

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

Florida A&M University	Fall 2017 and Spring 2018
University Submitting Report	Semester(s) Reported*
December 7, 2018	12/13/18
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees Date
12/12/18	12/11/18
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.

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

After determining the median average cost for all required and recommended textbooks and instructional materials, no wide cost variances of \$200 or more were identify for any course sections for the General Education courses during the Fall 2017 and Spring 2018 semesters.

Fall 2016

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
N/A						

Explanation:

Spring 2017

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
CHM 1045	General Chemistry I	1	5	Req.	\$215.13	\$245.70

Explanation:

Fall 2017

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
N/A						

Explanation:

Spring 2018

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
N/A						

Explanation:

- 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.

Consistent with the University's policy on academic freedom, individual faculty members select their own textbooks. This practice applies to all textbooks and instructional materials. However,

with all general education courses, department chairs have established a practice where faculty would make a decision to use a standard textbook(s) and/or instructional material(s) for all sections of introductory level courses to be in compliance of the wide cost variance. 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 twice a semester to discuss university guidelines and procedures regarding Textbook Adoption and Affordability. This committee is comprised of the deans for Science and Technology & Social Sciences, Arts and Humanities, and their chairperson, AVP for Undergraduate Education, Director of Program Quality and a representative from Barnes & Nobles. 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. The Division of Academic Affairs reviews the data of general education courses with wide cost variance each semester to determine if any 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

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
BSC 1010L - General Biology I Lab	5 (L07)
BSC 1011L - General Biology II Lab	4 (L02) (L03) (L04) (L05)
PHI 3601/3601HB - Ethics	2 (2-3601) (501-HB)

Spring 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
BSC 1011L - General Biology II Lab	9 (L01) (L02) (L03) (L04) (L06) (L07) (L08) (L10) (L13)
EVR 1001 - Fundamentals of Environmental Sciences	1 (3)
LIT 2110 - Introduction to Literature I	1 (6)
MUL 2010 - Introduction to Music I	3 (1) (2) (3)
PHI 3601H / 3601HB - Ethics	2 (501-H) (501-HB)

Fall 2017

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
BSC 1011L – General Biology Lab II	3 (L02) (L03) (L04)
PHI 2010 / 2010HB – Introduction to Philosophy	2 (4-2010) (501-HB)

Spring 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
EVR 1001 – Fundamentals of Environmental Sciences	2 (2) (4)
LIT 2110 – Introduction to Literature I	1 (6)
MUL 2010 – Introduction to Music I	2 (2) (3)
THE 3113 – Theatre History II	1 (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?

No courses were identified for the Fall 2017 and Spring 2018 semester as having wide cost variance. Deans and department chairs have been very proactive to inform faculty during their meetings to reduce wide cost variance among different sections of the same general education courses. However, courses that may be in question in the future as having wide cost variance would be reviewed by the Division of Academic Affairs. The data would be sent to the deans and department chairs along with the associated faculty member for discussion. Upon further review of the data, the department chair must submit an appropriate justification to the respective dean where the general education course is housed. The dean would then forward the 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.

The majority of the textbooks are chosen by the university faculty. FAMU's policy on academic freedom provides faculty with 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 Division of Academic Affairs has established a taskforce to identify ways of lowering textbook cost. Representatives from each academic unit along with a person from instructional technology and university library comprise the committee. The committee will be identifying various mechanisms (i.e. Online Educational Resources (OER), Cengage.com and others) to discuss at 2-3 faculty forums over the Fall 2018 and early Spring 2019 semesters.*
- 2. The University has established textbook adoption timelines for each term and requirements for posting textbook listings to the University bookstore portal 47-50 days prior to the first day of class.*
- 3. 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. No textbook adoptions are accepted unless they are submitted on the Course Book Information Request form.*
- 4. 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.*
- 5. The FAMU Bookstore portal is updated nightly to show the accuracy for faculty adoption of textbooks and instructional materials. Posting dates occurs within 24-48 hours after adoption to ensure students have access to compare prices of the textbooks through other vendors.*
- 6. 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.*
- 7. 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).*

8. *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.*
9. *The University Library has purchased several copies of general education textbooks that students can check out on a 4-hour interval per day.*
10. *The Division of Academic Affairs initiated a monitoring process for the Fall 2016 semester. Each academic department was in compliance with the FAMU regulations and guidelines on textbook adoption, as well as adopting textbooks in a timely manner. Justification were also requested if a textbooks were not ordered before the deadlines.*
11. *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.

Florida A&M University performed a cost saving analysis between the Fall 2016 vs. Fall 2017 semester based off of the BOG template that will be used to measure the cost of attendance. The Fall 2016 semester had the actual cost percentage at 40.31% vs. Fall 2017 semester at 35.88%. The National Average per School for the 2017-2018 academic year was 41.67%. Florida A&M University had an institutional % difference applied to the National Average was -4.58%. The final institutional cost per school for performance-based funding #3 of 37.09%.

The University compliance with the wide cost variance may have contributed to reducing textbook cost from the Fall 2016 to Fall 2017 and the Spring 2017 to Spring 2018 semesters. Moreover, it appears that with the availability to purchase new and used rented textbooks, as well as digital textbooks may have produced some savings for the FAMU students.

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.

With the strategies that were put in place, all textbooks and instructional materials did not display wide cost variances. During the Spring 2017 semester, CHM 1045 (General Chemistry I) had one section that exhibited a wide cost variance. The intervention with the department chair and dean provided a reversal for the Chemistry during the Fall 2017 and Spring 2018 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 45 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. The additional layer of supervision that was added by the Division of Academic Affairs was extremely helpful in FAMU meeting its reporting requirements. Each college and school designated 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. The increased level of supervision has enhanced faculty and staff compliance within their respective academic units to adopt their textbook and/or instructional material before each term deadline (October 1st = Spring semester; February 1st = Summer semester; and April 1st = Fall 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.

Approximately ninety-six percent (96.37%) of all courses and course sections including general education courses (2,616), for the Fall 2017 semester met the University's deadline of July 14th for adopting and posting textbooks and instructional materials.

Approximately ninety-six percent (96.2%) of all courses and course sections including general education courses (2,563), for the Spring 2018 semester met the University's deadline of November 14th for adopting and 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, three percent (3.63%) of all courses and course sections including general education courses (99), for the Fall 2017 semester did not met the University's deadline of July 14th for adopting and posting textbooks and instructional materials.

Approximately, three percent (3.8%) of all courses and course sections including general education courses (101), for the Spring 2018 semester did not met the University's deadline of November 14th for adopting and 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.*
- *Courses were no longer being offered.*
- *No textbooks were required for the courses.*

Many of the policies and strategies that were implemented aided in FAMU meeting the reporting requirement for the Textbook Adoption and Affordability. The Fall 2017, Spring 2018 and Summer 2018 semesters reported above the 95% adoption and posting dates of 45 days before the start of the first day of classes. FAMU will continue to pursue opportunities to diminish textbook costs and cost variance as part of its student success overall strategy.