



University Textbook and Instructional Materials Affordability Report

Fall 2017



SUMMARY OF UNIVERSITY TEXTBOOK AND INSTRUCTIONAL MATERIALS AFFORDABILITY REPORTS FALL 2017

House Bill 7019 was passed during the 2016 Legislative Session (Chapter 2016-236, Laws of Florida). The legislation amended section 1004.085, Florida Statutes, establishing new requirements regarding the textbook and instructional materials adoption process at public colleges and universities in Florida. Each institution in the State University System is now required to submit an annual report by September 30 of each year, beginning in 2016, to the Chancellor of the State University System that addresses the following:

- The selection process for textbooks and instructional materials for general education courses identified with a wide cost variance and those with high enrollments;
- Specific initiatives of each university designed to reduce the costs of textbooks and instructional materials;
- University policies implemented for the posting of textbooks and instructional materials information for students; and
- The number of courses and course sections that were unable to meet the textbook and instructional materials posting deadline in the previous academic year.

Several challenges were identified with the implementation process and completion of the first Textbook and Instructional Materials affordability report in 2016. The system-wide Textbook and Instructional Materials Affordability Workgroup and Board of Governors staff addressed these challenges for the current report in order to provide greater consistency in system-wide reporting by:

- Defining wide-cost variance by a common dollar amount;
- Establishing a system-wide methodology for determining wide-cost variance by course section;
- Establishing a uniform threshold to determine high enrollment courses;
- Establishing consistency in the reporting of courses that do not require textbooks and instructional materials; and
- Establishing consistency in reporting the percentage of course sections that meet and do not meet the 45-day posting deadline.

The following is a narrative summary of the 2017 university reports. Individual university reports are available upon request.

Textbook and Instructional Materials Selection Process for General Education Courses

For general education courses, the universities reported that individual faculty members select materials for course assignments. Several universities reported that some departments select materials as a committee/department or as a coordinated effort between a faculty committee/program coordinator and individual faculty members. Two universities reported



that all sections within a general education course use the same textbooks and/or instructional materials.

Specific Initiatives Designed to Reduce Costs

Universities reported a variety of initiatives to reduce the cost of textbook and instructional materials. Some of these initiatives are outlined below, and more detail is available in the individual reports.

- Faculty-Focused Initiatives:
 - o Requiring approval of course materials information by each department Dean
 - o Reviewing sales history and informing faculty members of options and costs for course materials
 - o Sending automatic reminders through email to faculty members and administrators
 - o Expanding the use of common materials
 - o Developing instructional materials in the departments and assisting faculty in locating open-access and alternative materials
 - o Piloting sequential e-textbooks, open access interactive instructional materials, and digital delivery
- Student-Focused Initiatives:
 - o Providing information on text and instructional materials prior to/at registration
 - o Establishing textbook loan programs and lending libraries
 - o Providing no-cost instructional materials on reserve
 - o Maintaining current information on the bookstore portal
- Initiation of New University-wide Programs:
 - o FSU Libraries Alternative Textbook Grant Program to support the development of open or library-licensed course materials that are free and available to students
 - o OpenStax Institutional Partner Program (FIU) to increase the use of open educational resources
 - o Affordability Counts Initiative (FIU) to lower the cost for hybrid and fully online course materials to \$60 or less for 3 credit hour courses
 - o E-Books for the Classroom + (USF) to provide open access to over 500,000 e-books
 - o UWF Textbook Affordability Program to provide one copy of each textbook required for all undergraduate courses for loan through the library
- University Bookstore Student Assistance Programs:
 - o Using a variety of formats including new, used, and digital
 - o Providing textbook rental programs
 - o Allowing a line of credit/book vouchers for students awaiting financial aid
 - o Implementing bookstore price-matching programs



University Policies and Processes for Posting Information for Students

Universities reported the following policies and processes for ensuring the textbook and instructional materials posting requirement is met:

- Amending each university textbook and instructional materials regulation to align with the amended Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability;
- Frequent e-mail communication with faculty including reminders and lists of courses without textbooks; and
- Monitoring compliance of the posting of information for required course materials on the university websites.

Course Sections Meeting and Not Meeting the 45 Day Posting Requirement

The amended statute, effective July 1, 2016, requires universities to post a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95% of all courses and course sections at least 45 days prior to the start of classes for each term. For the 2017 report, 5 of the 12 State University System institutions met the 95 percent threshold for the Fall 2016 semester, with an increase of 9 of the 12 State University System institutions meeting the requirement for the Spring 2017 semester.

	Fall 2016	Fall 2016	Spring 2017	Spring 2017
UNIVERSITY	NOT MET	MET	NOT MET	MET
FAMU	73 (2%)	3,034 (98%)	4.7%*	95.3%*
FAU	98 (2%)	4,550 (98%)	200 (5%)	4,148 (95%)
FGCU	228 (10.8%)	1,802 (89.2%)	38 (2.6%)	1,413 (97.4%)
FIU	1,468 (20.67%)	5,631 (79.3%)	367 (4.7%)	7,409 (95.3%)
FL POLY	72 (30%)	305 (70%)	39 (18%)	255 (82%)
FSU	478 (7.59%)	5,816 (92.41%)	47 (0.74%)	6,266 (99.27%)
NCF	2 (1.1%)	177 (98.9%)	8 (4.3%)	179 (95.7%)
UCF	1,480 (24%)	4,784 (76%)	673 (11%)	5,448 (89%)
UF	485 (4.7%)	9,817 (95.3%)	351 (3.4%)	9,922 (96.6%)
UNF	345 (12%)	2,568 (88%)	388 (14%)	2,373 (86%)



USF	897 (14.6%)	5,245 (85.4%)	275 (4.7%)	5,597 (95.3%)
UWF	20 (0.89%)	2,208 (99.11%)	60 (2.65%)	2,146 (97.35%)

**FAMU did not provide the number of course sections.*

Note¹: With the legislative requirements of House Bill 7019 taking effect July 1, 2016, the requirement for posting 45 days prior to the first day of the Fall 2016 semester constrained full compliance (previously a 30-day requirement).

Note²: Some data from the Fall 2016 report was updated by universities for this report to align with the established definitions (e.g., an instructor of record not determined prior to deadline; courses created less than 45 days before the first day of class; courses meeting student individual needs such as directed independent study, research topic, performance courses; use of open educational resources; compliance in reporting).

Next Steps

The 2017 annual report is the first to provide data for a full academic year. The 2018 annual report will compare Fall semester to Fall semester data and Spring semester to Spring semester as course sequencing typically follows this pattern. This semester-to-semester comparison will allow for the determination of any reduction in cost variance, as well as the average cost savings resulting from the implementation of cost reduction initiatives.