Item: II

Tuesday, September 17, 2019

SUBJECT: REQUEST FOR APPROVAL OF THE 2019 TEXTBOOK AND INSTRUCTIONAL MATERIALS AFFORDABILITY REPORT

PROPOSED BOARD ACTION

Request for approval of the Textbook and Instructional Materials Affordability Annual 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 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

Supporting Documentation: 2019 Textbook and Instructional Materials Affordability Annual Report

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

<u>Florida Atlantic University</u>　　　　　　<u>Fall 2018, Spring 2019</u>
　University Submitting Report　　　　　　　Semester(s) Reported*

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

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

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

a) Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.
Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

General Education

Textbooks and instructional materials for general education courses 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.

High Enrollment

Textbooks and instructional materials for high enrollment courses are also selected in the ways listed above. 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.

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

> There were no general education courses that did not require or recommend the purchase of textbooks and instructional materials in Fall 2017, Spring 2018, Fall 2018, or Spring 2019. In the previous year's report several courses were identified as not requiring or recommending the purchase of textbooks and instructional materials in fall 2017. Data collection procedures that have been established with the university's new bookstore vendor, Follett, have enabled more timely and accurate textbook adoptions reporting. It was discovered that there were no general education courses that met this criteria in fall 2017.

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 now managed by Follett, offers costs 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. If students finds their purchased course material at a lower price from a competing retailer, they are eligible to receive the difference in price from the campus bookstore.
>
> **Textbooks on Reserve Program**
> The University Libraries have worked to build a comprehensive reserve collection of course materials available for students to check-out. Student may access the collection via an online tool where they can locate available textbooks by-course and check them out for 3-hour intervals within the University Libraries. The link to the list of available textbooks can be found at: https://libguides.fau.edu/textbooks-reserves.
>
> **Book Loaner Programs**
> The Phyllis and Harvey Sandler School of Social Work makes an increasing 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 department 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 loaner program for the fall and spring semesters. Each RISE program participant receives 1-3 loaner books each fall and spring semester.

Inclusive Access Program
Florida Atlantic University piloted its first inclusive access--first day program in Spring 2019. The FAU inclusive access program pilot provided discounted electronic textbooks and course materials and was available on an opt-in basis to students in 3 courses. Students who opted received their textbooks and course materials electronically by the first-day of the semester in most cases. Students who opted-in received a 40% discount on their course materials. Overall, 89 students participated and saved over $5,000 in total. The university is expanding the program in Fall 2019 and will offer the program to students in 15 additional courses.

Course Materials Discounts
The university has established discount agreements with education software companies that are providing substantial savings to our students. Students who are required or recommended to purchases access to the Top Hat student response system receive an automatic discount if they purchase through the university bookstore. In 2018, over 4,000 FAU students who purchased access to Top Hat at the campus bookstore saved over $20,000 in total. A similar automatic discount agreement has been established with iClicker student response system. In 2018, over 2,000 FAU students who purchased their iClicker through the university bookstore saved $5,898.

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

Through the purchases of used textbooks, renting of new textbooks, renting of used textbooks, and digital textbooks, FAU students saved $912,110 in 2018. The average cost savings to students has been on average 48.9% of the cost of buying these textbooks at the new retail price. This is an increase in savings of $101,896 from the previous year.

*Fall 2017 to Fall 2018
There was an 11% decrease in rental textbook availability.
There was a 10.9% decrease in digital textbook availability.

Spring 2018 to Spring 2019
In spring 2018 the University contracted with a new bookstore vendor. Spring 2018 textbook adoption data included partial information from both vendors so a full analysis of cost savings could not be derived from these two data sets. A Spring 2019 to Spring 2020 cost savings analysis will be provided in next year's Textbook Instructional Materials Affordability report.

The decrease in format availability was impacted by the university's change in bookstore vendor during this year. Fall 2017 data came from the university's former bookstore vendor and Fall 2018 data is from the new vendor.

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

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

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 2016 this regulation was amended to align with the BOG regulation 8.003. The policy 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 additional fifteen (15) days provides a time buffer that allows the institution to ensure that it meets the BOG forty-five (45) day posting deadline.

Textbook adoptions are submitted by faculty members through the university's learning management system, Canvas. The adoptions are entered through the Follett Discover portal, which is linked in Canvas and automatically loads the faculty member's course assignments. As adoptions are submitted they are instantly fed into FAU's course registration system for all course sections. Students utilize a searchable website for <u>FAU Course Materials</u> where they 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 (TACC), which is led by the Provost's Office and comprised of faculty members, administrators, and the University bookstore management, leads the university's textbook adoption

compliance efforts. The committee has overseen the creation of a new Textbook Adoption Dashboard that provides faculty and administrators the ability to track textbook adoptions by college, department, and course. The dashboard has alleviated the need to rely on the university bookstore to provide adoption lists and has enabled college administrators to become more proactive regarding textbook adoption compliance efforts. These policies and procedures ensured that textbooks are adopted in compliance with university and state regulations.

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 compliance efforts that have been led by the University's Textbook Adoption Compliance Committee (TACC) has been successful over the past academic year. Overall, the Committee has been effective in problem solving and providing solutions that have helped academic departments, administration, and the bookstore work together to ensure that the university remains compliant with textbook adoptions regulations.

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

ADOPTION RATES	Class Start: 8/18/18		
	FALL 2018	Total Adoptions Rec'd	Percentage of Total Adoptions
45-Day Deadline	7/3/18	5,913	95.1%

ADOPTION RATES	Class Start: 1/5/19		
	SPRING 2019	Total Adoptions Rec'd	Percentage of Total Adoptions
45-Day Deadline	11/21/18	4,814	97.2%

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 2018
There were 182 courses (294 course sections) that had changes to existing textbook and instructional materials adoptions or were submitted after the posting deadline.

Spring 2019
There were 116 courses (132 course sections) that had changes to existing textbook and instructional materials adoptions or were submitted after the posting deadline.

Explanation: Faculty members made late textbook changes due to the following reasons:
- Submission errors via the Follett Discover portal. In certain cases faculty adoptions were not properly recorded and they were required to resubmit their textbook adoption(s).
- Teaching assignments that were given to the faculty member after the 45-day adoption deadline had passed.
- Faculty who were on medical leave and were physically unable to submit textbook adoptions.
- Changes in accreditation standards that required curricular changes.

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

Fall 2017
No courses requested or received an exception to the adoption deadline.

Spring 2018
Ten (10) course sections requested and received exceptions to the 45-day deadline. Exceptions were granted to faculty members who were given teaching assignments after the 45-day adoption deadline had passed.