

**College and Textbook
Affordability in the
Florida College System
2023**

November 2023

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Introduction

Florida College System (FCS) institutions are among the nation’s best public colleges. They provide open access to higher education and provide the primary access point to undergraduate education for many Floridians, including recent high school graduates and returning adult students. The 28 member colleges respond quickly and efficiently to meet the demands of employers by aligning certificate and degree programs with regional workforce needs.

In accordance with Section (s.) 1001.60, Florida Statutes (F.S.), the FCS provides a cost-effective and efficient avenue for raising the state’s educational level and economic status of Florida citizens. To keep college affordable, FCS institutions developed multiple initiatives that reduced costs and increased strategies that promote affordability.

This report is submitted in accordance with s. 1004.084, F.S., by identifying and sharing institutional strategies that promote college affordability for all FCS students. In addition, this report includes sections on current practices for the selection of textbooks and cost-saving innovations in accordance with s. 1004.085(7), F.S. This report combines the college and textbook affordability requirements, which were merged to increase efficiencies and streamline college reporting.

To better understand college and textbook affordability, the Division of Florida Colleges (division) analyzed quantitative data from federal and statewide datasets. Additionally, the division disseminated a survey to collect quantitative and qualitative data from the 28 institutions in the FCS (Appendix A). The report is divided into three sections: tuition and fees, financial assistance and textbook affordability.

Tuition and Fees

FCS institutions are some of the most affordably priced options for higher education in Florida. To provide affordable higher education to FCS students, institutions are committed to different strategies and programs that promote affordability, including reducing tuition or holding tuition flat, steps they have taken in recent years. Additionally, FCS institutions regularly review course fees as required in s. 1009.23, F.S. Such evaluations may result in the reduction or elimination of student fees.

In the following section, affordability data related to institutions' cost per credit hour, student tuition and fees, and cohort default rates over the last three years are presented. These data are from various publicly available sources including the FCS Fact Book, the Integrated Postsecondary Education Data System (IPEDS) and the U.S. Department of Education's Federal Student Aid Cohort Default Rates Database.

FCS Institution Cost per Credit Hour

As seen in Figure 1, the colleges' average cost per credit hour has increased incrementally over the last five years. It is important to note that while the 28 FCS institutions have costs per credit hour ranging from \$207 to \$478, there is variability in college costs, with some falling below and others falling above the system-level average.

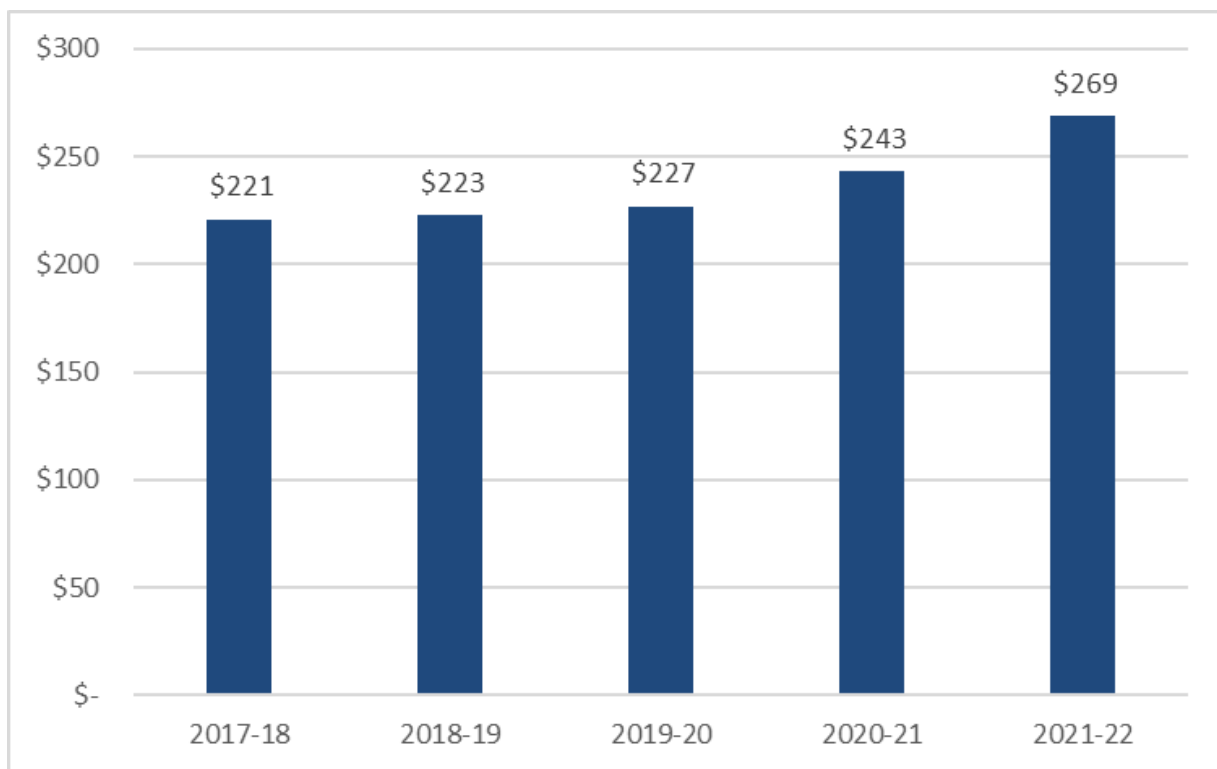


Figure 1. FCS Cost per Credit Hour

Source: *FCS Fact Book 2019-2023*

FCS Student Tuition and Fees

Figure 2 shows the system-level average student cost of tuition and fees for the academic year, defined as the costs of taking 30 credit hours during the school year. While costs to institutions have increased, the cost to students has been stable with small increases and decreases over the last five years. While tuition at most of the colleges is under \$3,200, there are institutions that have costs below or above system-level averages.

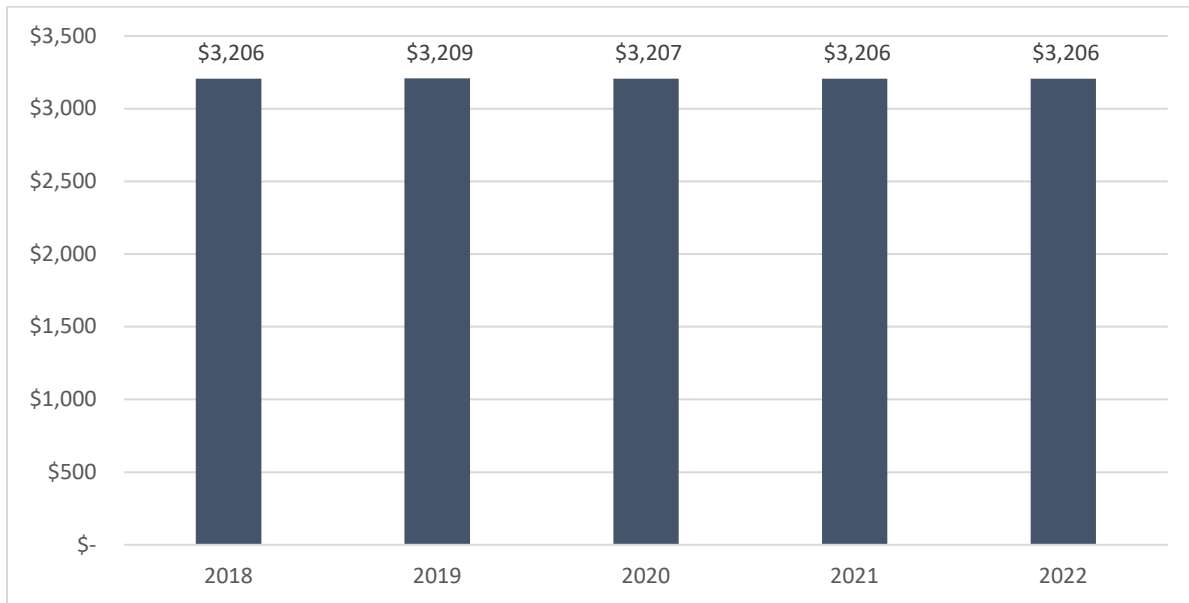


Figure 2. FCS Academic Year (30 hours) Tuition and Fees, weighted mean
Source: *FCS Fact Book 2019-2023*

Institutional Strategies to Reduce Tuition and Fees

Figure 3 provides a summary of institutional responses to the division survey related to changes in tuition and fees at the 28 institutions. Five questions focused on changes in tuition, administrative fees and user fees.

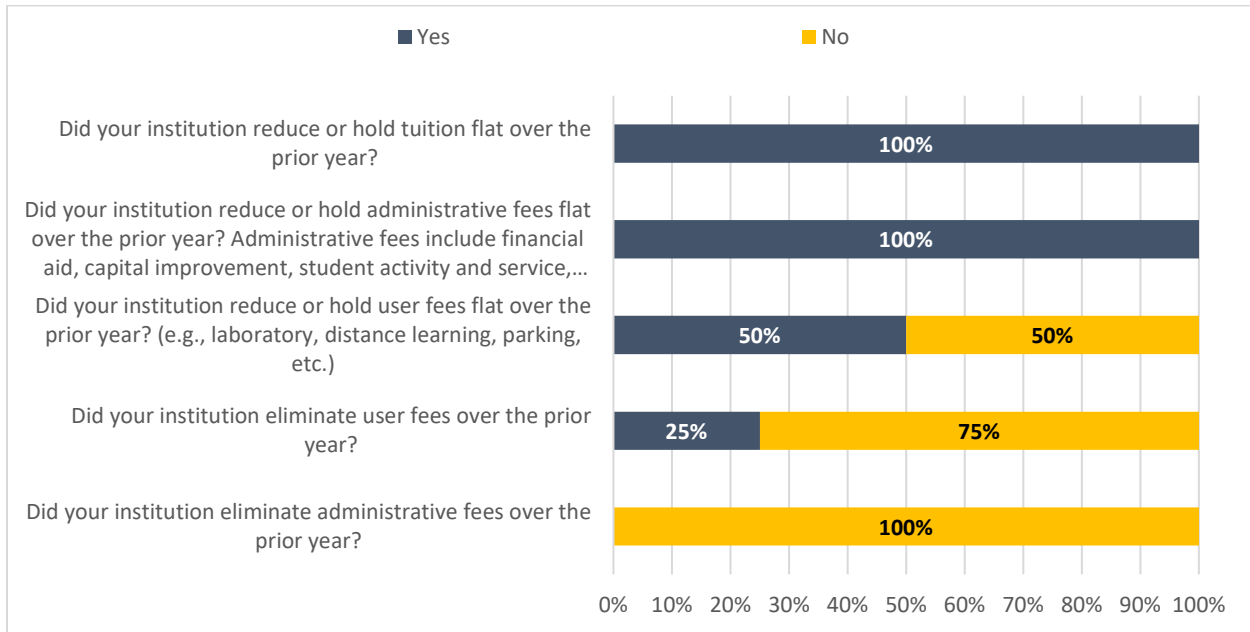


Figure 3. Percent of institutions reducing, holding or eliminating tuition and/or fees. N=28

As shown in Figure 3, all institutions indicated that tuition was reduced or held flat over the prior year. Additionally, all institutions indicated that administrative fees were reduced or held flat over the prior year. User fees, which include laboratory, distance learning or parking fees, were held flat or reduced by 50 percent (14) of institutions and 25 percent (7) of institutions eliminated user fees over the prior year. None of the institutions eliminated administrative fees during this reporting period.

Student Financial Assistance

FCS students are awarded a variety of financial aid through federal, state and local financial aid programs. Financial aid programs to promote affordability are also available at many FCS institutions, including:

- Targeted aid to students close to completion (including Last Mile),
- Targeted aid to students who were in need but not eligible for Pell Grants,
- Emergency financial aid grant to students,
- Single online scholarship application management system for all institutional scholarships, and
- Partnerships with community-based organizations.

Student Aid by Type

Student financial aid can be awarded from federal sources, including the need-based Pell Grant and federal student loans. Additionally, Florida and local municipalities and institutions can award financial aid to students in the FCS. Figure 4a uses IPEDS data from 2017-18 through 2020-21 to provide an average award for undergraduate students in the FCS.

The average amount received per undergraduate student from the Pell Grant increased 9.9% between 2017-18 and 2020-21, with the average award amount being \$4,425 in the 2020-21 academic year. Federal student loan award amounts increased between 2017-18 and 2018-19, had a slight decrease from 2018-19 to 2019-20 and increased from 2019-20 to 2020-21, for a 4-year increase of 24.5%. Federal, state and local grant aid awards saw increases each year from 2017-18 to 2019-20 and had a slight decrease from 2019-20 to 2020-21, for an overall 4-year increase of 5.6%.

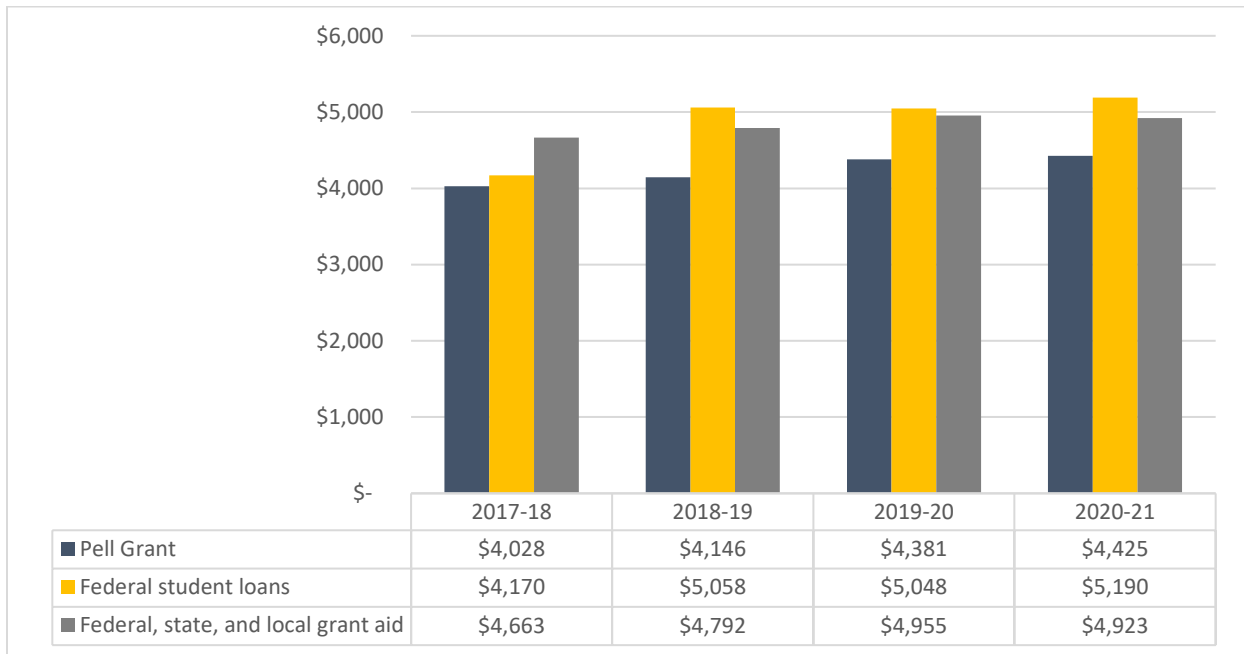


Figure 4a. FCS Student Aid by Type
Source: IPEDS, 2017-18 through 2020-21

The following Figure 4b shows the numbers of FCS undergraduate students awarded aid by type for the same 4-year period, 2017-18 through 2020-21. The number of undergraduate students receiving Pell Grants declined –21.6% over the 4-year period, from 175,691 to 137,813. The number of undergraduate students receiving federal student loans declined –35.6% between 2017-18 and 2020-21, from 86,949 to 55,964. The number of undergraduate students receiving federal, state and local grant aid declined just –2.4% during that same period, from 206,544 to 201,525. These decreases are in line with the overall enrollment decreases seen during this time. While the average federal loan award per undergraduate student did increase by approximately \$1,000 over the 4-year period, the number of undergraduate students obtaining federal loans significantly decreased. The number of students receiving federal loans in the 2020-21 academic year represents just under 9% of the students enrolled in the FCS.

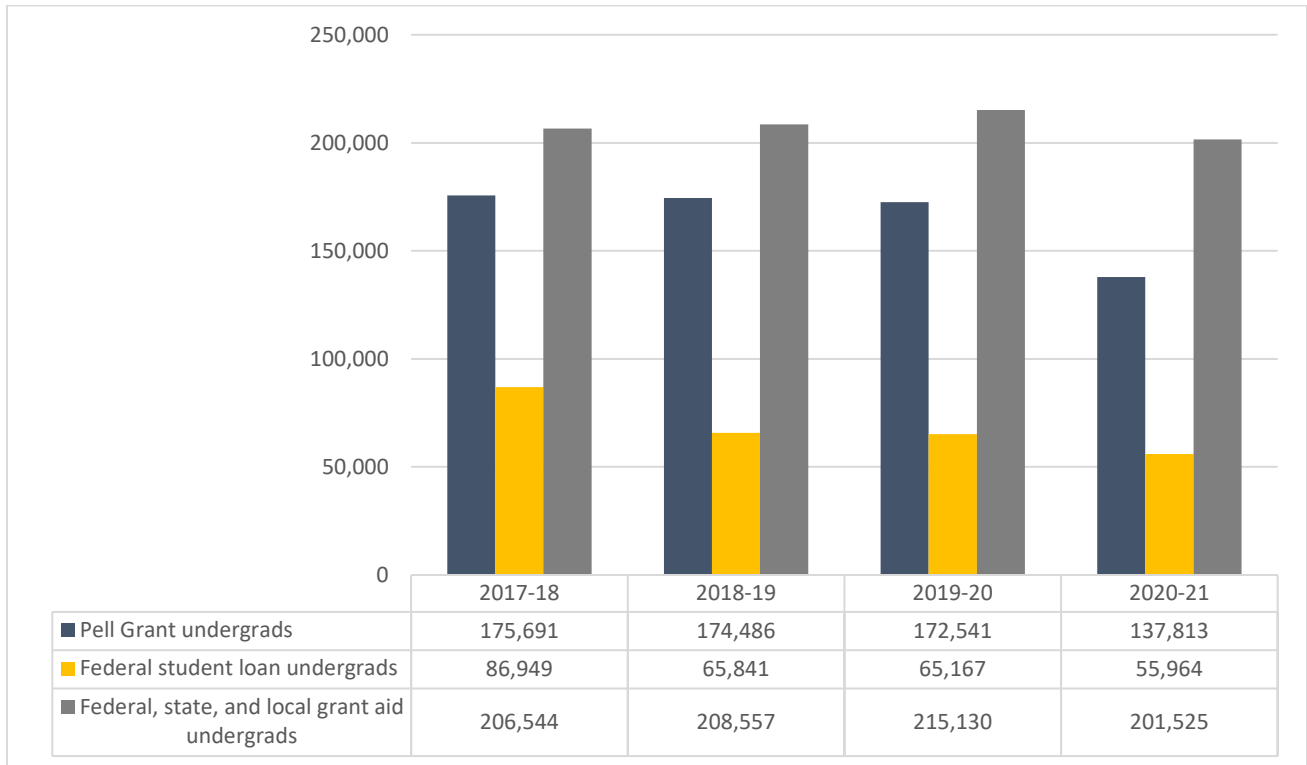


Figure 4b. FCS # of Undergraduate Students Receiving Aid by Type

Source: IPEDS, 2017-18 through 2020-21

Military and Veterans Benefits

In addition to student aid provided to all students, Figure 5 and Figure 6 highlight the financial aid benefits for military and veterans through the Post-9/11 GI Bill. These data from IPEDS provide the number of FCS students receiving these benefits from 2017-18 through 2020-21 (Figure 5) and the total amount of Post-9/11 GI Bill benefits awarded annually to students in the FCS (Figure 6).

The number of FCS students receiving Post-9/11 GI Bill benefits decreased between 2017-18 and 2020-21. This decrease may be explained by looking at overall enrollment trends that also decreased. In the 2020-21 academic year more than 11,000 FCS students received Post-9/11 GI Bill benefits.

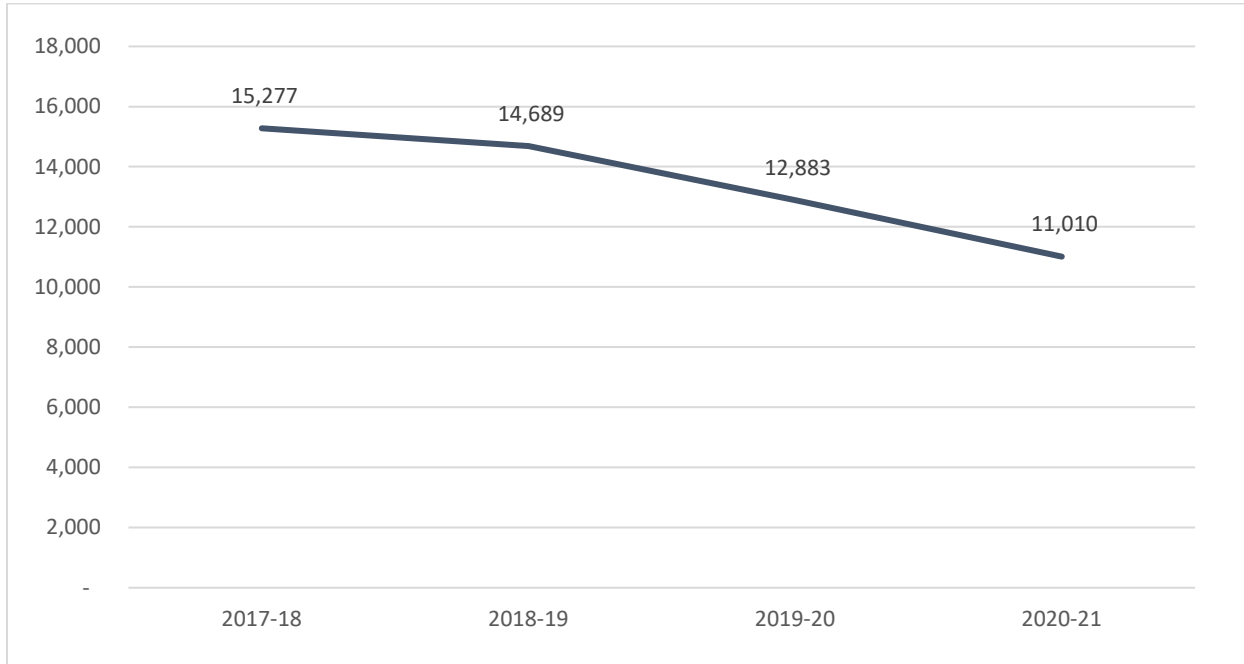


Figure 5. Number of FCS Students Receiving Post-9/11 GI Bill Benefits

Source: IPEDS, 2017-18 through 2020-21

Figure 6 provides the total amount of Post-9/11 GI Bill Benefits awarded to students in FCS institutions. As shown in the figure below, the total amount awarded to students has decreased each year since 2018-19, coinciding with the overall enrollment decreases. In total, more than \$23.6 million was awarded to students in 2020-21.

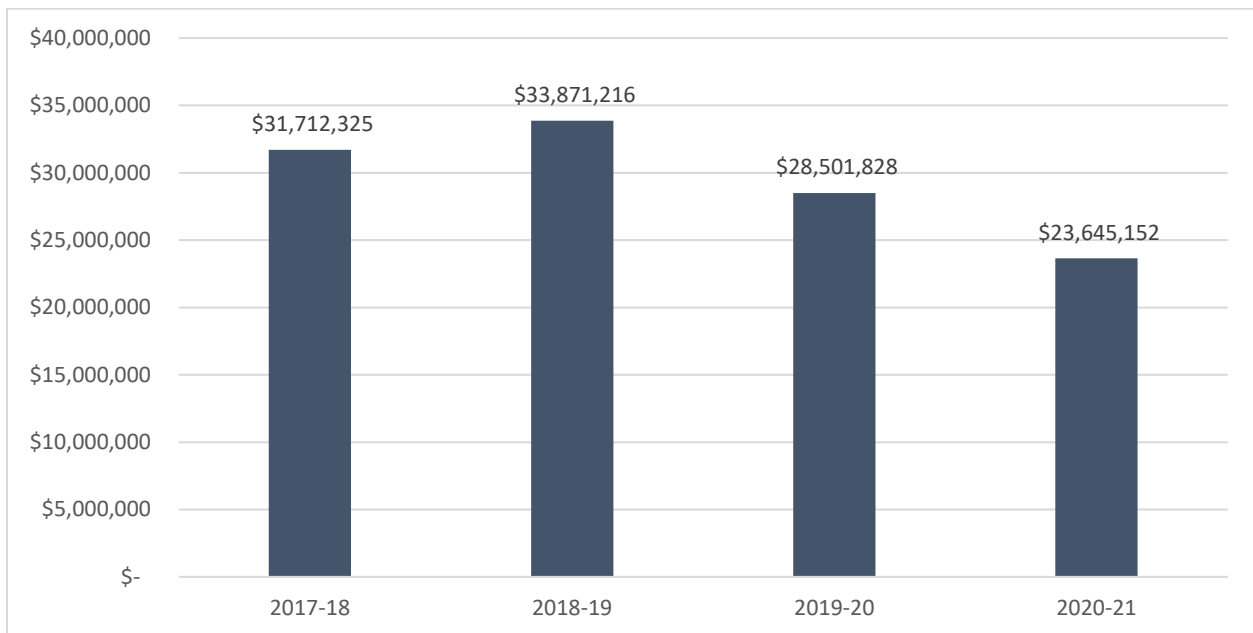


Figure 6. Total Amount of Post-9/11 GI Bill Benefits Received by FCS Students

Source: IPEDS, 2017-18 through 2020-21

Net Price

As noted in Figure 2, the average amount in tuition and fees in the FCS was \$3,206 for 2022. In addition to tuition and fees, the total cost of attendance can include books and supplies and room and board. The net price amount presented in Figure 7 reflects the total cost of attendance minus the average award for federal, state or local government and institutional grant and scholarship aid provided to students. In Figure 7, the average net price for the FCS increased between 2017-18 and 2020-21 to \$6,427.

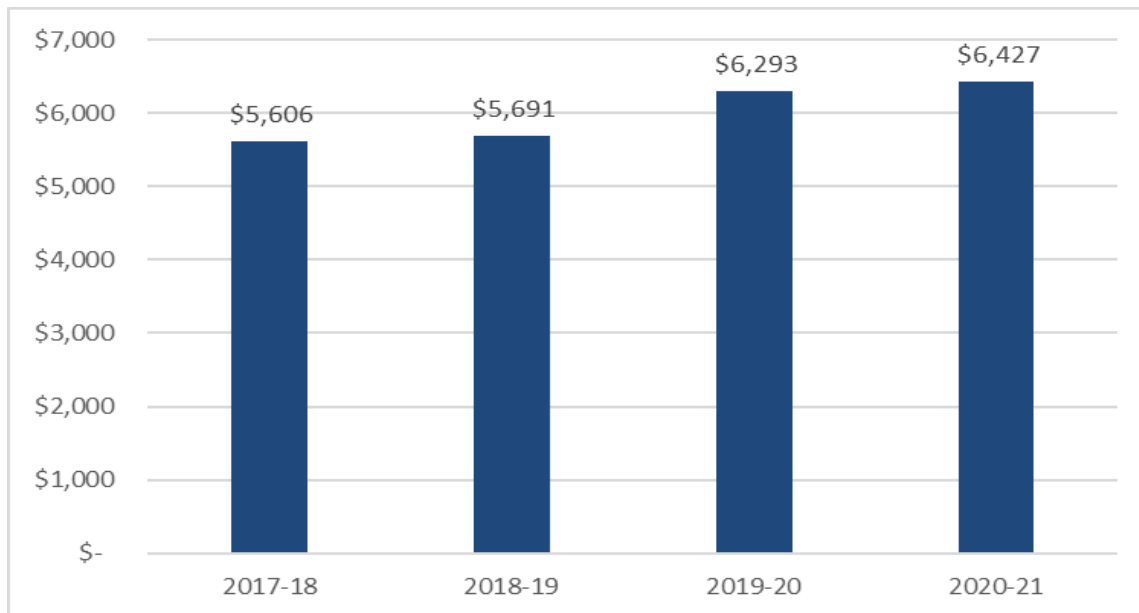


Figure 7. FCS Average Net Price

Source: IPEDS, 2017-18 through 2020-21

The increase in net price was not uniform across all 28 FCS institutions. From 2019-20 to 2020-21, fourteen colleges showed decreased net prices, one college's net price remained relatively stable, and three colleges' net prices increased by less than five percent. Nine colleges reported increases in net price between seven percent and 39 percent. One college reported a substantial increase in net price for 2020-21, which upon further examination by the college was identified as a calculation error and, therefore, not included in the average calculation for 2020-21.

Cohort Default Rates

As noted in Figure 4, the average amount of student loans borrowed by a student in the FCS has increased approximately \$1,000 from 2017-18 to 2020-21. The U.S. Department of Education provides a database of cohort default rates through the Federal Student Aid website. The most recent available data related to cohort default rates for FCS institutions are for fiscal years 2016-2019. The cohort default rates are calculated by dividing the number of borrowers who entered repayment during a cohort fiscal year and defaulted by the number of borrowers who entered repayment during a cohort fiscal year.

Figure 8 includes all FCS colleges where students can receive federal student loans (N=27). The overall system-level default rate has declined from a high of 11.8 percent in fiscal year 2017 to 3.4 percent in fiscal year 2019.

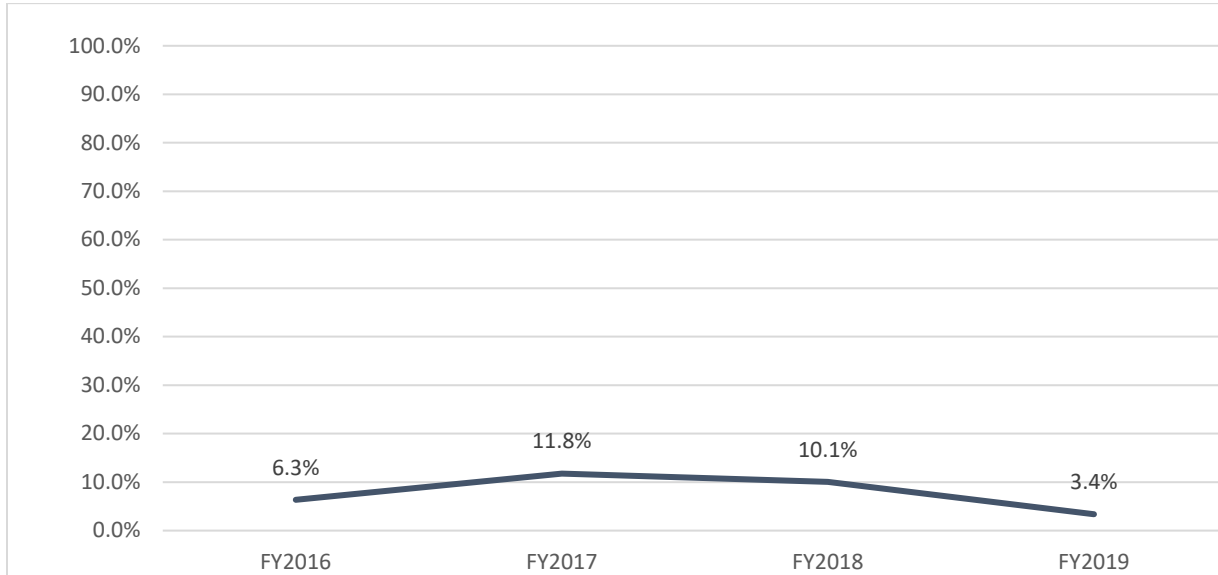


Figure 8. FCS System-level Cohort Default Rates, FY2016 through FY2019

Source: U.S. Department of Education, Federal Student Aid Cohort Default Database

Exemptions and Waivers

Colleges have the authority to grant fee exemptions and waivers for their students under ss. 1009.25 and 1009.26, F.S. From fiscal years 2017-18 through 2019-20, colleges increased the number of students and related amounts of fee exemptions and waivers (Figure 9). However, the number of students receiving exemptions and waivers and the total amount of exemptions and waivers decreased in 2020-21, and again in 2021-22. This decrease may be explained by looking at overall enrollment trends that also decreased. Most fee exemptions and waivers are in three major categories of dual enrollment, apprenticeship and out-of-state fees.

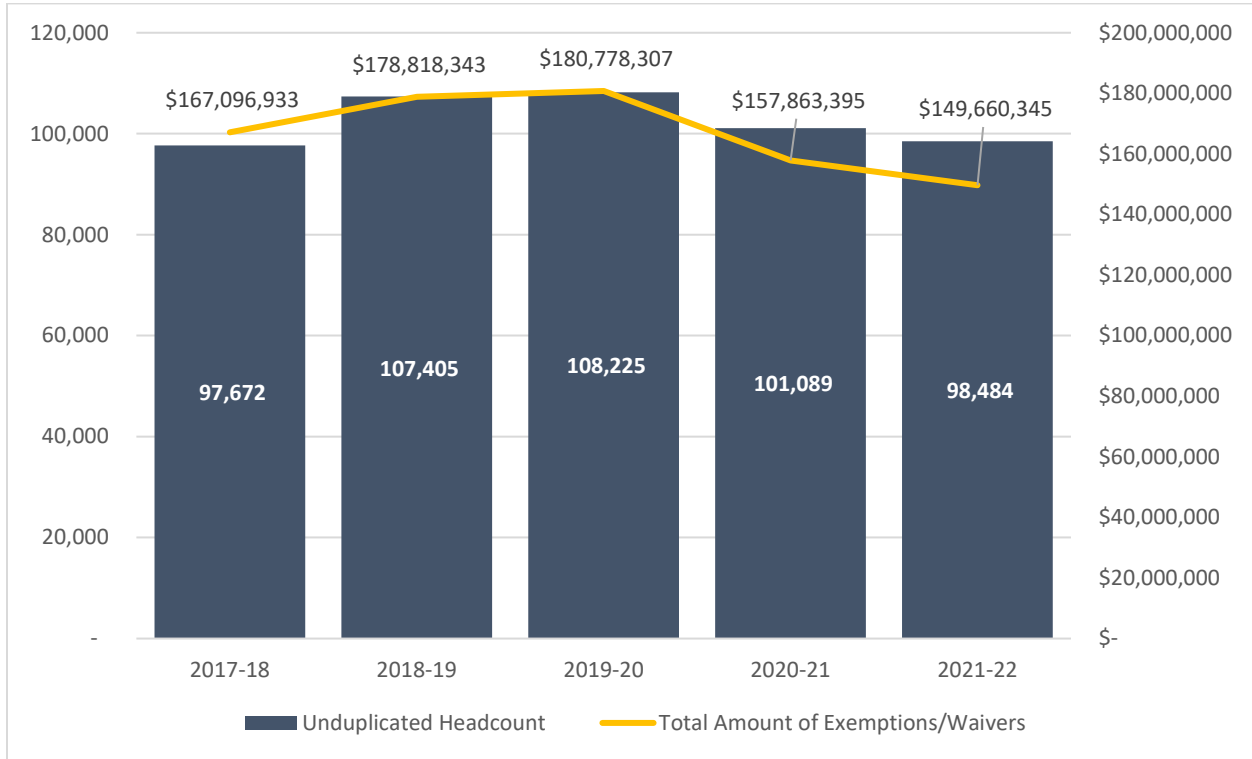


Figure 9. FCS System-level Unduplicated Headcount, 2017-18 through 2021-22

Source: FCS Budget Office

Institutional Strategies to Increase Financial Aid Initiatives and Programs

In addition to textbook affordability policies and initiatives, institutions used a variety of financial aid initiatives and programs, both targeted and general, to promote affordability for their students. Figure 10 describes the number of institutions that used each of the programs.

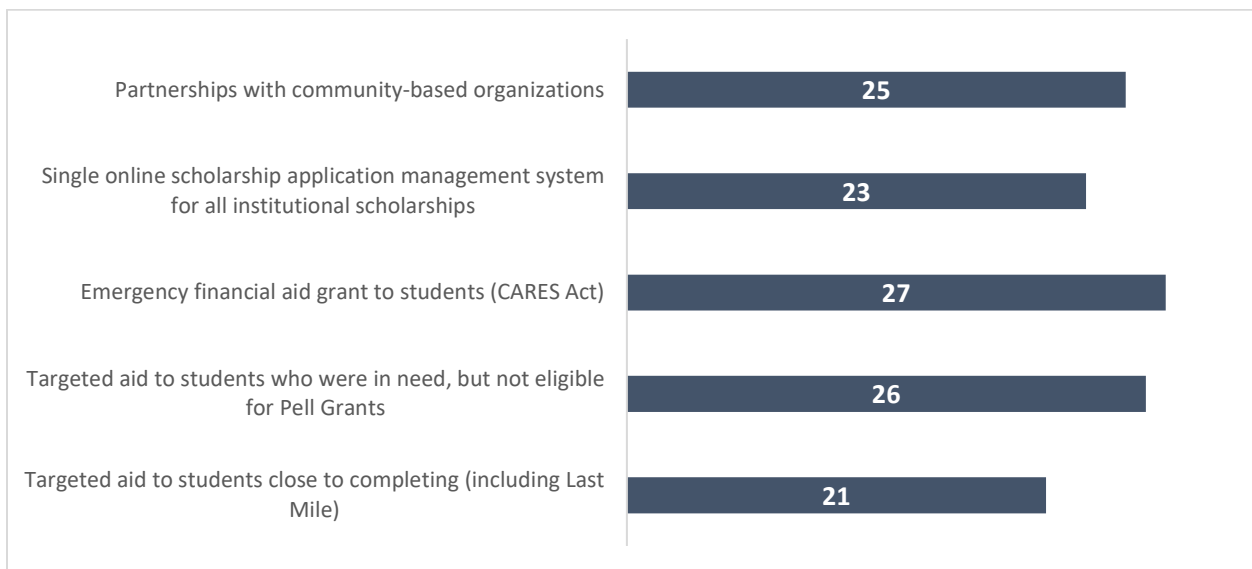


Figure 10. Number of institutions utilizing financial aid initiatives and programs. N=28

As the data collection time period was 2022-23, the CARES Act was still included as an option and all institutions reported using those funds for emergency financial aid grants to students. Other common financial aid policies used were: 1) targeted aid to students in need but not eligible for Pell Grants (26 of the 28 institutions); and 2) targeted aid (including Last Mile) to students close to completion (21 of the 28 institutions).

Textbook Affordability

Books and Supplies

As mentioned in the net price calculation, the cost of books and supplies is included in the total cost of attendance in IPEDS. There is additional interest in books and supplies cost in Florida as it relates to textbook affordability and evaluating how to make course materials more affordable for FCS students. In Figure 11, the average cost of books and supplies for a student in the FCS is described for years 2018-19 through 2022-23. The average cost for books and supplies has increased over the last five years. In the most recent year, 2022-23, the average cost for these materials was \$1,518, an increase of 9.13% since 2018-19.



Figure 11. FCS Average Cost of Books and Supplies

Source: IPEDS, 2018-19 through 2022-23

Institutional Strategies to Promote Textbook Affordability

Each FCS institution develops its own selection process for textbook and instructional materials for all high-enrollment courses and any general education courses with a wide cost variance. Based on the survey responses, two main practices regarding the textbook and instructional materials selection and adoption process emerged as trends: 1) textbook and instructional materials selection is done at the course level; and 2) textbook and instructional materials selection is at the discretion of faculty.

Colleges where the selection of course materials is done at the course level reported very little to no variance in the cost of textbooks and instructional materials in high enrollment and general education courses. At these institutions, the selection and adoption process is done by: 1) discipline-specific faculty; 2) a combination of faculty and administrators; and 3) as a department.

For colleges where the selection of textbooks and instructional materials is done at the discretion of faculty, there exists the potential for a wide cost variance between different sections of the same course. These colleges reported encouraging faculty, particularly faculty teaching high enrollment courses, to consider course-wide adoptions and other efforts to minimize the cost of textbooks and instructional materials.

Regardless of the different selection and adoption practice, colleges reported having processes in place that consider cost-saving initiatives, such as:

- Limiting the number of courses using customized textbooks,
- Creating an approval process for justification of wide cost variance,
- Conducting periodic departmental reviews of adopted textbook prices, and
- Working in conjunction with institutional research to look at bookstore data trends.

Additionally, Table 12 provides insight into how colleges are using various initiatives to increase affordability of textbooks and course materials. All FCS institutions consider the length of time that textbooks and instructional materials remain in use. Further, the adoption of open education resources and use of digital textbooks and materials are utilized by all the FCS institutions. In addition to the initiatives indicated below, multiple colleges explained other ways to increase textbook affordability including textbook price-matching, providing textbook and course materials in the library and developing initiatives to incentivize faculty to use low- or no-cost course materials.

Specific Institutional Policies or Initiatives Utilized	Number of Institutions
Course-wide adoption, specifically for high enrollment general education courses	27
Consideration of length of time that textbooks and instructional materials remain in use	28
Offering students opt-out provisions for the purchase of materials	13
Offering students opt-in provisions for the purchase of materials	7
Bulk textbook purchasing	15
Faculty grants for development of textbooks	11
Program(s) with no textbook costs	13

Mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials	22
Textbook affordability committees	19
Usage of digital textbooks and learning objects	28
Adoption of Open Educational Resources	27

Table 12. Number of institutions utilizing strategies to increase textbook affordability. N=28

Textbook Affordability 2023 Reporting Requirement Updates

For the 2023 reporting cycle, there have been several changes to the textbook affordability portion of the reporting template resulting from:

1. Modifications to [Rule 6A-14.092, Florida Administrative Code \(F.A.C.\), in March 2022](#) in response to the 2019 Inspector General’s (IG) Report. At the suggestion of FDOE’s [Inspector General](#) based on findings from the auditor general, the State Board of Education (SBOE) modified Rule 6A-14.092, Florida Administrative Code (F.A.C.), on February 9, 2022, to add reasonable exceptions to meeting the forty-five (45) day requirement, which is authorized in s. 1004.085(5)(a), F.S. The intent behind the rule change was to recognize there are limited, valid reasons why an institution may not be able to adhere to the 45 day posting requirement. The reasonable exceptions are:
 - A. The originally adopted textbook or instructional material is no longer available;
 - B. A faculty member is hired or assigned to teach the course section after the forty-five (45) day notification deadline;
 - C. The course section is added after the forty-five (45) day notification deadline;
 - D. The instructional modality of the course section changes after the forty-five (45) day notification deadline; and
 - E. The course is continuing workforce education.

In the effort to provide adequate time to acquire textbooks and course materials, institutions post these materials 45 days prior to the first day of class. For the 2023 reporting cycle, 80 percent of institutions met the requirement of posting material requirements for at least 95 percent of all courses and course sections. Seventy-four percent and eighty-five percent of institutions reported meeting this requirement for fall 2022 and spring 2023, respectively.

2. Changes to s. 1004.085, F.S., were made in 2022 through Senate Bill (SB) 7044 (Chapter No. 2022-70, Laws of Florida). During the 2022 legislative session, SB 7044 modified s. 1004.085, F.S., to provide requirements for lists of required and recommended textbooks and instructional materials for FCS institution and state university courses. Specifically, the bill required the lists of textbooks and instructional materials to:
 - Remain posted for at least five academic years,

- Be searchable by the course subject, course number, course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material, and
- Be easily downloadable by current and prospective students.

For the 2023 reporting cycle, all 28 FCS institutions met the requirement to publish the textbooks and instructional materials list for the preceding five academic years (2017-18 – 2021-22), all 28 met the requirement to make the list of textbooks and instructional materials searchable by the required components, and all 28 also met the requirement to make the lists downloadable by current and prospective students. Regarding the downloadable lists, colleges reported a variety of ways that they met the requirement, including publishing the list to a dedicated consumer information webpage, the bookstore website, the college website homepage, the college’s tuition and fees webpage, the course registration system, the provost’s office webpage, the textbook affordability webpage, and the academic affairs and academic programs webpages.

3. Additionally, SB 7044 modified syllabi requirements for the list of required and recommended textbooks when the course is a general education core course option identified pursuant to s. 1007.25, F.S. For these courses, and each course section, the full syllabus must be posted with the following information: course curriculum; goals, objectives, and student expectations; and assessment of student performance.

For the 2023 reporting cycle, forty-three percent (12) of the 28 FCS institutions met the requirement to post the syllabi for at least 95 percent of the general education core course sections 45 days before the first day of classes, fourteen percent (4) posted syllabi for at least 95 percent of the general education core with reasonable exceptions and forty-three percent (12) did not post syllabi for at least 95 percent of the general education core course sections 45 days before the first day of classes. Those colleges that did not meet the requirement provided plans to be in compliance for the next reporting period. Colleges that did not meet the requirement cited time, technology and ERP implementation constraints.

4. Changes to s. 1006.73, F.S., made in 2022 through SB 2524 (Chapter No. 2022-154, Laws of Florida), required that course sections where no textbook is required or no-cost OER are used must have an icon to indicate their status as zero cost. The Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network may be used for this purpose pursuant to s. 1006.73(4), F.S.

For the 2023 reporting cycle, all 28 FCS institutions met the requirement to post an icon to indicate the status of course sections where no textbook is required or no-cost OER are used. Fifty-four percent (15) of the colleges reported using the Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network, 39 percent (11) met the requirement through the bookstore website (vendor or college-managed) and 54 percent (15) met the requirement through their course registration system.

In August 2022, a subsequent revision to [Rule 6A-14.092, F.A.C.](#), was made to conform with statutory changes. To comply with the new statutory requirements, on August 17, 2022, SBOE approved revisions

to Rule 6A-14.092, F.A.C., Textbook and Course Material Affordability and Transparency (formerly Textbook Affordability). This rule became effective September 20, 2022.

Conclusion

Every hard-working student deserves a real opportunity to earn an affordable, high-quality degree or credential that offers a clear path to economic security, civic engagement and success. The 21st century workforce demands the best education to meet the needs of a diversified state economy. The Florida College System continues to meet those needs in the most affordable manner for students. All 28 colleges will continue to innovate and implement strategies that result in cost-saving measures, and the Division will continue to monitor and provide technical assistance to institutions as an important part of this process. Ensuring that our colleges provide real access to high quality higher education for all Florida students will always be a top priority.

Appendix A: 2023 Division of Florida Colleges Template for College Affordability Reports

2023 Florida College System Affordability Report Template



Instructions

Affordability remains a top priority for all 28 Florida College System (FCS) institutions. The Division of Florida Colleges (DFC) requests data and information related to college affordability initiatives and textbook and instructional material affordability pursuant to sections (ss.) 1004.084 and 1004.085, Florida Statutes (F.S.).

Submission

By September 30, 2023, each college must input institutional responses for the 2023 FCS Affordability Report via <https://www.research.net/r/FCS2023Affordability>.

NOTE: This Word template is provided for planning purposes only. All responses must be uploaded in the survey instrument.

Department of Education Contact

If you have any questions about completing the report, please contact Research and Analytics at FCSResearch@fldoe.org.

Changes to the 2023 Report Template

For the 2023 reporting cycle, there have been several changes to the textbook affordability portion of the reporting template resulting from:

- Modifications to [Rule 6A-14.092, Florida Administrative Code \(F.A.C.\), in March 2022](#) in response to the 2019 Inspector General’s Report;
- Changes to s. 1004.085, F.S., that were made in 2022 through Senate Bill (SB) 7044 (Chapter No. 2022-70, Laws of Florida);
- Changes to s. 1006.73, F.S., that were made in 2022 through SB 2524 (Chapter No. 2022-154, Laws of Florida); and
- A subsequent revision to [Rule 6A-14.092, F.A.C., in August 2022](#) to conform with statutory changes.

This table provides a summary of how the changes from 2022 will impact reporting.

Topic	Previous Requirement	New Requirement	Impact on Reporting
Seventy-Five (75) Day Notification to Bookstores	Institutions were required to adopt textbooks and instructional materials no later than seventy-five (75) days prior to the first day of classes for 95% of sections.	The March 2022 rule amendment eliminated the Seventy-Five (75) Day Requirement; however, technical assistance specified that institutions should establish policies providing adequate notice to bookstores on required and recommended textbooks and instructional materials.	A new question (question 8) was added for the institution to provide a narrative description of institutional policy.
Open Educational Resources (OER) and No-Cost Sections* and the Forty-Five (45) Day	No explicit guidance previously existed as it relates to the inclusion of OER and no-cost sections.	The March 2022 rule amendment required course sections where no textbook is required or no-cost OER are used to be included in annual textbook affordability reports.	The question regarding the forty-five (45) day requirement (question 12) was modified to explicitly state to include OER and no-cost sections.

2023 Florida College System Affordability Report Template



Topic	Previous Requirement	New Requirement	Impact on Reporting
		textbook or instructional material.	
Downloadable Textbooks and Instructional Materials List	There was no previous requirement to be downloadable.	SB 7044 required the list of required and recommended textbook and instructional materials be easily downloadable by current and prospective students.	A new question was added (question 14) to capture the requirement to be downloadable.
Icon for No-Cost OER and No-Textbook Course Sections	There was no previous requirement to have an icon specify no textbook or no-cost OER.	SB 2524 required that course sections where no textbook is required or no-cost OER are used must have an icon to indicate their status as zero cost. The Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network may be used for this purpose pursuant to Section 1006.73(4), F.S.	A new question was added (question 15) to capture the requirement to have an icon for no-textbook and no-cost OER sections.
General Education Core Course Forty-Five (45) Day Syllabi Posting Requirement	There was no previous requirement to post general education core course syllabi.	SB 7044 required that colleges post general education core course syllabi for at least 95% of all courses and course sections forty-five (45) days before the first day of class. Minimally, all general education core course syllabi must include: <ul style="list-style-type: none"> • Curriculum; • Goals; • Objectives; • Student expectations of the course; and • How student performance will be measured. 	New questions were added (questions 16-18) to capture the requirement to post general education core course syllabi.
Textbook and Instructional Materials List Five-Year (5) Posting Requirement	There was no previous requirement to post the historical five-year (5) list of textbooks and instructional materials.	SB 7044 required the list of textbooks and instructional materials to remain published for at least five academic years. The March 2022 rule amendment required colleges to publish the preceding five-year (5) list of required textbooks and instructional materials by May 1, 2023. The five-year (5) list must be inclusive of the following	A new question was added (question 19) to capture the requirement to post the historical five-year list of textbooks and instructional materials.

2023 Florida College System Affordability Report Template

Topic	Previous Requirement	New Requirement	Impact on Reporting
Posting Requirement			
Reasonable Exceptions to the Forty-Five (45) Day Posting Requirement	No reasonable exceptions were previously identified.	<p>The March 2022 rule amendment identifies reasonable exceptions to the forty-five (45) day posting requirement, specifically:</p> <ul style="list-style-type: none"> • The originally adopted textbook or instructional material is no longer available; • A faculty member is hired or assigned to teach the course section after the deadline; • The course section is added after the deadline; • The instructional modality of the course section changes after the deadline; and • The course is continuing workforce education. <p>Institutions should also report the number of course sections not meeting the posting requirement for which a reasonable exception applies.</p>	The question regarding the 45-day requirement (question 12) was modified to allow institutions to differentiate the number of course sections that did not meet the posting requirement that had a reasonable exception.
Selection Process	Institutions were required to report the textbook and instructional materials selection process for general education courses with a wide cost variance and high-enrollment courses.	The March 2022 rule amendment simplified the requirement and institutions will only need to report the textbook and instructional materials selection process for high-enrollment courses. DFC defined high enrollment courses as the top 10 courses with the highest course enrollments.	The question regarding the selection process (question 9) was modified to specify the question only applies to high-enrollment courses.
Searchable Textbooks and Instructional Materials List	There was no previous requirement to be searchable.	<p>SB 7044 required that textbooks and instructional materials be searchable by:</p> <ul style="list-style-type: none"> • Course subject; • Course number; • Course title; • Name of the instructor of the course; • Title of each assigned textbook or instructional material; and • Each author of an assigned 	A new question was added (question 13) to capture the requirement to be searchable.

2023 Florida College System Affordability Report Template

Topic	Previous Requirement	New Requirement	Impact on Reporting
		components: <ul style="list-style-type: none"> • Course subject; • Course number; • Course title; • Name of the instructor of the course; • Title of each assigned textbook or instructional material; and • Each author of an assigned textbook or instructional material. 	

*A "No-Cost Section" could be a section that does not require textbooks or instructional materials or a section that utilizes no-cost OER.

2023 Florida College System Affordability Report Template



2023 Affordability Report Template
(For Planning Purposes Only)

Institution Contact Information

1. College Name
Click or tap here to enter text.

2. Contact Information

Name	Click or tap here to enter text.
Title	Click or tap here to enter text.
Email Address	Click or tap here to enter text.

Tuition and Fees

3. Did your institution reduce or hold tuition flat over the prior year?
 Yes
 No

If you answered “no,” provide a short description (100 words or less) of how the decision to increase tuition was made. Specify the amounts and identify the estimated number of students impacted.
Click or tap here to enter text.

4. Did your institution reduce or hold administrative fees flat over the prior year? Administrative fees include financial aid, capital improvement, student activity and service, and technology.
 Yes
 No

If you answered “no,” provide a short description (100 words or less) of how the decision to increase administrative fees was made. Specify the amounts and identify the estimated number of students impacted.
Click or tap here to enter text.

5. Did your institution eliminate administrative fees over the prior year?
 Yes
 No

If you answered “yes,” provide a short description (100 words or less) of how the decision to eliminate fees was made. Specify the amounts and identify the estimated number of students impacted.
Click or tap here to enter text.

6. Did your institution reduce or hold user fees flat over the prior year? (e.g., laboratory, distance learning, parking, etc.)
 Yes

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No

If you answered “no,” provide a short description (100 words or less) of how the decision to increase user fees was made. Specify the amounts and identify the estimated number of students impacted.

[Click or tap here to enter text.](#)

7. Did your institution eliminate user fees over the prior year?

Yes

No

If you answered “yes,” provide a short description (100 words or less) of how the decision to eliminate fees was made. Specify the amounts and identify the estimated number of students impacted.

[Click or tap here to enter text.](#)

Textbook Affordability

Policies and Strategies

8. Please provide a brief update on your institution’s established policies that instructors or departments follow regarding providing adequate notice to bookstores on the adoption of required and recommended textbooks and instructional materials.

[Click or tap here to enter text.](#)

9. Describe your institution’s selection process for textbook and instructional materials for high-enrollment courses, defined as the top 10 courses with the highest course enrollments.

[Click or tap here to enter text.](#)

10. Identify specific institutional policies or initiatives designed to reduce the cost of textbooks and instructional materials. Select all that apply.

Adoption of Open Educational Resources (OER)

Usage of digital textbooks and learning objects

Textbook affordability committees

Mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials

Program(s) with no textbook costs

Faculty grants for development of textbooks

Bulk textbook purchasing

Offering students opt-in provisions for the purchase of materials

Offering students opt-out provisions for the purchase of materials

Consideration of the length of time that textbooks and instructional materials remain in use

Course-wide adoption, specifically for high-enrollment general education courses

Other (please specify) [Click or tap here to enter text.](#)

Forty-Five (45) Day Posting Requirement

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11. Describe the policies implemented regarding 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.

Click or tap here to enter text.

12. Report the number and the total percentage of courses and course sections, including OER and no-cost* sections, that were not able to meet the textbook and instructional materials posting deadline for the academic year. Please specify how many sections there were with and without reasonable exceptions.

	Fall 2022	Spring 2023
Total Number of Course Sections		
<i>Number/Percentage of Course Sections Able to Meet 45-Day Deadline</i>		
<i>Number/Percentage of Course Sections Not Able to Meet 45-Day Deadline <u>With</u> an Allowable Exception</i>		
<i>Number/Percentage of Course Sections Not Able to Meet 45-Day Deadline <u>Without</u> an Allowable Exception</i>		

*A "No-Cost Section" could be a section that does not require textbooks or instructional materials or a section that utilizes no-cost OER.

Searchable Textbooks and Instructional Materials List

13. Indicate the extent to which your institution made the list of textbooks and instructional materials searchable by the end of the reporting period by the required components. Check all that apply.

- Course subject
- Course number
- Name of the instructor of the course
- Title of each assigned textbook or instructional material
- Each author of an assigned textbook or instructional material

If your institution's list was not searchable or missing a required component, please provide a brief explanation and identify activities to come into compliance. Click or tap here to enter text.

Downloadable Textbooks and Instructional Materials List

14. Describe how your institution made the list of textbooks and instructional materials easily downloadable by current and prospective students.

Icon for No-Cost OER and No-Textbook Course Sections

15. Indicate how your institution implemented the use of an icon to indicate the status of course sections where no textbook is required or no-cost OER are used. Select all that apply.

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- Through Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network.
- Through the bookstore website (vendor or college-managed).
- Through the course registration system.
- Other (please specify): [Click or tap here to enter text.](#)

If your institution did not implement an icon, please provide a brief explanation and identify activities to come into compliance. [Click or tap here to enter text.](#)

General Education Core Course Forty-Five (45) Day Syllabi Posting Requirement

16. Indicate the extent to which all general education core course syllabi included or were modified to include the required components. Check all that apply.

- Curriculum
- Goals
- Objectives
- Student expectations of the course
- How student performance will be measured

If your institution's general education core course syllabi were missing a required component, please provide a brief explanation and identify activities to come into compliance. [Click or tap here to enter text.](#)

17. Indicate the extent to which your institution was able to comply with the general education core course syllabi posting requirement for at least 95% of all course sections 45 days before the first day of class for this reporting cycle, with or without reasonable exceptions. Reasonable exceptions include: A faculty member has not yet been assigned to teach the course section before the forty-five (45) day notification deadline; and the course section is added after the forty-five (45) day notification deadline.

- The syllabi for at least 95% of the general education core course sections were posted 45 days before the first day of classes this reporting cycle.
- The syllabi for at least 95% of the general education core course sections were not posted 45 days before the first day of classes this reporting cycle; however, with reasonable exceptions, the college is in compliance.
- The syllabi for at least 95% of the general education core course sections were not posted 45 days before the first day of classes this reporting cycle.

If your institution did not meet the syllabi posting requirement for which an exception applies, please provide a brief explanation, and identify activities to come into compliance. [Click or tap here to enter text.](#)

Textbook and Instructional Materials List Five-Year (5) Posting Requirement

18. Indicate the extent to which your institution published the preceding five (5) academic years' textbooks and instructional materials list by May 1, 2023. Check all that apply.

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- 2017-18
- 2018-19
- 2019-20
- 2020-21
- 2021-22

If your institution did not publish the textbooks and instructional materials list for all of the preceding five (5) academic years, please provide a brief explanation and identify activities to come into compliance: [Click or tap here to enter text.](#)

19. Indicate the extent to which the five-year textbooks and instructional materials list(s) included the required components.

- Course subject
- Course number
- Course title
- Name of the instructor of the course
- Title of each assigned textbook or instructional material
- Each author of an assigned textbook or instructional material

If your institution did not include all of the required components, please provide a brief explanation and identify activities to come into compliance. [Click or tap here to enter text.](#)

20. Please provide the URL where the five-year textbooks and instructional materials list(s) are posted.
[Click or tap here to enter text.](#)

Financial Aid Policies

21. Identify specific institutional financial aid policies or programs that promote affordability. Select all that apply.

- Targeted aid to students close to completing (including Last Mile)
- Targeted aid to students who were in need, but not eligible for Pell Grants
- Emergency student aid fund for students in emergency financial situations with unplanned costs
- Single online scholarship application management system for all institutional scholarships
- Partnerships with community-based organizations
- Other (please specify) [Click or tap here to enter text.](#)

Other Affordability Strategies

22. Provide any additional information about any innovative or new affordability strategies. Optional.
[Click or tap here to enter text.](#)