

Library Advisory Committee

April 23, 2018

11:00 a.m.

Library 511

Minutes

Present: **Allen**, Frank; **Baker**, Barry; **Beile**, Penny; **Falen**, Thomas; **Hamann**, Kerstin; **Jaskowski**, Selma; **Mejia**, Cynthia; **Murphey**, Missy; **Quelly**, Susan; **Warfield**, Scott; **Wheeler**, Sandra; **Yu**, Xiaoming

Absent: **Buchoff**, Rita; **Carroll**, Pamela; **Gray**, Kyler; **Mayfield-Garcia**, Stefanie; **Reed**, Adam; **Scharf**, Meg; **Vaidyanathan**, Raj; **Walton**, Deedra;

The meeting was called to order shortly after 11:00 a.m.

- Welcome/Introductions: Barry Baker, Director of Libraries, welcomed committee members, and had everyone introduce him/herself.

- UPDATES:

- 21st Century Library Project:

Baker gave a status report.

- o ARC is nearly complete. It has three robotic cranes that retrieve materials from the three-story shell with three rows (6,900 bins). Eventually two more robotic cranes will be added along with two more rows (13,000 bins).
 - o 5th Floor Quiet Zone – was opened for use on Monday, April 16. It was a relatively low key opening. The “Grand Opening” will be some time in August 2018 when the bulk of the students return.
 - o Phase 1a to begin in summer 2018. In this phase a connector building will be constructed, eventually tearing off the Student Union side of floors 1-4 and building the new entrance. When the floors are completed new space will be available and new furniture on each floor. This project will also include connecting the 4th floor of the library and opening up the 4th floor of the ARC making it a learning space/reading room. Anticipated length of time to complete Phase 1a is 14-16 months. Possibly finished in late 2019 or early 2020. Ingesting of materials into the ARC will hopefully begin in July 2018.
 - o The final phase of the 21st Century Library Project will be a complete renovation of each floor of the existing building.

Question re. How Much Time Materials Will Be Unavailable. Allen explained that we have a small team which will be responsible for moving materials from the John C. Hitt Library and putting them into the ARC. Jaskowski noted that the materials will be tracked at every step. When the books are physically no longer available in the library but on their way to the ARC, the catalog record will say “In Transit.” The time between being removed from the shelves and placed in the ARC will only be a matter of a few days (barring unforeseen circumstances). If something is needed immediately, the catalog record will know its whereabouts and staff can be dispatched to retrieve it.

- Downtown Campus Academic Building Library Space:

Allen reported on the Downtown Campus project: the library will have a modest space in academic building on the 2nd floor with seating for about 60 and ~10K volumes. He noted that the library as well as the Downtown Campus will rely heavily on courier service. He is emphasizing the importance of a daily courier. Currently he gets requests to reaffirm the budget we submitted about a year ago. We hope to have the Head Librarian hired by January 2019. That way he or she can start hiring the staff and get a feel for the operations downtown. Digital subscriptions: most will fall under the licensing allowances as all of the UCF Libraries. They may be at least one that will require the purchase of a site license.

Question re. Courier Service. It was suggested that we might approach the College of Engineering about pursuing development of a drone. Allen reiterated we are pushing and anticipating a five-day per week courier.

A comment about another major university's courier service explained that the courier complete circles, moving from one location to another and then back again.

Question re. Locations Courier Service Will Include. It is expected that the courier service would continue to serve the current locations, e.g. Rosen, Connect UCF campuses, etc. It was noted that Lake Nona may be included in the future.

- **New Integrated Library System (ILS) – implementation:**

Jaskowski reporting. The implementation of a new integrated library system for the 40 state universities and colleges has been suspended because Sierra, the system selected, was unable to support the huge consortia of which Florida institutions are a part. We will remain on Aleph, our current system, for the time being. The working groups formerly working on the Sierra implementation will continue looking at the functional specifications needed for a new ILS in anticipation of a new Invitation to Negotiate (ITN) being written. While the expectation was that the ARC would communicate with Sierra, work is now underway to establish that connection to Aleph.

- **STARS (Showcase for Text, Archives, Research, and Scholarship) (IR)**

Jaskowski spoke about STARS, our digital repository. As of April 13, we officially had our one million download, a significant achievement especially in just under three years (July 2015) since it was opened. She offered thanks to the faculty members for their deposits and the librarians who have worked so hard getting the word out about the repository. There will be a celebration of the 1,000,000 downloads sometime in May.

Question re. Number of Faculty & Students Using STARS. Jaskowski did not have those figures on hand but suggested getting in touch with her or Lee Dotson, Digital Services Librarian, who can certainly obtain those figures.

- **Digital Studio:**

Jaskowski reported that the digital studio on the 3rd floor around the corner from the LibTech Desk is nearing completion. Jaskowski noted that our existing presentation practice room, which has been up and operational for sometime, has been upgraded to a one-touch system that will make using it easier. In the works is an editing bay, three 70" TVs that can be used separately or together and can be used for classes, projects and events. The spaces will be reservable as well as just open some of the time. They hope to have it fully operational by fall 2018.

- **Textbook Affordability (TA):**

Beile began with a series of graphs (see attached) pulled together based on the results of a 2016 Florida Virtual Campus (FLVC) survey sent out to the 40 public Florida higher education institutions asking what impacts the cost of textbooks have had on student behaviors. UCF-specific data was obtained, with the 1,975 responses showing that over 50% of students have not purchased textbooks due to cost. Study of the use of Open Educational Resources (OERs) showed an increase in GPAs, enrollment, taking more student hours/classes. When asked what they would do with the extra money from the savings of OER materials, in order of importance: Food, Housing, More Credit Hours.

In summer 2016, librarians and instructional designers began working with faculty to promote no/low cost course materials. To date three models have been pursued: (1) run the textbook list against library holdings and swap out on a one-to one-basis. Very easy to accomplish on faculty member's part; just note on the textbook adoption platform and include the link in syllabus. (2) use existing Open Educational Resources (OER), such as OpenStax, a project based out of Rice University and funded by grants from Mellon and Gates Foundation. This model has been successfully adopted by faculty teaching AMH classes, wherein instructional designers have reordered chapters and embedded the

readings into the Learning Management System (LMS), aka Canvas. (3) create an open text by locating open, copyright favorable course materials. Top three colleges by potential savings are COS, CAH, and COBA. The average textbook cost of those that have transitioned to a free replacement are COBA, \$124; COS, \$108; CAH, \$66; with an overall average of \$99.

Question re. Electronic Books. Beile indicated that the process includes eBooks but that students have the option of printing, or purchasing a print text if offered by OpenStax. Of two copies ordered by the bookstore, one has been sold.

Beile encouraged faculty to contact her with regard to suggestions and to promote donating a copy of the course textbook for reserves in the library.

- QUESTIONS/COMMENTS

Action Items

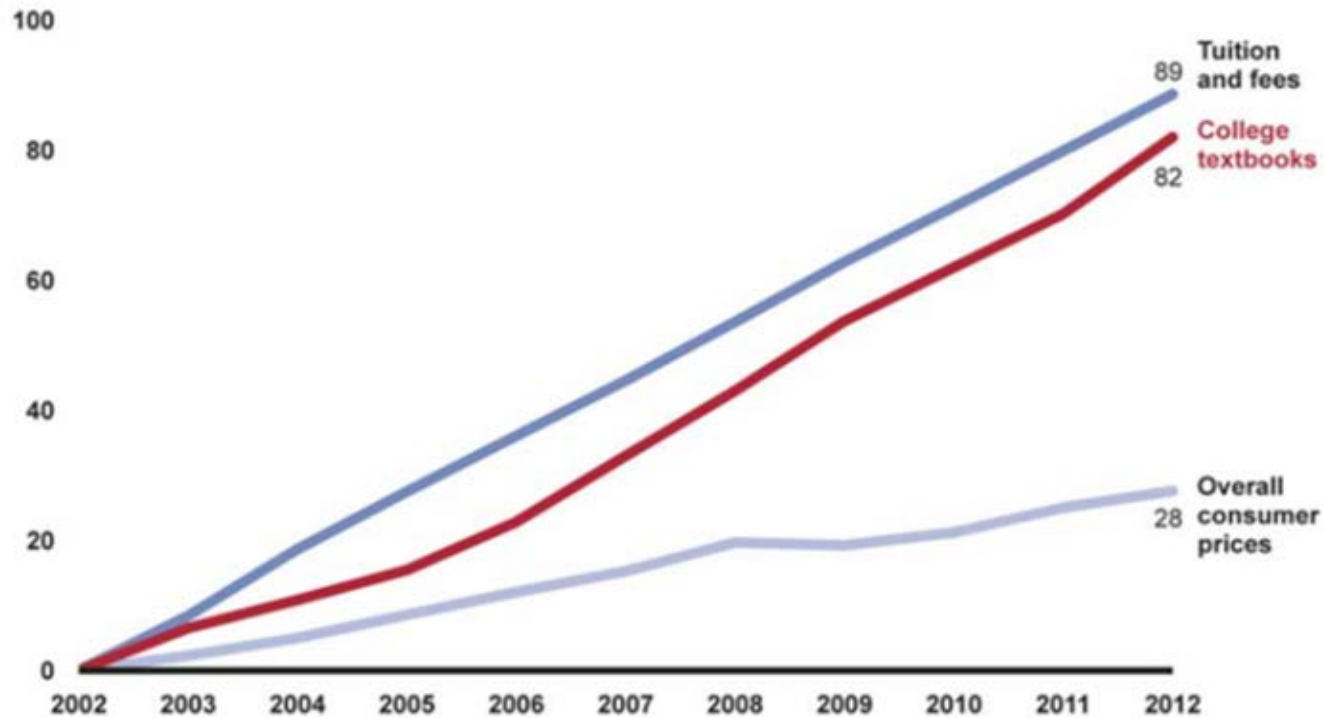
N/A

Meeting adjourned: 12:00 noon

Recorder: Raynette Kibbee

**Textbooks cost.....
sometimes a lot.
The problem and
the promise.**

Increases in New College Textbook Prices by Percentage, 2002-2012



Government Accountability Office

2016 UCF student survey results, n=1,975

% of students indicating that, due to textbook costs, they “frequently” or “occasionally”:

- 53% did not buy the textbook
- 21% did not register for a specific course
- 20% took fewer courses in general
- 19% earned poor grade due to not buying textbook
- 9% dropped and 6% withdrew from a course

Promise of affordable textbooks

- Higher GPA
- Increased retention
- Greater satisfaction
- Increased enrollment intensity
- Reduced time to graduation
- Decreased student debt

Fischer, Hilton, Robinson, and Wiley. (2015). A Multi-institutional study of the impact of Open Textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, 22. <https://link.springer.com/article/10.1007%2Fs12528-015-9101-x>

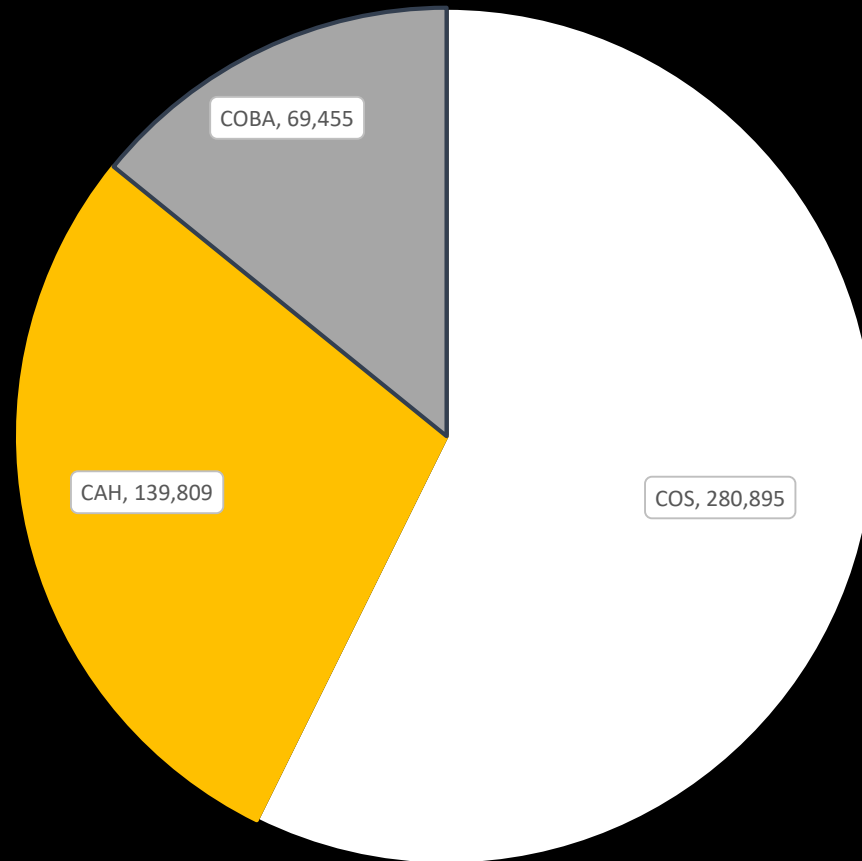
Grassroots efforts: faculty, librarians, IDs

By course level, Summer 2016-Spring 2018

	Unique faculty	Sections	Students	Potential savings
2000	10	39	3,157	359,361
3000	6	7	421	28,050
4000	5	19	815	88,171
5000	3	6	80	5,950
6000	8	25	537	72,843
	32	96	5,010	554,375

Potential savings, by top three colleges

Potential savings, by top three colleges



Cost of textbooks and student behaviors, case study

- 2000 level, GEP elective, CAH
- Traditional text cost \$80, replaced with OER
- Instructor has taught 11 sections over two years, potentially saving 1045 students \$83,600
- Student academic outcomes (IKM), survey and focus group data

Who pays?

- Tuition: fairly equally divided among scholarships/grants (28.9%), parents (28.5%), and financial aid (28.1%), with students contributing only 15% of time.
- Textbooks: parents and students fairly equally divided (31.5% and 30%, respectively), followed by scholarships/grants (20.4%) and financial aid (18.1%). **It appears that students are more likely to bear the responsibility of textbook costs than tuition costs.**

Who pays? ...and why it matters

Students who are at least partially responsible for purchasing their own texts, approximately 30%, are less likely to purchase the course textbook and more likely to not take a course with an expensive textbook than students who are not financially responsible for purchasing their course textbooks.

The relation between how textbooks are paid for and not purchasing a textbook was statistically significant at the .05 level, $\chi^2=15.68$, 8 df, $p=.05$, as was the relation to not taking a course due to textbook cost, $\chi^2=16.56$, 8 df, $p=.04$.

Student outcomes, pre & post

- Two major semesters prior to adoption (n=517), two major semesters post adoption (n=471), found no statistically significant difference between the groups:
 - Receiving DFW grades
 - Completion and withdrawal rates
 - Average grade point earned (pre=2.85, post=2.82)

TA: On the horizon

- Continue to work with faculty to locate high quality, low or no cost course materials
- Institute a print textbook reserve collection
- Streamlined access to booklist for analysis
- Faculty Senate committee / interest
- IKM interest as a PBF metric
- FCTL interest / GEP refresh
- Seek funding for faculty incentives