Item: <u>VIII.</u>

Tuesday, September 21, 2020

SUBJECT: APPROVAL OF THE 2020 TEXTBOOK AND INSTRUCTIONAL MATERIALS AFFORDABILITY ANNUAL REPORT

PROPOSED COMMITTEE 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 regarding textbook and instructional materials affordability to Board of Governors by September 30 of each year, the following, as applicable.

a. Required and recommended textbooks and instructional materials for general education courses
b. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials
c. University policies for the posting of textbooks and instructional materials

IMPLEMENTATION PLAN/DATE

N/A

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2020 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>
 University Submitting Report

<u>Fall 2019 and Spring 2020</u>
 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

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**
> FAU offered 924 general education courses in fall 2019 and 656 in spring 2020.Textbooks and instructional materials for general education courses are selected three different ways. 1) Departmental faculty committees choose textbooks 2) Individual faculty members choose textbooks 3) A combination of faculty committee and individual faculty members choose textbooks.
>
> **High Enrollment**
> There were 39 high enrollment general education courses in fall 2019 and 38 in spring 2020.Textbooks and instructional materials for high enrollment courses are also selected similarly to general education courses. 1) Departmental faculty committees choose textbooks 2) Individual faculty members choose textbooks 3) A combination of faculty committee and individual faculty members choose textbooks.

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 2019 and Spring 2020.

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 offers various costs savings choices in the forms of new, rent new, rent used, buy used, rent digital, and buy digital textbook options. Students can purchase textbooks in formats that will afford them 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 find 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.

Like 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 has implemented the FAU Inclusive Access Program every semester for a select number of courses since spring 2019. The FAU inclusive access program provides discounted electronic textbooks and course materials and is available on an opt-in basis to students in courses where faculty members have agreed to participate. Students who opt-in receive their textbooks and course materials electronically by the first day of the semester in most cases. The students receive a 40% discount on their course materials.

Fall 2019
The fall 2019 inclusive access program included 26 course sections where 707 students opted-in to participate and collectively saved $51,123.06.

Spring 2020
The spring 2020 inclusive access program included 49 courses where 1,551 students opted-in to participate and collectively saved $94,131.39.

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 the 2019-20 academic year over 4,400 FAU students who purchased access to Top Hat at the campus bookstore saved over $22,000 in total. A similar automatic discount agreement has been established with iClicker student response system. In the 2019-20 academic year, over 4,000 FAU students who purchased their iClicker through the university bookstore saved almost $10,000.

b. Is the opt-in provision an initiative implemented by the institution for the purchase of student materials? If yes, describe the impact this has this had on student cost savings, if any.

The FAU Inclusive Access Program is the opt-in provision implemented by FAU for the purchase of student materials. The program is offered in coordination with university bookstore provider Follett. The total student cost savings from participation in the opt-in provision in fall 2019 and spring 2020 is $145,254.45

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 FAU Course Materials 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) comprised of faculty members, administrators, and the University bookstore management, leads the university's textbook adoption compliance efforts.

A new electronic Textbook Adoption Dashboard was created in summer 2019 that provides real-time textbook adoption information and lists adoption statuses by college, department, course section, and instructor. This new dashboard which is available to all faculty and staff enables users to monitor adoption statuses in real-time and helps alleviate confusion over where courses are in the textbook adoption process.

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

FAU's policies and procedures are effective in meeting the reporting requirements (see recent reporting outcomes below).

Fall 2018
Posting Deadline: 7/3/2018
Total Adoptions Received: 5,913
Adoption Rate: 95%

Spring 2019
Posting Deadline: 11/21/2018
Total Adoptions Received: 4,814
Adoption Rate: 97%

Fall 2019
Posting Deadline: 7/3/2019
Total Adoptions Received: 6,616
Adoption Rate: 96%

Spring 2020
Posting Deadline: 11/27/2019
Total Adoptions Received: 5,080
Adoption Rate: 97%

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.

ADOPTION RATES	Class Start: 8/17/19		
	FALL 2019	**Total Adoptions Rec'd**	Percentage of Total Adoptions
45-Day Deadline	7/3/19	6,616	95.6%

ADOPTION RATES	Class Start: 1/11/2020		
	SPRING 2020	**Total Adoptions Rec'd**	Percentage of Total Adoptions
45-Day Deadline	11/27/19	5,080	96.9%

d. Report the number of course sections and the total percentage of course sections that necessitated change(s) in materials after the posting deadline. Provide an explanation for the change(s) in materials after the required deadline.

e. 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.

(answers provided to satisfy both questions d. and e.)

Fall 2019
There were 235 (4.3%) course sections where late adoptions occurred/ a textbook or instructional material change was made after the posting deadline.

Spring 2020
There were 169 courses (3.1%) course sections where late adoptions occurred/ a textbook or instructional material change was made after the posting deadline.

- Faculty experienced errors when they submitted their textbooks electronically via the Follett Discover portal. In certain cases, faculty adoptions were not

properly recorded by the bookstore and they were required to resubmit their textbook adoption.
- Changes in accreditation standards that required curricular changes.
- 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.*

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

Fall 2019
354 course sections that provided instruction based on individual student needs (e.g., audition/performance, directed independent study, research topic) were provided exceptions to the fall 2019 posting deadline.

Spring 2020
411 course sections that provided instruction based on individual student needs (e.g., audition/performance, directed independent study, research topic) were provided exceptions to the spring 2020 posting deadline.