



Item: III.a.

Thursday, September 28, 2017

**SUBJECT: 2017 TEXTBOOK AND INSTRUCTIONAL MATERIALS AFFORDABILITY  
REPORT**

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**PROPOSED BOARD ACTION**

Approval of the Textbook and Instructional Materials Affordability Report.

**BACKGROUND INFORMATION**

Pursuant to Section 1004.085, Florida Statutes, the Florida Atlantic University Board of Trustees is required to report to Board of Governors by September 30 of each year, the following, as applicable.

- a. The selection process for general education courses with a wide cost variance and high enrollment courses;
- b. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
- c. Policies implemented regarding the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;
- d. The number of courses and course sections that were not able to meet the posting deadline for the previous academic year;
- e. Any additional information determined by the Chancellor.

**IMPLEMENTATION PLAN/DATE**

N/A

**FISCAL IMPLICATIONS**

N/A

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**Supporting Documentation: 2017 Textbook and Instructional Materials Affordability Report**

**Presented by: Dr. Gary Perry, Provost and VP for Academic Affairs**

**Phone: 561-297-3062**

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

Florida Atlantic University  
University Submitting Report

Fall 2016, Spring 2017  
Semester(s) Reported\*

<u>Date Approved by the University Board of Trustees</u>		<u>Signature of Chair, Board of Trustees</u>	<u>Date</u>
<u>Signature of President</u>	<u>Date</u>	<u>Signature of Vice President for Academic Affairs</u>	<u>Date</u>

**\*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.**

*Definitions:*

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

**1) Required and Recommended Textbooks and Instructional Materials for General Education Courses**

**a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).**

*Methodology: Identify the average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.*

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

General education courses at FAU are defined as courses in the Intellectual Foundation Program (IFP). A statistical analysis was done on the costs of all textbooks and instructional materials for these courses; fall 2016 (n=60), spring 2017 (n=74). There were no IFP courses identified with a wide cost variance among course sections for textbooks and instructional materials in fall 2016 or spring 2017.

**b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.**

N/A

**c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).**

The lists below includes course sections that did not require or recommend the purchase of textbooks or instructional materials. The lists only include course sections that indicated this information to the campus bookstore.

*Fall 2016*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Intro. To Anthropology (ANT 2000)	1
Environment and Society (EVR 2017)	2
Film Appreciation (FIL 2000)	6
College Physics (PHY 2053)	2
Global Society (SYP 2450)	2

*Spring 2017*

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Intro. To Anthropology (ANT 2000)	4
Introductory Statistics (STA 2023)	12
Film Appreciation (FIL 2000)	7
Environment and Society (EVR 2017)	1
Global Society (SYP 2450)	1

**d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?**

Courses that are identified as having a wide cost variance are reported to the Dean by the Provost's Office. The Dean will request a written justification for the variance from the department chair. The Dean will review the justification and if deemed to be sufficient, it will be reported to the Provost's Office. If the justification is deemed sufficient by the Provost's Office, it will be included in the yearly Textbook and Instructional Materials Affordability Report. If the justification is deemed to be insufficient by the Dean or the Provost's Office, it will be sent back to the department chair with cost reduction recommendations.

**e) Describe the textbook and instructional materials selection process for general education high enrollment courses.**

*Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.*

Using the methodology above, fall 2016 had 51 high enrollment general education courses and spring had 54 high enrollment general education courses. Textbooks and instructional materials for general education courses with high enrollment are selected three different ways. 1) Departmental faculty committees choose textbooks for particular course sections. 2) Individual faculty members choose textbooks for particular course sections. 3) A combination of faculty committee and individual faculty members choose textbooks for particular course sections (coordinated).

## **2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses**

### **a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.**

The FAU University Bookstore, which is managed by Barnes & Noble, offers cost savings choices in the forms of used, rental, and digital textbooks. Students have the opportunity to purchase textbooks in these formats at a considerable discount compared to the price of purchasing a new textbook.

The bookstore also offers discounts in the form of price matching on textbooks and instructional materials offered from local brick and mortar bookstores and online retailers Amazon and BN.com. If students find a lower price for textbook and instructional materials within seven days of purchasing, the bookstore will refund the price difference. This program includes new retail prices and rental pricing.

Additionally, the university has instituted initiatives to make textbooks and instructional materials available to students who are experiencing financial hardship. There are two options in which students who are experiencing financial hardship can purchase textbooks: The Short Term Advance Program and the FAU Bookstore Line of Credit program. A university monetary advance is available to degree-seeking students enrolled at least half-time at FAU for assistance with purchasing textbooks, instructional materials, emergency funds relating to educational expenses and unanticipated living expenses until the disbursement of financial aid. The maximum loan amount is \$750 with a non-refundable processing of \$7.50 assessed.

Financial Aid recipients may receive a \$400 line of credit for textbook purchases from the FAU Bookstore. The line of credit can be used for online and in-store textbook purchases only. The amount of the line of credit used will be posted as a charge to the student's FAU account. Students who are eligible to participate in this program will be

notified of their eligibility via their FAU email approximately 1 week prior to the start of each semester and may utilize this program through 5 pm Thursday of the semester's drop/add week.

In addition to these programs, the School of Social Work makes a limited number of textbooks available to needy Social Work majors each year. Eligible FAU Social Work students may borrow up to two course textbooks from the School of Social Work and keep the book for the entire semester free of charge.

Similar to the book loaner program in the School of Social Work, students in the Reaching Individual Success and Empowerment (RISE) Program are guaranteed participation in a book loan program for the fall and spring semesters. Each RISE program participant receives 1-3 loaner books each fall and spring semester.

The University Textbook Affordability Committee has served as an organizing committee and channel for communications between FAU faculty, university administrators, and the FAU Bookstore. Traditionally the committee has overseen book adoption processes and worked to improve the book adoption rates for each college. Moving forward the committee will seek to identify options for reducing the costs of textbooks and implement approved options to reduce the costs of course materials to students. Specifically the Textbook Affordability Committee will:

- Develop materials to inform faculty, students, and administrators about the issues related to textbook affordability.
- Present proposals to the Vice Provost and others for review.
- Establish working groups across the university to focus on specific cost saving options for students.
- Implement approved options to reduce costs of course materials to students.
- Gather data documenting efforts and results.
- Develop student satisfaction tracking to quantify key issues, measure trends over time and establish benchmarks that a new solutions can be compared against.
- Report to the Vice Provost each semester and share information about the Committee's activities on an open web site

**b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.**

Through the purchases of used textbooks, renting of new textbooks, renting of used textbooks, and digital textbooks, FAU students have saved \$810,214 year-to-date in 2017. The average cost savings to students has been on average 13.2% of the cost of buying these textbooks at the new retail price. This is an increase in savings of \$16,483 from the previous year.

### **Fall 2016 to Fall 2017**

There was a 2.1% increase in rental textbook availability.

There was a 10% increase in digital textbook availability.

### **Spring 2016 to Spring 2017**

There was a 2.2% decrease in rental textbooks availability.

There was an 8.2% increase in the digital textbook availability.

**c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.**

Data on specific general education course variations was not gathered before the recent enacting of HB 7019. Since the implementation of the new law data is now being collected and a complete comparison of year-to-year semesters data by course will be included in future years Textbook and Instructional Materials Affordability Reports.

### **3) University Policies for the Posting of Textbooks and Instructional Materials**

**a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).**

FAU Regulation 3.004 was promulgated to minimize the cost of textbooks to students while maintaining the quality of instruction and academic freedom. In fall of 2016 this regulation was amended to align with the new BOG regulation 8.003. The policy now stipulates that textbooks shall be adopted no later than sixty (60) days prior to the first day of classes to allow sufficient time for the FAU Bookstore to work with publishers to confirm the availability of the requested materials and to ensure maximum availability of used books. The policy has proven to be effective and for the current fall 2017 semester, 98% of course sections had sent book adoptions to the FAU bookstore prior to the textbook and instructional materials adoption deadline.

The book adoptions process has been streamlined as faculty now utilize Barnes & Noble [FacultyEnlight](#) platform for textbook and course materials adoptions. The adoptions are then fed into FAU's course registration system for all course sections. Students can utilize a searchable website for [FAU Course Materials](#) where students can view required and recommended course materials by term, department, course, and course



section. The website details pricing options for all items including buy new, rent new, rent used, buy used, rent digital, and buy digital options.

In addition to the implementation of FAU regulation 3.004, the university's Textbook Adoption Compliance Committee, which is led by the Provost's Office and comprised of faculty members, administrators, and the university bookstore management, worked to develop a procedure that ensures textbooks are adopted at least sixty (60) days prior to the beginning of the semester. The following procedure is followed for the fall, spring, and summer semesters to maximize compliance:

- The Vice Provost sends an e-mail to the Deans, Department Chairs and Committee members reminding them of the textbook posting compliance requirement. Each semester the e-mail will be distributed seventy-five (75) days prior to the beginning of the term. However for the fall semester, an earlier e-mail will also be distributed three weeks prior to the end of the spring semester so that faculty will be informed of the posting requirement prior to the end of their nine month contract.
- Ninety (90) days prior to the beginning of the term, the Barnes and Noble bookstore will send a "courses without textbooks" list to the department chairs and secretaries, and copy the committee members.
- Seventy-five (75) days prior to the beginning of the term, the Barnes and Noble bookstore will send a "courses without textbooks" list to the department chairs and secretaries, and copy the committee members.
- Sixty-five (65) days prior to the beginning of the term, the Barnes and Noble bookstore will send a "courses without textbooks" list to the department chairs and secretaries, and copy the committee members.
- At the Academic Leadership Team (ALT) meeting just prior to the sixty (60) day FAU window, the Vice Provost will remind the Deans of the FAU, SUS, and statutory deadlines.
- On the day following the ALT meeting, the Vice Provost will send an e-mail to the Deans and the Deans Assistant's reminding them in writing of the sixty (60) day FAU window.
- Two days after the sixty (60) day window, the Vice Provost will send an e-mail to the Deans and the Committee members with a "courses without textbooks" list that are in the "red zone" because these are courses that are out of compliance with the FAU sixty (60) day posting deadline. The Deans will inform the Vice Provost as to how they will follow up with faculty to ensure they meet the forty-five (45) day BOG deadline.
- Fifty (50) days prior to the beginning of the semester, the Vice Provost will contact each Dean with the remaining "courses without textbooks" list as a reminder of the SUS posting deadline.
- Forty-five (45) days prior to the beginning of the semester, the Barnes and Noble bookstore will send a list of faculty who have yet to post their textbooks to determine success in meeting SUS compliance.

**b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?**

FAU Regulation 3.004 has proven to be effective in providing the guidance for faculty and the university bookstore. The textbook adoption procedure that has been developed by the university's Textbook Adoption Compliance Committee has been successfully followed over the past academic year. The committee has been effective in problem solving and providing solutions that have helped academic departments, administration, and the bookstore work together to ensure textbooks and instructional materials are adopted at least forty-five (45) days before the start of the semester.

**c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.**

<b>ADOPTION RATES</b>	<b>Class Start: 8/22/16</b>		
	<b>FALL 2016</b>	<b>Total Adoptions Rec'd</b>	Percentage of Total Adoptions
45-Day Deadline	7/12/16	4,550	98%

<b>ADOPTION RATES</b>	<b>Class Start: 1/9/17</b>		
	<b>SPRING 2017</b>	<b>Total Adoptions Rec'd</b>	Percentage of Total Adoptions
45-Day Deadline	11/25/16	4,148	95%

**d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.**

**Fall 2016**

There were 61 courses (98 course sections) that were unable to meet the textbook and instructional materials posting deadline of forty-five (45) days before the start of the fall 2016 semester, which is about 2% of all course sections.



### **Spring 2017**

There were 115 courses (200 course sections) there were unable to meet the textbook and instructional materials posting deadline of forty-five (45) before the start of the spring 2017 semester, which is about 5% of all course sections.

*Explanation:* The majority of the course sections that were unable to meet the forty-five (45) day posting deadline did not have instructors assigned to teach them at that time. Anticipating course demand, departments added extra sections to the schedule and coordinated teaching assignments as student demand for these courses increased through the registration period.

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

No courses requested or received an exception to the adoption deadline for the fall 2016 or spring 2017 semesters.