

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

Florida A&M University University Submitting Report November 30, 2017	Fall 2016 and Spring 2017 Semester(s) Reported*
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees
Signature of President	Signature of Vice President for Academic Affairs
10/17/17	12/7/17
Date	Date
10/17/17	10/17/17
Date	Date

***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 average 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 median 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

For Fall 2016, FAMU used the following definitions to determine wide-cost variance. Average cost was not calculated in the report submitted to the BOG September 2016.

- Wide-cost variance within FAMU's general education courses was determined by using absolute cost of the difference between the highest costs of new textbooks and instructional materials (New Price Sum) required for a course by section. The calculation was based on the number of required new textbooks and

instructional materials as determined by the associated ISBN number (ISBN Count) and the sum of the new price for textbooks and instructional materials.

- The sum of the new price of textbooks and instructional materials was used to determine the total cost by each section and the maximum and minimum (New Price Min) costs for each section of a course.
- The variance (New Price Variance) was calculated by taking the maximum cost of new textbooks and instructional materials per course section minus the minimum costs per course section.
 - Wide-cost variance: courses with a cost variance of greater than or equal to ten percent (10%);
 - Low-cost variance: courses with a cost variance less than ten percent (10%) and greater than zero percent (0%); and
 - Zero-cost variance: courses with a cost variance equal to zero percent (0%) variance.

This logic was applied to all general education courses offered at FAMU using data generated by Barnes & Nobles and FAMU Information Technology Services for Fall 2016.

For the Fall 2017 reporting cycle, FAMU took all of the general education courses reported with wide-cost variance from the September 2016 report and then calculated the median cost to determine if any of those sections met the new definition of wide-cost variance (*\$200 or more above the median*). Only those sections are shown below.

Fall 2016

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
AMH 2091	Introduction to African-American History	15	21	<i>Required</i>	\$260.94	\$193.51
AMH 2091	Introduction to African-American History	4	21	<i>Required</i>	\$260.94	\$193.51
AMH 2091	Introduction to African-American History	8	21	<i>Required</i>	\$260.94	\$193.51
AMH 2091	Introduction to African-American History	14	21	<i>Required</i>	\$260.94	\$174.26
ENC 1102	Freshman Communicative Skills II	31	23	<i>Required</i>	\$108.83	\$199.42
POS 2041	American National Government	4	4	<i>Required</i>	\$361.29	\$420.06

Spring 2017

No general education courses possessed a wide cost variance.

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.

Currently, individual faculty members select most textbooks, a practice consistent with the University’s policy on academic freedom providing faculty individualized choices regarding pedagogy. This practice applies to all textbooks and instructional materials, including general education courses with wide cost variance. All faculty are encouraged to consider using a standard book for all sections of introductory level courses and some departments have begun adopting this practice. Additionally, the Division of Academic Affairs instituted the FAMU Textbook Affordability Committee (TAC) in response to ensure continued compliance with the State’s mandate on textbook affordability. This committee meets monthly during each academic year to discuss university guidelines and procedures regarding Textbook Adoption and Affordability. A particular focus of the committee is to provide recommendations on initiatives designed to provide affordable textbooks and instructional materials to our students among all courses. In conjunction, the Division of Academic Affairs reviews the data of general education courses with wide cost variance each semester to determine if action and follow-up is needed.

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).

Fall 2016

Spring 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections	Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
AMH 2010 – U.S. History: 1492-1865	1	BSC 1010 - General Biology I	1
BSC 1010 - General Biology I	1	BSC 1010L - General Biology I Lab	1
BSC 1010L - General Biology I Lab	5	BSC 1011L - General Biology II Lab	4
CGS 2060CE - Introduction to Microcomputer Applications	3	CGS 2060C/CGS 2060E - Introduction to Microcomputer Applications	5
EVR 1001 - Introduction to Environmental Science	1	ENC 1102 - Freshman Communicative Skills II	1
PHI 3601 - Ethics	2	LIT 2110 - Introduction to Literature I	1
THE 3235 - Contemporary Black Theatre	1	MUL 2010 - Introduction to Music I	3
		PHI 2010 - Introduction to Philosophy I	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 have been identified as having wide cost variance are reviewed by the Division of Academic Affairs and then sent to the deans and departmental chairs along with the associated faculty members. If after review of the data, a department determines that a textbook should still be used in light of the cost, the department chair must submit an appropriate justification to the respective dean where the general education course is housed. The dean then forwards a recommendation to the TAC for review and final approval.

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.

FAMU faculty members select most textbooks, a practice consistent with the University's policy on academic freedom providing faculty individualized choices regarding pedagogy. This practice applies to all textbooks and instructional materials, including general education courses with high enrollment courses. While FAMU faculty select most textbooks, department chairs have engaged faculty, who are teaching the general education courses to come together collectively to select the appropriate textbooks for each academic year. Faculty are fully informed of the Textbook Affordability policy and there has been greater buy-in among faculty to implement cost-saving benefits to students. As a result, some programs have begun adopting the practice of standardizing textbooks across all sections of general education courses taught within select departments.

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 following initiatives have been implemented as part of FAMU's efforts to reduce the cost of textbooks and instructional materials for its students.

1. The University established textbook adoption timelines for each term and requirements for posting textbook listings to the University bookstore portal prior to the first day of class.
2. Each department within FAMU colleges and schools are required to submit a Course Book Information Request each term that must be approved by the Dean or Department Chair. Part of the process includes confirmation that all required

items ordered both individually and bundled are essential for the courses, and that each faculty member has provided a strong justification for ordering the newest edition of any textbooks. No textbook adoptions are accepted unless they are submitted on the Course Book Information Request form.

3. FAMU Bookstore staff review sales history of each textbook to determine the quantity of textbooks to order and the number of books they can reserve to buy back from students. This allows the bookstore team to maximize used book sourcing to save students dollars on textbooks.
4. The FAMU Bookstore portal is updated nightly with course and book information to ensure the accuracy of faculty requested textbook and instructional materials and to provide immediate student access.
5. During the 2010 fall semester, FAMU implemented "registration integration", a process used to provide students with textbook information upon registration. This process eliminated the need to search for books one course at a time and provided students with the assurance that they were purchasing the right book for the right course. Through the link, students can decide which books they want to purchase and in what format based on costs.
6. In 2011, the University implemented the textbook rental program. Prior to 2011, FAMU students were provided with three options to purchase textbooks: new, used, and digital textbooks (e-books).
7. The University established a process where students are issued book vouchers to obtain required textbooks and instructional materials while they are waiting on their financial aid to be issued.
8. The University Library has purchased several copies of general education textbooks that students can check out on a 4-hour interval per day.
9. The Division of Academic Affairs initiated a monitoring process Fall 2016 to ensure that departments are in compliance with FAMU regulations and guidelines on textbook adoption and that textbooks are ordered in a timely manner and justification is provided when a textbook is not ordered.
10. The FAMU Textbook Affordability Committee (TAC) is examining the idea of purchasing several mathematic textbooks (College Algebra, Calculus I, Liberal Arts Math I and II, as well as Introduction to Statistics) for students. The textbooks would not change for a two-year period to reduce cost and provide savings to FAMU students.

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.

The actual cost savings for purchased textbooks and instructional material between the Fall 2016/Fall 2017 and Spring 2016/Spring 2017 are not available to determine a reduction in cost variance among different sections of the same general education course. However, it appears that with the availability to purchase new and used rented textbooks, as well as digital textbooks that a substantial savings has been forwarded to

the FAMU students. Generally, used textbooks save students up to 25% off the new book price, print rentals save students over 50% off the textbook price, and e-textbooks save students up to 60% off the new print price.

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.

Further analysis will be employed to determine any cost variance reduction between subsequent semesters.

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).

In accordance with FAMU Board of Trustees Regulation 4.105 Textbook Affordability, textbook adoption deadlines are specified for each term are set no later than 45 days prior to the first day of class for each term to meet new posting requirements resulting from HB 7019, Postsecondary Access and Affordability, that now requires that costs of textbooks and instructional materials be posted at least 45 days prior to the first day of class.

Under current policy guidelines, the instructor or academic department must attach a declaration to the textbook order form acknowledging the extent to which a new edition differs significantly and substantively from earlier versions and the value of changing to a new edition; and the intent to use all items ordered, including each individual item sold as part of a bundled package before a textbook is adopted. Textbooks placed by the adoption deadline are posted on the FAMU Bookstore (Banes & Nobles), as well as the Academic Affairs (Faculty Resource webpage) websites 30 days prior to the first day of class for each term. The posted textbook list includes all authors listed, publishers, edition number, ISBN, copyright date, published date, and other relevant information for each required textbook. Course materials can be ordered exclusively through the FAMU Bookstore's website at famu.bncollege.com. A student can find the course materials by selecting the term, department, course and section on the webpage. After the selection of the required textbook and/or instructional materials, one can purchase "new" "used" "rent new" "rent used" or "digital" textbooks. The bookstore has also provided the opportunity to price match textbooks.

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?

Many of the policies have been effective in meeting the reporting requirement. However, another layer of supervision has been added by the Division of Academic Affairs that now requires each college and school to designate a staff representative who is responsible for overseeing the textbook adoption process to ensure that faculty are meeting the University deadlines associated with textbook affordability. It is anticipated that the additional level of supervision will increase faculty and staff compliance within their respective academic units to adopt their textbook and/or instructional material before each term deadline.

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.

Approximately ninety-eight percent (98%), of all courses and course sections including general education courses, for **Fall 2016** met the University's deadline of July 7th for posting textbooks and instructional materials.

Approximately ninety-five percent (95%) of all courses and course sections, including general education courses, for **Spring 2017** met the University's deadline of November 22nd for posting textbooks and instructional materials.

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.

Approximately, two-percent (2%) of all courses and course sections including general education courses, for **Fall 2016** did not meet the University's deadline of July 7th for posting textbooks and instructional materials.

Approximately, five percent (4.7%) of all courses and course sections, including general education courses, for **Spring 2017** did not meet the University's deadline of November 22nd for posting textbooks and instructional materials.

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

There were a few requests for exceptions by faculty or designee of a college or school to the reporting deadline. Exceptions were granted for the following reasons:

- New faculty was hired after the University deadline for posting textbooks and instructional materials.
- Course schedules changed for some faculty after the posting deadline.
- Course was no longer being offered.
- No textbooks were required for the course.

FAMU policies are effective in meeting the reporting requirement for Textbook Adoption and Affordability. For Fall 2016, ninety-eight percent (98%) of all courses and course sections met the July 7th deadline for textbook posting for Fall 2016. Spring 2017, 95% of all courses meet the November 22nd deadline, meeting the threshold. FAMU will continue to pursue opportunities to diminish textbook costs and cost variances as part of its student success strategy.