials that have been developed as low to no-cost instructional materials, adapt currently available low to no-cost instructional materials, or create their own materials. While GCSC does not have entire programs with no textbook costs, many of our individual courses do not require the purchase of a textbook or instructional material.
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections 6.7%
The College maintains a robust textbook and instructional materials selection and certification process embedded with strategies to reduce cost and increase student access to quality education. In line with Board of Trustee Policy (6Hx-18-2.11), each Faculty Cluster is required to use the established guidelines and template in the selection process (see: http://www.palmbeachstate.edu/boardoftrustees/Documents/BoardPolicies/Section2/2.11TextbookSelection.pdf). A cluster comprised of disciplines and/or programs with a liaison (an associate dean or director) stewards the selection process. The College determines the length of time (3-years) selected textbooks remain in use. In addition, the faculty is required to attest that all items that students are required to purchase are used in classes (including all items in a “bundle”) and extent to which a new edition differs significantly and substantively from earlier versions. Related textbook and instructional materials information is distributed to faculty and academic departments using the College’s website: https://www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/default.aspx, and as part of an orientation process (see http://www.palmbeachstate.edu/academicservices/Documents/textbooktutorial.pdf.) The College’s Affordability Taskforce created a rubric to assist in the selection of course materials, which is included in the Academic Management Manual. The rubric allows clusters to use defined criteria when considering the scholarly quality, affordability, utilization, correlation with curriculum, and student accessibility, when selecting the materials. The rubric can be viewed online at: https://www.palmbeachstate.edu/academicservices/documents/RubricForCourseMaterialSelection.pdf.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Pursuant to Higher Education Act of 2008, Florida Statute 1004.085 (6), FS and Florida Administrative Code rule 6A-14.092, the College maintains policies and procedures for posting textbooks and instructional materials. In adherence with the rule, “Each Florida College System institution and state university shall post prominently in the course registration system and on its website, as early as is feasible, but at least 45 days before the first day of class for each term... for at least 95 percent of all courses and course sections offered at the institution during the upcoming term, and Florida Administrative Code rule 6A-14.092, the College established set adoption deadlines. As such, adoptions for the fall semester are due to the bookstore by April 15; Spring – September 15; and Summer – February 1. Adoption deadlines are communicated from the bookstore and posted online at: https://www.palmbeachstate.edu/academicservices/textbook-information.aspx.

With the Textbook Affordability and Certification Procedures that are in place, faculty members are directed to make their textbook selections and post within adoption dates set for no later than the forty-five (45) days before the first day of classes, thereby allowing time to confirm availability of instructional materials and used books. When courses are added after the forty-five day deadline, effort is made to ensure timely adoptions. For classes added after the thirty-day notification deadline, textbook information is posted as soon as such information becomes available. Board Policy 6Hx-18-2.051 requires faculty/instructors to post syllabi on-line and textbook information at: http://www.palmbeachstate.edu/academicservices/information-and-reference/academic-affairs-policies-and-documents/faculty-webpage-syllabi.aspx. Certificated items are also posted (see http://www.palmbeachstate.edu/academicservices/Documents/textbooktutorial.pdf) using set deadlines (see: www.palmbeachstate.edu/AcademicCalendar/).

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>123</td>
<td>4.85%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>87</td>
<td>2%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>205</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs
- Price Matching, Inclusive Access Courses, discounted pricing through publisher agreements
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials
- Other (please specify):
  - Price matching, publisher ability to provide discounted options

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

| Percent of sections | The analysis focused on the College’s 26 general education core courses and found that 21 courses (81%) used open educational resources. Of the College’s 442 general education core course sections, 292 sections (66%) used OER. |
Q3 What is your institution’s selection process for textbook and instructional materials?

Per the College’s Operating Procedure (Procedure# 3.17) 3.17.2 Textbooks and Supplies Textbooks are selected by the faculty members to implement the course objectives. All textbook changes are made through the appropriate dean in consultation with the Vice President for Academic Affairs/CAO and Executive Director, SAC or the Vice President for Workforce Development and Executive Director, OPC. Costs of textbooks should be given serious consideration so as not to place a heavy financial burden on students. The individual instructor will be responsible for obtaining his/her own desk copy of the textbook. All books and supplies are sold through the bookstore. College faculty members are not permitted to sell instructional materials to students who are attending St. Johns River State College, or to their parents. SJR State engages in the following initiatives designed to reduce costs and variances of required material: → Textbook adoptions made only after agreement by the majority of qualified faculty for a course agree to the selected materials. → Annual departmental review of the comprehensive textbook list is conducted to ensure the proper materials for each course have been identified. → When new editions are identified considerations are made for use in the Textbook rental program. → Limiting the number of courses using customized textbooks. → Increasing the use of open source materials in coursework.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Textbook selections must be submitted to the College bookstore according to the following deadlines:
• Summer – February 15
• Fall – April 15
• Spring – October 15
?? Once the selection (adoption) is finalized, the College’s bookstore posts the course material information on-line on the bookstore’s home web page as well as in the student’s course registration web site. Faculty members are also required to post syllabi on-line in accordance with the state mandated deadlines. The syllabi will also list those materials required for the course.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>7</td>
<td>.70%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>3</td>
<td>.31%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Rentals
- Faculty Grants for Development of Textbooks

SJR State College utilizes the emergency stipend program to support textbook purchases for students with demonstrated need.

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

**Percent of sections**

**Between 1-2%**
Q1 College

Polk State College

Q2 Report completed by

Name
Donald Painter
Phone
863-292-3605
E-mail
dpainter@polk.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

Procedure 5034: Textbook Affordability outlines the College’s textbook selection process (https://www.polk.edu/wp-content/uploads/5034-2.pdf and https://www.polk.edu/wp-content/uploads/5034-Attach1.pdf). Academic departments maintain a list that contains up to three textbook options for each course. For courses taught by full-time faculty, a committee makes textbook recommendations that are voted on by faculty in the department. For courses taught only by adjunct faculty, the department coordinator or program director creates the list. Full-time faculty are permitted to select independently from the list. For adjunct faculty, the department coordinator or program director will select from the list. The College requires that textbooks remain in use for a minimum of three years unless they are no longer available or changes cause them to become outdated.

When new textbooks and/or other instructional materials are adopted, the course instructor and/or academic department must consider the results of a cost-benefit analysis as a factor in the new selection(s). In addition, faculty and departmental committees must, before an item is adopted, investigate whether there is a viable alternative for cost savings. In an effort to minimize textbook cost variances between sections of the same course, faculty teaching high enrollment General Education courses are encouraged to consider coursewide adoptions.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Procedure 5034 (https://www.polk.edu/wp-content/uploads/5034-2.pdf) requires textbooks and instructional materials be adopted no later than 75 days prior to the first day of class for each term. The Procedure further requires that textbook information be posted online at least 45 days prior to the first day of class.

Students access the list of required textbooks through PASSPORT, the College’s student registration and information system. Students can access information about course sections and click a “Shop Textbooks” link to retrieve information about the required textbooks for that specific section. Students can also access the Bookstore website and obtain information about required materials via a link from the College’s homepage.

Procedure 5034 requires the campus academic deans to implement reasonable internal controls to ensure compliance with adoption and posting deadlines. Throughout the adoption period, the academic deans receive periodic updates of missing adoptions in order to ensure that all book adoptions are received prior to the deadline.

The Procedure also requires that when new course sections are added to the schedule after the adoption deadline, textbook information is sent to the bookstore as soon as possible, and the bookstore website is updated immediately. The academic deans and their office staff work closely with academic departments to ensure compliance.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Summer 2017 Percent</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Fall 2017 Percent</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Spring 2018 Percent</td>
<td>1.1%</td>
<td></td>
</tr>
</tbody>
</table>
Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Faculty Grants for Development of Textbooks
- Other (please specify):

In addition to the initiatives listed above, Polk State College has implemented a number of other strategies to reduce the cost of textbooks and instructional materials. The College has been piloting a First Day Textbook Access Program in partnership with Barnes and Noble, Cengage, McGraw-Hill, and Pearson. The program allows students to opt-in to receive their textbooks through the College’s Learning Management System and save 20-40% off the national retail price. Departments often order alternative formats, such as loose-leaf binding, which can achieve considerable savings for students. For example, the loose-leaf bound version of the book for Introduction to Chemistry saves students approximately $50 over the hardbound book. Faculty in some departments have worked with publishers to eliminate chapters and material that is not used in their courses. This reduces the price students pay and ensures that all material is used in the course. Lastly, some sequence courses, such as Biology, use the same book for multiple levels. However, not all students take both levels of the course. Faculty have worked with publishers to split the book into two volumes, thus ensuring that students do not pay for content they do not need.
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials
- Other (please specify):

In addition to the factors listed above, faculty at Polk State College explore other ways to reduce costs when conducting a cost-benefit analysis as part of the selection process. Faculty often consider options from smaller publishers which can be considerably less expensive than titles from major national publishers. In addition, faculty and departments look for alternative formats to achieve cost savings. This can include eBooks or loose-leaf bound books. Faculty also analyze whether suitable material for the course is available online, in the public domain, or through other open sources that would not incur cost to the student.

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections 10%
#12

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Started: Tuesday, September 25, 2018 8:55:23 AM
Last Modified: Tuesday, September 25, 2018 9:00:35 AM
Time Spent: 00:05:12
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<th>Q1 College</th>
<th>Santa Fe College</th>
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</thead>
</table>

**Q2 Report completed by**

<table>
<thead>
<tr>
<th>Name</th>
<th>Stefanie Waschull</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>352-395-5175</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:stefanie.waschull@sfcollege.edu">stefanie.waschull@sfcollege.edu</a></td>
</tr>
</tbody>
</table>
Q3 What is your institution’s selection process for textbook and instructional materials?

Historically, the process of selecting instructional materials that optimize student learning has been the purview of faculty. Currently, the process takes into account the requirements contained within the statute—specifically, that price is considered strongly in the selection of texts, that older editions of texts are considered (though in practice, this is rarely feasible, as publishers acquire old editions to remove them from the marketplace), that if a bundle of materials is ordered, all materials will be used, and that low- or no-cost options will be considered. These rules are well understood by faculty, and all text adoptions require an attestation signed by the faculty member attesting to their compliance with the provisions of the law. The specific selection guidelines are posted as a standard operating procedure within academic affairs as follows:

1. The responsibility for selecting appropriate textbooks and instructional materials to support the delivery of course and program curriculum lies with the faculty. This right and responsibility of the faculty to choose appropriate materials also carries the accountability for considering affordability. In most cases, textbook selection will be made by a committee of full-time faculty, with input solicited from other stakeholders (e.g., adjunct faculty, lab personnel) as appropriate. Criteria for selection will include:
   a. Quality, accuracy, depth, and breadth of content;
   b. Cost to students;
   c. Reliability of publisher and past experience with publisher’s products;
   d. Quality and cost of any student support materials, instructor support materials.
   e. The availability from the publisher of accessible versions of hard-copy textbooks.
   f. The accessibility of website content and other electronic media. Videos should be captions and other materials accessible to assistive technology.
   g. The ability of the publisher to provide a voluntary product accessibility template (VPAT).
2. In order to provide appropriate consistency across multiple sections of the same course, all sections of a given course will adopt the same textbook. In cases where there is appropriate disciplinary variation in methodology, canon, or topics, departments will identify a choice of no more than three textbooks for all instructional staff to use. Supplemental materials may vary by section but are not to be assigned in place of one of the common texts selected by the department. (Exceptions to this standard may be made for approved pilot projects, Honors classes, grant-related activities, or other such innovations.)
3. Departments are especially asked to consider the adoption of free or low-cost open educational resource materials available through OpenStax, Creative Commons, or similar resources.
4. Approval of all instructional materials adopted by faculty will be confirmed by the appropriate department chair or director.
5. Texts adopted by a department should be maintained for a minimum of two years, unless reconsideration is required by significant changes in curriculum, changes in availability of the adopted materials, or adoption of a less costly alternative.
6. In considering the adoption of any instructional material, faculty must attest that
   a. Cost was taken into account as an important factor within the adoption decision;
   b. All textbook and other instructional items ordered will be used, particularly each item sold as part of a bundled package;
   c. The extent to which a new edition differs significantly from earlier editions was considered (notwithstanding the question of whether earlier editions are available).
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Textbook Adoption Deadlines: To comply with the mandated deadlines for course textbooks to be posted online, the college specifies deadlines for textbook adoption that are 75-days-before-term as currently required by statute. This allows adequate time for adoptions to be posted 45 days before the term. The dates are shown below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Orders due to Bookstore</th>
<th>State Deadline for adoptions</th>
<th>State Deadline for Publishing Approved Adoptions</th>
<th>First day of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>April 15, 2017</td>
<td>June 8, 2017</td>
<td>July 7, 2017</td>
<td>August 21, 2017</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>October 15, 2017</td>
<td>October 25, 2017</td>
<td>November 24, 2017</td>
<td>January 8, 2018</td>
</tr>
</tbody>
</table>

The college collaborates with our local Barnes and Noble bookstore to ensure that all required identifying information (title, author(s), publisher, edition, date, ISBN, and other relevant information) for all required and recommended instructional materials is published online, and also within the course registration system. Except for summer term, by submitting adoptions by the bookstore contractual deadline, departments will automatically satisfy both the 75-day before the term to order and the 45-day before the term to post. In the case of summer, we require departments to provide adoptions to the bookstore prior to the contractual deadline. (In cases where sections are added to meet enrollment demand after the 45-day deadline, text adoptions should be the same as in one or more existing sections, and orders must be submitted to the bookstore within 3 business days of the late section being opened.)

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>58</td>
<td>2.6%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>46</td>
<td>1.2%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>25</td>
<td>.7%</td>
</tr>
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</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

Open Educational Resources, Textbook Rentals, Faculty Grants for Development of Textbooks
### Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

### Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

<table>
<thead>
<tr>
<th>Percent of sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>summer 2017 - 10%, fall 2017 - 12%, spring 2018 - 12%</td>
</tr>
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</table>
#13

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**Started:** Tuesday, September 25, 2018 9:30:38 AM

**Last Modified:** Tuesday, September 25, 2018 10:00:39 AM

**Time Spent:** 00:30:00

**IP Address:** 66.194.104.5

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<tbody>
<tr>
<td><strong>Q1 College</strong></td>
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</tbody>
</table>

**Q2 Report completed by**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Joseph Smiley, Dean of Social Sciences &amp; Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>727-712-5851</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:smiley.joseph@spcollege.edu">smiley.joseph@spcollege.edu</a></td>
</tr>
</tbody>
</table>
Q3 What is your institution’s selection process for textbook and instructional materials?

A. Specific Steps in the Process for Selecting and Adopting Textbooks

1. The textbook selection process starts at the faculty committee level. When the selection of a new textbook is warranted, a faculty selection committee is appointed, which is usually comprised of full-time instructors named by the dean. The committee carefully reviews options, including types of delivery, while soliciting any and all feedback from adjunct faculty.

2. If the course is taught on more than one site, the program director will work with his or her counterpart(s) from the other sites involved in an effort to identify a suitable textbook(s) for possible college-wide adoption.

3. Merit, quality, and cost are taken into account when textbooks and instructional materials are considered for adoption. The selection committee will choose the preferred textbook(s) (by consensus or majority vote), and recommend adoption to the dean. If the committee cannot reach agreement on the selection of the textbook, the dean will meet with the committee to review the textbooks considered and the difficulties encountered in efforts to reach an agreement.

4. Upon obtaining appropriate approval of textbooks, the program offices will notify the bookstore of the adoption by submitting the adoption through the Barnes & Noble Faculty Enlight adoption system.

5. The college complies with the Higher Education Opportunity Act and Florida Statutes, 1004.85, by following the early textbook adoption of 45 days prior to classes beginning.

B. Guidelines for Selection and Adoption of Textbooks and Course Materials

1. Normally, textbooks, student-purchased course materials, and materials without cost but assigned by faculty, will be adopted for a period of three or more years. Changes within the three-year period may be made with strong documented reasons and if approved by the appropriate authority assigned by the dean. For example, exceptions may be approved when new editions with major changes in content become available, the current edition is out of print and unavailable, changes in course objectives are made such that current textbooks are no longer appropriate, or when updated research, technical or other information is needed.

2. Criteria considered in the selection of textbooks and course materials should include, but not be limited to: cost to students; closeness of match between the content of the books and the major learning outcomes and objectives of the courses; accuracy and currency of the content; appropriateness to the ultimate goals of the course, especially that they are appropriate for transfer of important courses in the majors to the universities; likelihood of the book being revised within a year or two of adoption; attractiveness, reading level, quality of printing and graphics, and quality of the binding; and importance of the changes and the availability of required numbers of the current edition when considering a new edition.

3. Faculty are encouraged to select course materials that have no cost to students if the materials support the major learning outcomes and objectives of the course. Selection and evaluation of no- or low-cost materials must adhere to the same selection requirements as student-purchased materials.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Textbook and Instructional Material Posting (45 Day Rule)

Departments/Instructors are required to notify the bookstore of required and recommended textbooks and materials 45 days prior to the statutorily-required 45-day deadline prior to the first day of class.

Before the 45-day deadline, the deans work closely with departments and the bookstore to ensure timely submission of textbook and material adoptions in order to meet deadlines. The bookstore completes a collaborative part of the process by providing book adoption deadlines in January of each year. Deans work to ensure that the departments are informed each semester regarding deadlines. A week before the due date, the bookstore provides the deans with a list of all outstanding bookstore adoptions so that follow-up can be completed.

Our process encourages early adoption of textbooks and instructional materials to ensure that books are on the shelves 45 days prior to the start of classes, to provide time to procure as many used books as possible and to provide time to inform students on what material is required.

A strong Textbook Affordability Task Force helps to keep the issue before the deans and departments.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>2 sections</td>
<td>.001 percent</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>0 sections</td>
<td>0 percent</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>0 sections</td>
<td>0 percent</td>
</tr>
</tbody>
</table>
Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs
- Other (please specify):

As part of the standard course development process, faculty developed a textbook for use with the standard courses, at no cost to students. For the 2017-2018, the Psychology faculty developed a free textbook for use by students with the PSY 1012, General Psychology standard course.

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections: 5 percent
What is your institution’s selection process for textbook and instructional materials?

College Policy 5.200 - Textbook Affordability and Adoption, College Procedure 5.2100 - Textbook Affordability and Adoption, and the Collective Bargaining Agreement (Article 12) between the United Faculty of Florida – Seminole State Chapter and the Board of Trustees of Seminole State College govern the textbook selection process and the role of faculty in the adoption of textbooks and instructional materials for all courses.

- College Policy 5.200 and Procedure 5.2100 - establish that:
  - All faculty are required to teach from the adopted textbooks, and use all materials required for the course by the department.
  - Faculty are not permitted to select alternate or additional textbooks without permission from their departmental supervisor.
  - Each faculty member is required to attest that all items students are required to purchase are used in class (including all items in a “bundle”) and the extent to which a new edition differs significantly and substantively from earlier versions for all sections taught each term.
  - Faculty and departments are encouraged to participate in the development, adaptation and review of open access textbooks, particularly for high demand general education courses.
  - College employees may not receive any payment, loan, subscription, advance, deposit of money, service or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook for course work or instruction.

- Article 12 of the UFF Seminole -Seminole State College Collective Bargaining Agreement - Establishes that:
  - Full-time faculty are required to participate in the textbook selection process
  - The choice of textbooks is a departmental responsibility with the selection of specific materials being a function of the faculty teaching a specific course.
  - In cases where two or more sections of the same course are offered and taught by two or more full-time faculty members, or if the course is part of a sequence of courses the faculty shall serve on a departmental committee to select textbooks and instructional materials for that course.
  - In cases where the faculty member is the only full-time faculty member teaching a particular course, that faculty member shall select the textbook and instructional materials for that course.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

College Policy 5.200, Procedure 5.2100 govern the textbook selection process and the requirements for posting of lists of required and recommended textbooks and instructional materials for all courses. These require:

- Bookstore managers publish adoption deadlines that are at least 75 days prior to the first day of class. By procedure these deadlines are June 1 (Fall) October 15 (Spring) and February 15 (Summer)
- Bookstore managers must provide academic departments a list of any schedules course for which no textbook has been adopted by two weeks after the adoption deadlines,
- Upon receiving the adoptions, the bookstore must post lists of required and recommended textbooks and instructional materials as early as feasible, but no less than 45 days prior to the start of a term.
- Faculty are required to teach from the adopted textbooks and use all materials required for the course by the department.
- Faculty are not permitted to select alternate or additional textbooks without permission from their departmental supervisor.
- Each faculty member is required to attest that all items students are required to purchase are used in class (including all items in a “bundle”) and the extent to which a new edition differs significantly and substantively from earlier versions for all sections taught each term.
- Faculty and departments are encouraged to participate in the development, adaptation and review of open access textbooks, particularly for high demand general education courses.
- The Department of eLearning, in collaboration with the Library, has developed and is piloting a process to develop courses using Open Educational Resources (OER).

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

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<tr>
<th>Semester</th>
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<th>Percent</th>
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<tr>
<td>Spring 2018</td>
<td>20</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Rentals
- Other (please specify):
  At least 51% of titles are available for rental from the Seminole State’s College Store.
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections 1%
Q3 What is your institution’s selection process for textbook and instructional materials?

At Daytona State College, textbook and course materials are selected through a process defined in the Faculty Guidelines entitled “Textbook Adoption Guidelines” and “Textbook and Classroom Materials Ordering Procedures.” These are posted online and accessible by all faculty and staff. The procedure outlines deadlines for book and material adoption, required signed faculty certifications that all materials will be used, and those responsible for compliance. These deadlines ensure that all items will be posted by the statutory deadline of 45 days prior to the start of class. Department chairs must review changes in textbook editions in any given semester. The guidelines for adoption require the consideration by faculty selection committees of accessibility, affordability, multiple pedagogical approaches and ability of materials to meet all student learning outcomes for a specific course.

Cost variations are reviewed by chairpersons, who often work with faculty to find more affordable options. Costs of textbooks and instructional materials by course are brought to the Board of Trustees for all general education courses each semester (August, January and May). All textbook and materials selection will follow the Textbook Adoption Guidelines which allow for some variability in materials adopted by section but require affordability to be a primary consideration.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Compliance with this requirement is required through the Textbook Adoption Guidelines and Textbook and Classroom Materials Ordering Procedures outlined in the Faculty Guidelines. The procedures include an email from the Bookstore to all departments two times a year with deadlines. These deadlines are the first week of January for summer and fall adoptions and the first week of September for spring adoptions. Departments then select books and materials by committee in most cases, following these guidelines. Adoption forms for each book or item are processed within departments and signed by department chairs. The Bookstore then posts selections, including title, author(s), publisher, edition number, copyright date, publication date and ISBN for each required and recommended book for each course, by section.

In 2017-18, 34 adoptions of the 4942 sections, or 0.69%, were posted after the 45-day deadline. Some of the 34 adoptions posted after that date were for specially-created Directed Independent Study sections that were created at student request shortly before the start of term. Fifty-three percent of the late adoptions were for ENC and LIT course sections added close to the start of term in order to meet demand.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

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<td>Spring 2018</td>
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Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs
- Faculty Grants for Development of Textbooks
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections: 53.7
Q3 What is your institution’s selection process for textbook and instructional materials?

The selection of instructional material is at the discretion of faculty. Valencia’s accrediting body, the Southern Association of Colleges and Schools explicitly states in Policy 3.4.10 that the institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Valencia’s policy on instructional material acknowledges the expertise of faculty, while still asking them to seriously consider cost to students in their selection process. Faculty continue to seriously consider the cost of instructional materials to students. In Item 4 below, some of the initiatives are included of the continued work that is conducted. The date of Valencia’s last procedure review was 11-9-2017.

Valencia’s policy is provided at:

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Valencia posts on its website, as early as is feasible, but not less than 45 days prior to the first day of class for each term, a list of each textbook required for each course offered at the College during the upcoming term. The posted list must include the International Standard Book Number (ISBN) for each required textbook or other identifying information, and includes, at a minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbook or textbooks required for each course. For those classes added after the forty-five (45) day notification deadline, the College shall post textbook information on its website immediately as such information becomes available.

Valencia’s Policy: 6Hx28: 4-09 - Section X111 reflects compliance with s. 1004.85(6), F.S.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

Summer 2017 Percent

For 2017/18, based on the new reporting software utilized by the bookstore(s), all identified textbooks for 95% ≥ (greater than) for courses to be offered each session was posted 45 days before the first day of class. When courses were added at a later date based on unknown student needs, textbooks were posted 45 days in advance when the courses were existing courses being offered. For additional courses needed due to student emergency needs (such as a graduation deadline), courses were defined as additional new courses needed and books were obtained in an expedient process.

Fall 2017 Percent

For 2017/18, based on the new reporting software utilized by the bookstore(s), all identified textbooks for 95% ≥ (greater than) for courses to be offered each session was posted 45 days before the first day of class. When courses were added at a later date based on unknown student needs, textbooks were posted 45 days in advance when the courses were existing courses being offered. For additional courses needed due to student emergency needs (such as a graduation deadline), courses were defined as additional new courses needed and books were obtained in an expedient process.

Spring 2018 Percent

For 2017/18, based on the new reporting software utilized by the bookstore(s), all identified textbooks for 95% ≥ (greater than) for courses to be offered each session was posted 45 days before the first day of class. When courses were added at a later date based on unknown student needs, textbooks were posted 45 days in advance when the courses were existing courses being offered. For additional courses needed due to student emergency needs (such as a graduation deadline), courses were defined as additional new courses needed and books were obtained in an expedient process.
Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

Open Educational Resources,
Textbook Affordability Committees,
Textbook Rentals,
Program(s) with No textbook Costs

Other (please specify):

Some textbooks are used for multiple classes; Many faculty use self-created instructional materials which are no cost or a nominal cost for duplication; Many classes are provideded with the option of choosing traditional text or an e-book which are generally less expensive than hard copy textbooks. They can also rent some textbooks at 40-60% of the cost of new and used books; Bookstore seeks out used books to sell to students and is never higher than 75% of new price; Launched the online adoption tool Sidewalk Hero, which helps faculty and deans make better adoption and purchasing decisions; Established agreements with a major publisher to receive 20% off national net prices fore all new texts purchased by the college; Just rolled out a program called Inclusive Access that substantially lowers the cost of books for students. Where previously students might have been assigned textbooks individually, now they can sign up whole classes of students to automatically receive digital course materials at a discounted rate, rather than purchasing individually. The "inclusive" aspect of the model means that every student has the same materials on the first day of class.
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Other (please specify):
  See notations included in Item 6 above

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections

There is participation of open educational resources as instructional materials in core courses of general education, there is approximately less than 10 percent that use open educational resources exclusively. Many of the other courses use some open educational resources.
Q1 College

North West Florida State College

Q2 Report completed by

Name
Anne Southard
Phone
850-729-6040
E-mail
southarda@nwfsc.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

Step 1: Faculty committees evaluate and select the textbook/instructional resources. The Faculty Handbook outlines the guidelines for textbook and instructional materials selection. When evaluating textbooks and resources, faculty consider the following:

- Necessity of the change
- Quality and accuracy of content
- Compliance with disability-related access laws for textbooks and e-content
- Cost to students, including other delivery options of the content
- Availability of used copies; resale issues (e.g. access codes, pins, etc.)
- Reliability of publisher and past experience with publisher/supplier
- Quality of faculty support materials (including e-content when the DL format is applicable)
- Impact on dual enrollment

Step 2: Any upcoming textbook changes are on the agenda of the monthly College Curriculum Committee, where the appropriate department chair speaks to the impact of any change on pricing.

Step 3: Changes are approved by the department chair or program director and entered into the Barnes and Noble Faculty Enlight textbook adoption software. (The Faculty Handbook provides instructions for entering selections into this software.) The Faculty Enlight software date stamps all adoptions.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

All textbooks and instructional materials must be adopted at least 75 days before the first day of class, using the process outlined in #1 above. Board of Trustees policy FA #18.00 establishes that the College will comply with all provisions of Section 1004.085, FS, including the posting deadlines and semester reports to the Board of Trustees.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
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<th>Percent</th>
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<td>Fall 2017</td>
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<tr>
<td>Spring 2018</td>
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Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Other (please specify):
  - Assertive negotiations with textbook publishers

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Setting the length of time that textbooks and instructional materials remain in use
- Other (please specify):
  - Exploring an online degree program using open educational resources.
**Q8** What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

<table>
<thead>
<tr>
<th>Percent of sections</th>
<th>6.82%</th>
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FCS Textbook and Instructional Materials Affordability Report
Q3 What is your institution’s selection process for textbook and instructional materials?

Selection of course materials is covered in the Collective Bargaining Agreement (CBA) between EFSC and the United Faculty of Florida. In particular, Section 6.3 of the CBA following recognizes that adoption of textbooks is a fundamental principle of academic freedom. With that said, faculty are expected to adhere to Florida statutes regarding textbook affordability and availability. To that end, the college Academic Affairs Committee (AAC) developed the Required Course Materials Adoption and Tracking System Form (RCMATS) to document compliance with the CBA, the EFSC Procedures and the new statutory provisions regarding textbook affordability. This document was disseminated to all faculty and approved by the AAC in August 2016. Senior administrators provide routine notification via e-mail and at cluster and faculty meetings of the statute requirements. Faculty work together to adopt a standard textbook that will be used three years per contract regulation. The majority of cost variance cases result from faculty choosing to use online or OER resources, or create their own materials in an effort to eliminate the need for a purchased textbooks. Other times, the reading level or preparedness of the students may play a role in choosing which textbook is used on each campus.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

Procedure 511 from the EFSC Procedures Manual requires that the College posts, on the web site via the Bookstore at least 45 days prior to the first day of class. Each term a list of required textbook(s) for each course offered at the institution during the upcoming term is available online. This posted list includes the International Standard Book Number (ISBN) for each required textbook or other identifying information, the title, all authors listed, publishers, edition number, copyright date, and published date.

EFSC uses Faculty Enlight, a Barnes and Nobel textbook repository system, that allows individuals to submit textbook and course material adoptions online. EFSC requires the following:
1. Each term, email notification is sent to all textbook submitters college wide notifying them of deadlines for textbook submission into Faculty Enlight.
2. No new textbook or course material will be “approved” for submission into Faculty Enlight until all appropriate departmental and supervisory approvals have been obtained and all required reviews for cost benefit analysis have been performed.
3. College provosts and deans identified individuals as “submitters” and “approvers” and those acting as approvers have the additional role of ensuring timely adoption and submission into Faculty Enlight.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

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<tr>
<td>Spring 2018</td>
<td>40</td>
<td>1.35%</td>
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Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

We polled faculty that teach General Education Core Classes during reporting year 2017-18 and about 24% of those who responded to the poll indicated that they use some open educational resources in their Gen Ed Core classes. We estimate that overall, at least 10% of the faculty who teach general education core classes use OERs. Although not all of these instructors use it as a primary instructional resources, these OER supplement the instructional materials for the course. The instructors who responded to the poll noting that they use OERs teach 12 different Core classes of the 25 different core courses offered at EFSC.
#19

## Collector:
Web Link 1 (Web Link)

## Started:
Wednesday, September 26, 2018 10:22:01 AM

## Last Modified:
Wednesday, September 26, 2018 10:31:05 AM

## Time Spent:
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### Page 1

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<th>Florida Keys Community College</th>
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### Q2 Report completed by

<table>
<thead>
<tr>
<th>Name</th>
<th>Michael McPherson</th>
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<tr>
<td>Phone</td>
<td>(305) 809-3280</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:michael.mcpherson@fkcc.edu">michael.mcpherson@fkcc.edu</a></td>
</tr>
</tbody>
</table>
Q3 What is your institution’s selection process for textbook and instructional materials?

In accordance with Florida law, the College has adopted a procedure to govern textbook material adoption and the posting of textbook information on the College’s website. The intent of the textbook adoption procedure is to minimize the cost of textbooks for students while maintaining the quality of education and academic freedom.

Every year, instructors must verify existing textbook information or submit new book requests to the Coordinator, Arts and Hospitality by June 1st for the following academic year. If possible, all educational materials should remain on the Master Booklist for at least three (3) years from the first semester of use. All required textbooks, workbooks, lab manuals, and supplies shown on the approved Master Booklist for a given course shall be used by all instructors teaching such course.

If the instructor wishes to change educational material for the next academic year, the instructor will inform his/her supervisor in writing of a desired change and state the reasons for the request. If the educational material is to be used by other instructors, the request should contain their comments and/or recommendations for change. For approval, the instructor completes a Booklist Confirmation form and routes it to the appropriate dean. Once approved, the dean sends the Booklist Confirmation form to the Coordinator of Arts and Hospitality by the appropriate deadline. Any request for a change in educational materials that results in a disagreement between instructors must be reviewed by the appropriate academic dean and no change will be made without final approval by the dean. Further, the dean may establish additional procedures, such as review by Curriculum Committee, for approval, if so desired.

Textbooks used for more than three years may be changed with a textbook adoption. The textbook adoption is made with sufficient lead time to allow the current bookstore time to confirm availability of the requested materials and, where possible, ensure maximum availability of used books. In the textbook adoption process, the intent to use all items ordered, particularly each individual item sold as part of a bundled package, is confirmed by the course instructor and approved by the appropriate academic dean before the adoption is finalized.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

College Procedure 63.0-Master Booklist governs the posting of the booklist. It states:
The Master Booklist is a listing of authorized textbooks, workbooks, lab manuals, and supplies by course, international standard book number (ISBN), author, publisher, and edition. The listing is developed and maintained by the Coordinator, Arts and Hospitality and is posted on the website by June 25th of every year.

College Procedure 64.0-Textbook Adoption also governs the posting the Booklist. It states:
The College shall post on their website by June 25th, a list of each textbook required for each course offered at the institution during the upcoming academic year. The posted list must include the International Standard Book Number (ISBN) for each required textbook or other identifying information, which must include, at a minimum, all of the following: the title, authors, publishers, edition number, to identify the specific textbook or textbooks required for each course.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

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Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Rentals
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections: 36.7
Q1 College  
Florida Southwestern State College

Q2 Report completed by  
Name: Eileen DeLuca  
Phone: 239-985-3498  
E-mail: eileen.deluca@fsw.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

Florida SouthWestern State College (FSW) selection process for textbook and instructional materials consists of adopting books at the course level. There are no variances in the way textbooks are selected for general education courses or other high enrollment courses at the college. The Collective Negotiations Agreement (CNA) outlines the textbook selection process in conjunction with the College Operating Procedure (COP) for Department Chairs provides that department chairs “oversee the selection process of textbooks for the department.” In addition, FSW’s Instructional Materials Adoption COP states “faculty are responsible for the selection of textbooks and course materials used in credit courses at the college.” This same COP also outlines that, “the adoption of instructional materials shall occur in a manner that will promote quality of education, maintain academic freedom and further efforts to minimize cost for students while complying with the applicable federal and state statutes and rules.” In addition, FSW formed a textbook affordability committee in 2016 in an effort to collaborate and determine opportunities to reduce the financial impact to students resulting from the rising costs of textbooks and learning materials. The committee’s recommendations are shared with the academic departments and the Provost.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

FSW’s bookstore sends out information to the academic department’s concerning the textbook adoption dates and institutional practices as it relates to adoptions therefore abiding by the Instructional Materials Adoption COP. As per the COP, the Provost will provide a report outlining the cost of textbooks and instructional materials by course for all general education courses and high enrollment courses offered at the institution, the percentage of textbooks and instructional materials that remain in use for more than one term and the number of courses that did not meet the instructional materials adoption deadline and/or posting deadlines. This information is disseminated to the Deans of the Schools and shared with faculty. The bookstore posts the textbook information at the college’s website: https://www.bkstr.com/fswstore/shop/textbooks-and-course-materials
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

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Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections: 6.63%
Q1 College
North Florida Community College

Q2 Report completed by
Name: Jennifer Page
Phone: 850-973-1603
E-mail: pagej@nfcc.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

The choice of textbooks is a departmental responsibility. Upon approval of an adopted text for a course, it is understood that the adoption is to remain in effect for two full calendar years. In urgent cases, permission to discontinue a text at an earlier date may be granted by the appropriate department chair/program director. Instructors complete an institutional textbook certification form which is reviewed and approved by the appropriate department chair and submitted to the Office of Academic Affairs.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

NFCC ensures that the bookstore order is placed with our vendor no later than 75 days from the first day of classes for the upcoming semester. The vendor provides NFCC with problem titles to review and update the order before posting the official NFCC booklist live online no later than 45 days before the start of classes for the upcoming semester.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Rentals
- Other (please specify):
  - Under development: faculty incentives for redesign of courses for 1) low-cost or 2) no-cost textbooks

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections | 16% of Gen Ed core course sections
Q1 College

College of Central Florida

Q2 Report completed by

Name: Dr. Mark Paugh
Phone: 352-854-2322 ext. 1223
E-mail: paughm@cf.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

Before textbook adoption is finalized, the academic departments will collect and maintain written or electronic certifications from course instructors attesting that all textbooks and instructional items ordered will be used, particularly each item sold as part of a bundled package; the extent to which a new edition differs substantially from earlier versions; the value of changing to a new edition; and that efforts were made to find less expensive alternatives. In addition, the departmental documentation will indicate whether desk copies of the new adoption will be made available at the Learning Resource Center’s Reserve Desk, and the availability of free, equivalent or supplemental material through the Learning Resource Center or an online repository.

Additionally, for all A.A. and A.S. General Education Common Core Courses, a collegewide department will choose an official textbook or create a list of no more than three official textbooks. The department may choose to use materials in addition to the official textbook or individual instructors may add materials in addition to the official textbook.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

The College shall post on the website, as early as feasible, but not less than 45 days prior to the first day of class for each term, a list of textbooks required for courses offered at the College during the upcoming term. The posted list will include the International Standard Book Number (ISBN) for each required textbook or other identifying information to include, at minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbook or textbooks required for each course. Pursuant to Section 1004.085 (6), Florida Statutes, for those classes added after the forty-five (45) day notification deadline, the College shall post textbook information on the website immediately as such information becomes available.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>24/973</td>
<td>4.2%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>40/1111</td>
<td>3.6%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>6/1130</td>
<td>0.53%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs
- Faculty Grants for Development of Textbooks
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials
- Providing rental options for textbooks and related materials

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections 80%
As described in College Procedure 202, the responsibility for selecting appropriate required textbooks and instructional materials to support the delivery of each course and program curriculum lies with the faculty with oversight by the appropriate department head and dean. This responsibility of the faculty to choose appropriate material also carries the accountability for ensuring affordability. Full-time faculty members who have taught the course within the past two years and adjunct instructors currently teaching the course, are invited to serve on the Textbook Selection Committee. The selection process is as follows:

- Members of the textbook selection committee collaborate and review possible texts.
- Selections of the preferred text are made by consensus or majority vote; and
- The Committee submits the recommendations to the appropriate department head.

Criteria the committee uses for selection include:

- Quality, accuracy, depth and breadth of content;
- Cost to students;
- Reliability of publisher and experience with publisher products;
- Quality and cost of student support materials; and
- The adoption of free or low-cost open educational resource materials available through OpenStax, Creative Commons, or similar resources are considered.

To provide consistency across multiple sections of the same course, all sections adopt the same textbook. However, with a satisfactory explanation, a different textbook may be used with approval from the Vice President, Academic and Student Affairs. Any cost variance must be justified, and the justification must be provided on the textbook adoption form.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

- Textbook adoptions occur annually and are effective in the Fall on a minimum three-year cycle. All instructional materials must be adopted and published at least 45 days prior to the first day of class in each semester as indicated on the academic calendar. Deadline dates for each semester are listed below.

<table>
<thead>
<tr>
<th>Adoption Request deadline</th>
<th>Publication deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>April 10</td>
</tr>
<tr>
<td>Spring semester</td>
<td>October 10</td>
</tr>
<tr>
<td>Summer semester</td>
<td>March 10</td>
</tr>
</tbody>
</table>

- The College collaborates with the Follet bookstore to ensure that all required identifying information (title, author(s), publisher, edition, copyright date, ISBN, and other relevant information) for all required and recommended instructional materials are accessible through Spyglass, the course registration system, via a hyperlink.
- Textbook and instructional materials are also listed on each District Syllabus posted via a hyperlink in the online Course Search tool, located on the College website.
- Exceptions to the three-year adoption requirement or the annual adoption requirement are subject to approval and must adhere to the deadlines specified above.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Course Sections</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>0 course sections</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>13 course sections</td>
<td>1%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>0 course sections</td>
<td>0%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Rentals
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Setting the length of time that textbooks and instructional materials remain in use

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)
Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

<table>
<thead>
<tr>
<th>Percent of sections</th>
<th>4%</th>
</tr>
</thead>
</table>

FCS Textbook and Instructional Materials Affordability Report
Q1 College

Hillsborough Community College

Q2 Report completed by

Name
Ginger Clark
Phone
8132537144
E-mail
gclark@hccfl.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

The process is governed by our faculty union contract with related elements being codified in college procedures. These guiding documents specify that, if a faculty member is the only full-time instructor for a course, s/he has the right to select a textbook for that course with the selection requiring the supervising Dean's approval. For courses taught by multiple instructors, selections are made by a collegewide faculty committee whose membership includes representatives from all academic disciplines. These representatives work with their colleagues to standardize and/or limit textbook options for courses with the goal of maintaining balance between academic integrity and student costs. All textbook selections are ultimately approved by the supervising Dean of the discipline. Each year, the previous year's adoptions are reviewed by the Textbook Affordability Committee which looks for high-cost texts and wide variations in costs as a means of monitoring costs and student impact.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

The policy is contained in our Administrative Procedure 4.02, "Textbook Adoption." Relevant statements are as follows: 1) Textbook adoptions have to be submitted at least 60 days prior to the first day of class and textbook information, to include ISBN information, has to be posted online 45 days prior to the first day of class.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>24</td>
<td>3%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>5</td>
<td>1.2%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>9</td>
<td>1%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Program(s) with No textbook Costs
- Other (please specify):
  - Faculty produced custom/common texts; "Opt-In" access to digital books

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Setting the length of time that textbooks and instructional materials remain in use
- Individual students are able to exercise opt-in provisions for the purchase of materials

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

| Percent of sections | 8% (OER's are major initiative for 2018-2019) |
Q3 What is your institution’s selection process for textbook and instructional materials?

Lake-Sumter State College (LSSC) follows college procedure 3-09 that details the textbook adoption and posting process. LSSC faculty have the responsibility in selecting textbooks and instructional materials. This selection is usually completed by a small workgroup of full time faculty that teach the course on a regular basis.

When selecting textbooks and instructional materials the workgroups use criteria that may include content coverage, cost to students, digital access to materials, availability of obtaining sufficient quantities of the materials, online support for students, and accessibility of textbook and online materials.

LSSC faculty are encouraged to consider Open Educational Resources for their courses and have increasingly chosen suitable OER or LibGuides when selecting instructional materials for adoption. In last year’s Textbook Affordability report, LSSC reported 10% of the General Education Core course sections using OER and that has grown to 15% this year, not including the sections using LibGuides or have no textbook or instructional materials required.

In order to meet the adoption deadline of 75 days prior to the start of the semester, faculty and Deans are requested to submit textbook and instructional materials 90 days prior to the start of the semester to give LSSC and Follett bookstores time to process the adoptions and to follow-up with those sections where adoptions were not submitted. These textbook adoptions are submitted and approved at the Follett Discover website. Between the 75-day and 45-day marks prior to the start of the semester LSSC has each instructor to verify that they intend to use the submitted instructional materials in their sections. This includes confirmation that faculty intend to use all pieces of a bundled package and that the course materials were selected through a cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

LSSC Procedure 3-09 details the policies regarding the submission of textbook adoptions and posting of required and recommended textbooks and instructional materials. Lake-Sumter State College has adopted the following procedures that promote efforts to minimize the cost of textbooks for students attending the college while maintaining the quality of education and academic freedom.

LSSC will adopt textbooks and instructional materials no later than seventy-five (75) days prior to the first day of classes for 95% of the sections. No later than seventy-five (75) days prior to the first day of classes, LSSC shall share a list of adopted textbooks and instructional materials with bookstores. Where sections are added after this seventy-five (75) day deadline, textbooks for such sections shall be adopted as soon as is feasible to ensure sufficient lead time.

Lake-Sumter State College, in conjunction with the college bookstore, shall post prominently in the course registration system and on its website, as early as is feasible, but at least 45 days before the first day of class for each term, a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of all course sections for the upcoming term.

The lists must include the International Standard Book Number (ISBN) for each required and recommended textbook and instructional material or other identifying information, which must include, at a minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbooks or instructional materials required for each course. Pursuant to Section 1004.085 (6), Florida Statutes, for those classes added after the forty-five (45) day posting deadline, the College shall post textbook information on the website immediately as such information becomes available.

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>12</td>
<td>1.95%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>2</td>
<td>0.34%</td>
</tr>
</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Faculty Grants for Development of Textbooks
Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections

15
SCF Manatee-Sarasota has separate selection requirements for used and new textbooks and materials, as follows:

- Previously used textbooks are automatically pre-approved for continuous use, helping to preserve a strong used and rental market for those textbooks.
- New text adoptions (including change in title, new edition, additional material) require written certification from the faculty member submitting the adoption or the department, followed by an approval for the change by the appropriate Dean or Department head.
- Ongoing working groups comprised of faculty and administration, have eliminated previously identified “wide” cost variances in general education and high enrollment courses.
Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

SCF Manatee-Sarasota has developed the following procedures to ensure the appropriate notification of texts and materials:

• All textbooks must be adopted at least 75 days prior to the start of the semester in which the textbook will be used to ensure the bookstore says adequate time to procure the content at the lowest price.

• A list of all required text books is posted to the college website at least 45 days prior to the start of the following term. Click here for link.

• As faculty adopt books using the bookstore system of adoption, the adoption simultaneously appears in SCF’s course registration system. Enabling students to have real time notification of required materials as the choose their classes.

• Departments must submit written certification with dean/department head’s approval to the bookstore considering the following factors when adopting new materials:
  • Is the textbook part of a bundle?
  • If the textbook is bundled with supplemental materials, will all components of the bundle be used?
  • Is the text a new edition?
  • Is the old edition available?
  • If the old edition is available, to what extent is the new edition different and more valuable for instructional purposes?
  • Were open access textbooks considered during the selection process?

Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>5</td>
<td>0.1225%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>19</td>
<td>0.465%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>5</td>
<td>0.1225%</td>
</tr>
</tbody>
</table>
Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

Open Educational Resources
Textbook Affordability Committees
Textbook Rentals
Program(s) with No textbook Costs
Faculty Grants for Development of Textbooks
Other (please specify):

Additional cost-saving measures by SCF Manatee-Sarasota include: Price matching through the college bookstore. Initiative for continual use of previous textbooks to grow third party sale and rental market (65.57% of titles from Fall of 2017 are still in use.) The SCF library carries multiple copies of many low and high cost textbooks to provide students with a borrow option at no cost. Presidential Innovation Grant awarded to faculty pursuing the design and development of ENC 1101: Open Education Resource to be available for initial faculty implementation Spring 2019.

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

Purchasing digital textbooks in bulk
Expanding the use of open-access materials
Providing rental options for textbooks and related materials
Increasing the availability and use of affordable digital textbooks and learning objects
Developing mechanisms to assist in buying, renting, selling and sharing textbooks
Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections: 14.58
Q2 Report completed by

Name
Jeffrey Nasse
Phone
jnasse@broward.edu
E-mail
jnasse@broward.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

Broward College’s General Education Pathway Deans and Associate Deans work with faculty to facilitate the textbook adoption process. Currently, the faculty teaching the general education courses have the authority to adopt the instructional materials for the course. Using data provided by the college’s Institutional Research department, the General Education Pathway Deans and Associate Deans work with the District Academic Affairs to determine the cost variance for the general education courses. This data and calculated variance are shared with the instructional faculty and enables academic leadership to have targeted and focused conversations with faculty regarding the textbook adoption process, and inform the faculty on the variations within the course offerings. While we do not have a specific policy, our Open Education Resource initiative supports students by removing the cost of instructional materials for their courses. This initiative saved students a total of 4.2 million dollars during the 17-18 academic year.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

To meet the 75 and 45-day instructional material deadlines, Broward College generates reports at the 90, 85, 75, and 60-day benchmarks to identify any courses that are still pending adoption. The College works with the Faculty Senate to recommend the textbook adoption deadline by 75 days prior to the first day of class to support material costs for students and ensure compliance with the statute. To facilitate the adoption process, faculty and/or Associate Deans use an online software system, “Faculty Enlight”, to select instructional materials. The system requires the faculty/Associate Dean to identify if a text/material is required or recommended. After the adoptions are entered in “Faculty Enlight”, the information is migrated to the bookstore vendor’s system which populates the website for student review.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>113</td>
<td>4%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>334</td>
<td>6%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>174</td>
<td>4%</td>
</tr>
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</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals
- Program(s) with No textbook Costs
- Faculty Grants for Development of Textbooks

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Purchasing digital textbooks in bulk
- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Setting the length of time that textbooks and instructional materials remain in use

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

Percent of sections | 80%
Q1 College

Florida Gateway College

Q2 Report completed by

Name
Brian Dopson
Phone
3867547209
E-mail
brian.dopson@fgc.edu

Q3 What is your institution’s selection process for textbook and instructional materials?

FGC strives to utilize the same textbook for every section of an individual course so that we do not have price variances.

FGC Policy: 6Hx12:04-16 Textbook adoption procedures

1. Faculty member completes textbook adoption/change approval form and submits it to the appropriate supervisor for any new textbook adoption or change in textbook.
2. Appropriate supervisor reviews the proposed textbook change, and sends it forward for consideration by the textbook committee.
3. Textbook committee makes recommendation regarding the proposed textbook change, and communicates back to the appropriate supervisor.
4. Faculty member(s) is notified of approval.
5. All approved textbook changes must be submitted by the appropriate supervisor to the bookstore manager with the textbook requisition form.

Q4 List and describe the policies your institution has implemented regarding the posting of lists of required and recommended textbooks and instructional materials.

FGC Policy: 6Hx12:04-16

The bookstore manager will compile a textbook list for each term using the data submitted on the Textbook Requisition Form by the faculty member or academic dean and will publicize according to State board rule the textbook list via the college website no later than 45 days prior to the date classes begin for that term.
Q5 What is the number and percent of course sections, by semester, that were not able to meet the textbook and instructional materials posting deadlines for the 2017-2018 year? In an Excel file, please list the courses, semester and explain why each was not posted 45 days before the first day of class. Send the file to ChancellorFCS@fldoe.org.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>7</td>
<td>2</td>
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</tbody>
</table>

Q6 Of the following initiatives designed to reduce the cost of textbooks and instructional materials, identify the ones your college offers. (Colleges will be able to check all that apply.)

- Open Educational Resources
- Textbook Affordability Committees
- Textbook Rentals

Q7 Which of the following factors does the college consider when selecting materials through a cost-benefit analysis? (Colleges will be able to check all that apply.)

- Expanding the use of open-access materials
- Providing rental options for textbooks and related materials
- Increasing the availability and use of affordable digital textbooks and learning objects
- Developing mechanisms to assist in buying, renting, selling and sharing textbooks
- Setting the length of time that textbooks and instructional materials remain in use
- Expanding cost-savings for textbooks and instructional materials that a student may realize if...

Q8 What percentage of the college’s general education core courses use open educational resources as an instructional materials option?

| Percent of sections | 13.5 |