

FINAL REPORT
of the **STATEWIDE TASK FORCE**



on **TEXTBOOK AFFORDABILITY**

A joint report for the
West Virginia Higher Education Policy Commission
and Community and Technical College System

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Creation of the Task Force

As a result of widespread public concern, especially among parents and students, regarding the rising cost of textbooks, the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) directed Chancellors Brian Noland and James Skidmore to convene an assemblage of educational leaders from across the state to review various issues pertaining to textbook affordability. The Statewide Task Force on Textbook Affordability consists of nine members representing two-year and four-year institutions. The Task Force is jointly led by Ms. Kay Goodwin, Cabinet Secretary of Education and the Arts and member of the Commission, and Mr. Nelson Robinson, member of the Council, past chair of the Council, and past member of the Commission. Commission research and staff support were provided by Mr. Rob Anderson, Senior Director of Policy and Planning, and Mr. Bruce Walker, General Counsel.

Task Force Membership

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Charge of the Task Force

The purpose of the Task Force is to serve in an advisory capacity to the Commission and the Council by examining the impact of the rising cost of textbooks on the state of West Virginia and its citizenry. As directed by the Commission and the Council, the Task Force is to study and recommend statewide initiatives and model rules for bookstore and textbook cost policies.

Meetings of the Task Force

The Task Force held meetings on April 17, 2008; October 10, 2008; December 4, 2008; February 13, 2009; and July 2, 2009. The April 17, 2008 meeting served as an introduction of the Task Force and discussion session. In advance of the meeting, Commission staff provided resource manuals for all members to aid in the group's discussion at the initial meeting. The resource manuals included a report compiled by Commission staff that led to the formation of the Task Force as well as reports at the federal level and studies and actions taken in other states.

The October 10, 2008 and December 4, 2008 meetings were held at West Virginia State University and West Virginia University respectively and served as public forums. Participants included faculty, parents, staff, students, and other interested parties. During these meetings, Commission staff provided an overview of a statewide textbook survey and its finding as well as a review of institutional textbook policies. Additional information regarding the assessment of current practices is provided later in this report.

The February 13, 2009 meeting included presentations from representatives of the Association of American Publishers, Inc. and various textbook publishing companies. Those in attendance included representatives from the following: Cengage Learning, Pearson Education, Wiley, McGraw-Hill, and CourseSmart.

The July 2, 2009 meeting included a thorough review of the preliminary recommendations. The meeting also provided Task Force members and the general public an opportunity to engage in dialogue regarding the work of the Task Force.

The agendas and minutes for all meetings of the Task Force are located on the Commission's website at www.hepc.wvnet.edu.

Task Force's Website

In addition to meeting agendas and minutes, the Task Force's website includes an overview of the purpose and membership of the Task Force. The website also contains a comment feature where members of the general public and higher education community can provide timely feedback. The comments are then posted on the website for others to review. News articles pertaining to textbook affordability from national, regional, and local newspapers are also available. Finally, the website provides recent research and resources including federal reports and legislation as well as state reports.

Legislation on Textbooks

West Virginia Code §18B-10-14 regarding bookstores at higher education institutions has been in place for many years and requires institutional governing boards to ensure that bookstores minimize the cost to students purchasing textbooks. In 2005, the statute was amended to create additional provisions. In addition to allowing governing boards to require the repurchase and resale of textbooks and to provide for the use of certain basic textbooks for a reasonable number of years, the section now requires that:

- No employee of a governing board may receive inducements or a benefit to require a specific textbook be used.
- No employee may require a textbook that includes his own writing if the textbook incorporates worksheets intended to be written on or removed from textbook.
- Employees may receive sample copies but may not sell them.
- The institution must provide a list of textbooks required for a class once the adoption process is completed.
- Chosen textbooks shall be listed on the institutional website, in the bookstore, and another central location, complete with ISBN number.
- The governing boards were each to promulgate a rule regarding these provisions.

Making the Case: Background

There has been an increased sensitivity across the country regarding the affordability of college textbooks. This sensitivity has lead to several studies at the federal and state levels to gauge the actual increase in costs, the economic analysis of the causes of those costs, and strategies to address those costs. Of particular interest are a number of studies collected by the U. S. Department of Education at www.ed.gov/about/bdscomm/list/acsfa/edlite-txtbkstudy.html.

Three notable studies are: 1) a federal General Accountability Office (GAO) report titled “College Textbooks: Enhanced Offerings Appear to Drive Recent Price Increases” (July 2005); 2) Dr. James V. Koch’s “An Economic Analysis of Textbook Pricing and Textbook Markets” (September 2006); and 3) a report from the Advisory Committee on Student Financial Assistance titled “Turn the Page: Making College Textbooks More Affordable” (May 2007).

These studies highlight a number of concerns pertaining to textbook affordability.

- In the Fall of 2006, an estimated 17.66 million students would attend institutions of higher education and spend \$4.9 billion on textbooks. The market for these textbooks, as reported by the GAO, had seen prices increase at an average of six percent annually from 1986 to 2004, with textbook prices increasing by 186 percent during that period compared with tuition and fees rising 240 percent. By comparison, the Consumer Price Index for all other consumer goods and services rose only 72 percent during this same time frame.
- The GAO found that in the academic year 2003-04, first time, full-time students attending a four-year public institution would spend an average \$898 on textbooks and supplies, which would be 26 percent of average tuition and fees.
- For the same students at two-year institutions the cost would be \$886 and represent 72 percent of average tuition and fees. The College Board has estimated that the same costs

for the same cohorts in 2006-07 would be \$942 for four-year students and \$850 for two-year.

- As an indication of the rapid rise in costs, Dr. Koch's study noted that in the 2004-05 academic year students reduced their purchase of new textbooks by 600,000, but still paid an additional \$89.4 million for the new ones they bought. Not surprisingly, more than 30 states have introduced legislation over the last few years attempting to address this issue.

Making the Case: Theories on Cost Increases

A number of theories have been advanced to account for the increase in costs. Among these are the following:

- The oligopolistic nature of the textbook publishing market, with five firms accounting for about 80 percent of all college textbooks published and with four wholesalers dominating the wholesale/distribution market.
- Increased development costs for textbooks that have to be passed on to the consumer.
- Publishers constantly revising textbooks to chase used textbooks (from which they get no profits) from the market.
- Bundled enhancements to textbooks, such as CDs, DVDs, and workbooks.
- A more diverse faculty and student body requiring more diverse educational materials.
- Increased use of adjunct faculty leading to a more diverse use of textbooks and materials.
- Institutions receiving part of the profits of textbook sales and thus having an interest in higher prices and sales.
- Institutions failing to educate faculty and students on methods to reduce required textbook costs by using innovative selection and shopping techniques.
- Subsidizing lower international prices by higher costs in the United States.
- The uniqueness of a market where the persons who primarily choose the textbooks (faculty) are not the ones who have to purchase them (students). This has been likened to be similar to the market for prescription drugs where the doctor determines which drug is purchased, and not the patient who purchases them, consequently making price increases less influenced by the consumer.

Assessment of Current Practices

In order to provide an assessment of current practices, Commission staff, at the request of the Task Force, focused on two areas: bookstore practices and institutional policies.

Commission staff developed a survey instrument for two-year and four-year public institutions regarding bookstore practices. The survey included questions regarding institutional policies in addition to bookstore practices. The survey was administered in May 2008 with the following responding institutions:

- 1) Bluefield State College, including New River Community and Technical College
- 2) Blue Ridge Community and Technical College
- 3) Concord University
- 4) Eastern West Virginia Community and Technical College
- 5) Fairmont State University, including Pierpont Community and Technical College
- 6) Glenville State College
- 7) Marshall University, including Marshall Community and Technical College
- 8) Shepherd University
- 9) Southern West Virginia Community and Technical College
- 10) West Liberty State College
- 11) West Virginia Northern Community College
- 12) West Virginia School of Osteopathic Medicine
- 13) West Virginia State University, including West Virginia State Community and Technical College
- 14) West Virginia University, including Community and Technical College at West Virginia University Institute of Technology, Potomac State College of West Virginia University, West Virginia University Institute of Technology, and West Virginia University at Parkersburg

The survey found that seven of the institutional bookstores were operated by an outside vendor, while six institutions owned and operated their own bookstores. Eastern West Virginia Community and Technical College has a partnership with West Virginia Northern Community College to allow their students to purchase textbooks online. The survey also found that, while 12 institutions reported that only one bookstore is endorsed and/or operated by the institution, two institutions reported endorsing and/or operating more than one bookstore.

When institutions were asked to describe the bookstore's textbook purchasing policy, all indicated a desire to provide affordable textbook options for their students, but indicated that textbook choice is a faculty-driven decision. Survey results indicated that a majority of institutionally owned bookstores employ a three-step process when purchasing textbooks. Those steps are as follows:

- 1) Attempt to purchase ("buy-back") textbooks from students;
- 2) Conduct an inventory of purchased used textbooks to see if there is a sufficient number for the following academic semester. If not, purchase additional used textbooks from wholesalers; and
- 3) Finally, if the textbook is new, the bookstore orders it from the publisher.

Also, it appears that those institutions with contract bookstores also attempt to "buy-back" textbooks from students as the first purchasing option. Thereafter, other textbooks, such as used textbooks and new textbooks, are purchased as a matter of contracts with vendors. It is important to note that all institutions expressed a desire to provide affordable textbook options to their students.

Institutional survey response indicated that most new textbooks are sold with approximately a 25 percent mark-up on the net price of new textbooks. Also, most used textbooks are sold at a rate of approximately 25 percent less than the price of the same textbook at its new net price. Essentially, used textbooks shall not exceed 75 percent of the price of new textbooks. In addition to the pricing policy regarding used textbooks, institutions were also instructed to provide the percentage of courses with used textbooks available for purchase. The findings appear in Table 1 on the following page.

Table 1. Percentage of Courses with Used Textbooks Available By Institution

Institution	Percent of Courses with Used Textbooks Available
Bluefield State College, including New River Community and Technical College	30 to 40
Blue Ridge Community and Technical College	32
Concord University	92
Eastern West Virginia Community and Technical College	70
Fairmont State University, including Pierpont Community and Technical College	78
Glenville State College	85
Marshall University, including Marshall Community and Technical College	50 to 75
Shepherd University	95
Southern West Virginia Community and Technical College	79
West Liberty State College	52
West Virginia Northern Community College	57 (Weirton) and 63 (Wheeling)
West Virginia School of Osteopathic Medicine	80
West Virginia State University, including West Virginia State Community and Technical College	65
West Virginia University, including Community and Technical College at West Virginia University Institute of Technology; Potomac State College of West Virginia University; West Virginia University Institute of Technology; and West Virginia University at Parkersburg	67

Source: West Virginia Higher Education Policy Commission, 2008 Higher Education Bookstore Policy Questionnaire Results, June 2008

The survey also inquired if institutions had examined the financial burden of purchasing textbooks for students. More than half of the institutions indicated that an examination regarding the financial burden of textbook costs to students has taken place at the institutional level. However, little evidence was provided to support the responses. It also appears that methodologies used to examine financial burden varied greatly ranging from student satisfaction surveys to simply stating that the institutional board of governors has examined the issue and created a policy.

In addition to inquiring about the examination of the financial burden to students, the survey requested institutions to respond regarding various practices and offerings. All institutions had used textbooks available for purchase and some institutions offered digital textbooks. None of the responding institutions offered rental textbooks or textbook swap programs. Only three institutions lacked a textbook adoption policy, while five institutions did not have rules in place for faculty or bookstores regarding the adoption or sale of textbooks.

Another portion of the survey inquired about institutional practices regarding the submission of textbook orders. Based on the responses, it appears that most deadlines are approximately three months before the beginning of the academic semester. The percent of faculty that meet the deadline range from a low of ten percent to a high of 95 percent across the institutions. Institutions also reported a range of two percent to ten percent of textbooks that are not available at the beginning of the semester.

The survey also examined institutional practice regarding the use of textbooks where a publisher has agreed to continue publishing the textbook over several years. Most commonly, institutions do not have a formal policy regarding this specific issue. Institutional responses reiterate that the selection of a textbook is a faculty-driven decision. However, it should be noted that West Virginia Northern Community College stated that faculty are required to maintain the same textbook adopted for a minimum of two years. Moreover, Fairmont State University stated that, “It has not been our experience that the publisher will make such an agreement. Although we cannot control the publisher, it is our BOG [board of governors] policy that textbooks be adopted for a multi-year timeframe.” That specific policy reads: “Textbooks should be used for at least three years before a change is made.”

Finally, the survey examined the areas of textbook buy-back programs, the use of financial aid dollars, and communication regarding the cost of textbooks to current and prospective students. The findings are as follows:

- It appears to be common practice that bookstores will offer to pay 50 percent of what the student paid for the new textbook if the textbook is in good condition. This only occurs for textbooks that have been readopted for use during a subsequent term as long as additional copies are needed for anticipated resale.
- A majority of institutions reported allowing students to charge the costs of textbooks to financial aid awards if the amount of financial aid, excluding what may be earned for work-study, exceeds the total amount of the student’s tuition and fees as well as room and board if applicable.

- All institutions indicated an attempt to communicate clearly the cost of textbooks by posting the information on the institution's website, in bookstores, and around campuses. Also, at least two institutions provide estimated costs of textbooks in financial aid outreach literature.
- To assess current practices, Commission staff, at the request of the Task Force, also conducted a formal review of institutional policies regarding textbooks. The review was limited to policies that were adopted by the institution through approval of the institutional board of governors. Commission staff found that some institutions lacked formal policies. Of the institutions that had formal policies, many lacked specifics detailing the process for the adoption, sale, and repurchase of textbooks.

Recommendations

The following recommendations are a result of the research and deliberations of the Statewide Task Force on Textbook Affordability:

- The Commission and the Council shall jointly develop a website that will include resources for institutions in developing textbook policies and pursuing textbook affordability initiatives; assist faculty members in textbook selection; and assist students and parents in finding the most affordable textbook and supplementary materials.
- The Commission and the Council shall promulgate a joint rule requiring institutional governing boards to adopt rules regarding textbooks and bookstores and requiring that those institutional rules include, at the least, provisions that require:
 - A. That the institution, faculty, and bookstores immediately comply with all the provisions of West Virginia Code §18B-10-14.
 - B. That the institution, faculty, bookstores, and publishers seeking to have their textbooks selected at the institution, immediately move toward full compliance with the textbook provisions of the Higher Education Opportunity Act (HEOA) set out below, with full compliance required by July 1, 2010.
 - C. Establishment of a permanent Textbook Affordability Committee at each institution consisting of faculty, students, parents, administrators, and bookstore representatives which shall meet periodically, but at least annually, to advise the faculty senate, student government, administration, and institutional board of governors on affordability issues and initiatives, textbook selection guidelines and strategies, and educational opportunities.
 - D. Establishment of firm deadlines for the administration to assign courses and faculty selection of textbooks and materials for the next academic term and adoption of a mechanism to deal with deadlines not being met, such as: having the previous textbook for that course become the default

selection, having the chair or dean select the textbook, or any other method reasonably calculated to ensure that deadlines are met so that used textbooks can be located and purchased by the time of registration to the maximum extent practicable.

- E. Guidelines for faculty in the selection of textbooks and supplementary materials that ensure appropriate, high quality course materials are selected but give students timely access to the most affordable materials. Strategies that may be incorporated into those guidelines will be an institutional decision, but they will be encouraged to consider:
 - 1) Requiring faculty to consider more than one textbook publisher and comparing prices;
 - 2) Requiring that all new textbook selections be accompanied by the written information required from the publisher under the HEOA;
 - 3) Discouraging selection of textbooks in which less than 50 percent of the content will be used in the course unless the same textbook will be utilized by the student in other courses;
 - 4) Encouraging selection of textbooks that have low cost alternative editions available; and
 - 5) Encouraging selection of textbooks that it is believed will not be revised by the publisher in the near future.
- F. That the institutions shall consider joining a consortium which makes available open source textbooks or course materials to faculty and students free or at low cost.
- G. That the institution shall consider the feasibility of textbook rentals either institution-wide or for specific courses.
- H. That the institution shall conduct training for all faculty, at the time of hire and on an on-going basis, on textbook selection and strategies that guarantee high quality course materials at the most affordable cost.
- I. That the institution shall assign at least one administrator as a liaison with textbook publishers and to be responsible for dissemination of relevant information to the faculty on textbook selection strategies and education and training opportunities regarding textbook selection.
- J. That the institution shall address financial aid issues and solutions that give students access to financial aid for course materials prior to the start of classes.

- K. That the institution, to the maximum extent practicable, shall consider placing a copy of required textbooks on reserve in the institutional or departmental library.

Strategies for Reducing or Addressing Costs

In addition to developing its formal recommendations regarding textbook affordability, the Task Force explored existing studies and strategies that have resulted from similar work in other states. A number of state systems and institutions have created task forces that have studied and implemented some of the strategies set below. These include the Arizona University System, Kansas University, Minnesota System, Nevada System, California State University, Portland Community College, University System of Georgia, University of North Carolina, the University of Michigan, and the University System of Ohio.

Research conducted by Commission staff, in collaboration with the Task Force, identified a number of specific strategies that may serve as possible approaches to help reduce textbook costs. The Report of the Advisory Committee on Student Financial Assistance provides an extensive collection of ideas that may serve as a resource for institutional Textbook Affordability Committees as the issue of addressing textbook affordability continues. This report posed possible strategies which are conveniently summarized in eight broad areas. Those areas include the following: 1) strengthen the market for used textbooks; 2) adopt faculty textbook guidelines; 3) provide key information to students and parents; 4) increase library resources; 5) adopt alternatives that lower prices; 6) implement a textbook rental program; 7) improve related financial aid policies; and 8) utilize 21st century technology.

1) Strengthen the Market for Used Textbooks

- Encourage faculty to use the same textbook and edition for multiple terms.
- Require faculty to meet earlier deadlines for designating the textbook for subsequent terms. This allows bookstores to buy used textbooks earlier.
- At the time of purchase of a new textbook, the bookstore shall notify the student of the repurchase/buyback policies pertaining to such textbooks.
- The institution shall consider promoting online textbook exchanges among students through existing websites such as www.exchangehut.com and www.campusbookswap.com that allow students to swap and sell textbooks with other students.

2) Adopt Faculty Textbook Guidelines

- Set early deadlines for faculty to select and notify bookstores of textbooks selected.
- Commit to using the same textbook and editions for longer periods of time.

- Have faculty become more knowledgeable about prices of potential textbook choices. Some studies have shown that a significant number of faculty were unaware of the prices of the textbooks they were selecting.
- Consider utilizing less expensive textbooks. If certain textbooks are comparable, require the selection of the less expensive one. Select textbooks that have alternative, less expensive editions the student can purchase.
- Utilize the same textbook for multiple sections or courses. For instance, one accounting textbook could be selected that would cover two or three courses.
- Negotiate with publishers for bulk discounts.
- Encourage publishers to provide certain editions for a required time period.
- If a new edition is selected, allow students to use an older edition by pointing out in syllabus any relevant differences.
- Require faculty to state in writing the textbooks considered and their different prices.
- Have a faculty committee determine whether a newer edition is substantively different enough from an earlier edition to warrant its selection.
- Prohibit faculty from receiving any inducements or benefits from publishers.
- Prohibit faculty from receiving royalties from textbooks they authored on those textbooks they require to be used in their own classes.
- Prohibit faculty from selling free textbooks given them by publishers and instead have those textbooks retained by the library.
- Prohibit the selection of textbooks if no more than 50 percent of the content will be used for that course, unless the same textbook will be utilized in other courses.
- Recommend selecting bundled textbooks where all the bundled parts can be purchased separately.

3) Provide Key Information to Students and Parents

- Ensure the selected textbooks are made known as far in advance of the semester as possible so that parents and students can research all possible purchasing options.
- Place links on the institution website to various online dealers. One institution placed a link to Amazon.com on its website and received about six percent of every sale Amazon made through that link. Another site, www.isbn.nu, allows a student or parent to enter a textbook name or ISBN number and instantly receive price quotes

from up to 14 online sites for both new and used textbooks.

- Place course syllabi and required textbooks online so students can assess costs before course selection.

4) Increase Library Resources

- Place textbooks and course materials in the library for students to use. One study found that up to 20 percent of students did not purchase textbooks and had to rely on such reserve copies or by sharing with friends.
- Require faculty given free examination copies of textbooks by publishers to donate them to the library.
- Make as much course material as possible available online through e-reserve at the library.

5) Adopt Alternatives That Lower Prices

- Some publishers offer textbooks with a high quality version, and a no-frills version that might have lower quality paper and no color. Select publishers and textbooks that offer this alternative.
- Explore adopting custom texts where only certain chapters are needed and printed.
- Pursue joining a buying consortium with other institutions to negotiate lower prices for bulk purchases.
- Explore lowering the profit margin in the bookstores on textbooks. One study suggests that the largest profits in bookstores already come from other materials sold, not the textbooks.

6) Encourage Implementation of a Textbook Rental Program

- There are numerous institutions currently offering textbook rental programs that significantly decrease the price of textbooks for students. Such a program has substantial startup costs because the institution has to first purchase all the textbooks. However, estimates are that students can save approximately \$500 a year with such programs.

7) Improve Related Financial Aid Policies

- Many students make decisions to register for classes at the last minute and thus they may not have received their financial aid by the beginning of classes. This is particularly true at community colleges. This lack of financial aid means students may not be able to buy less expensive used textbooks because those are all gone by

the time aid arrives. Nor may they have had time to pursue other purchasing options. One way to address this problem is to provide emergency loans or vouchers to purchase textbooks which can be repaid when aid arrives.

- Need-based financial aid programs can be created to solely purchase textbooks.

8) Utilize 21st Century Technology

- Innovations such as electronic textbooks, no cost online textbooks, and print-on-demand services can be explored. More than 7,000 e-textbook titles are available now and typically cost 50 percent less than a hard copy textbook.
- Consider adopting general education textbooks for lower level courses that are written by faculty and printed by the institutional press.
- Consider publishers that offer textbooks online at no cost because advertising is included on the site. One company, Freeload Press, offers such a service free or the student can print from the website or order paperbacks for \$9 to \$35. Professors at over 1,000 institutions are reportedly using this service.

Recent Developments

Since this Statewide Task Force on Textbook Affordability began its investigations and deliberations, Congress enacted the Higher Education Opportunity Act (HEOA) on August 14, 2008. Section 112 of the Act supported the academic freedom of faculty to select high quality course materials for their students while imposing several new provisions to ensure that students have timely access to affordable course materials. Those provisions, which must be implemented by July 1, 2010, require the following:

- 1) Textbook publishers to provide, in writing, information on college textbooks or supplemental material to faculty in charge of course material selection, including:
 - The price of the textbook;
 - The copyright dates of the three previous editions, (if any);
 - A description of substantial content revisions from the previous editions;
 - Whether the textbook is available in other formats and, if so, the price to the institution and to the general public;
 - The price of textbooks unbundled from supplemental material; and
 - The same information, to the extent practicable, for custom textbooks.
- 2) Institutions, to the maximum extent practicable, to include all required and recommended textbooks and supplemental material on any electronic course schedule:

- The ISBN number and retail price; or
 - If the ISBN number is not available then the author, title, publisher and copyright date; or
 - If such disclosure is not practicable, the designation "To Be Determined".
 - The institution must also include on its written course schedule a reference to the information available on its Internet schedule and the Internet address.
- 3) Institutions are encouraged to include the following information on any electronic course schedule:
- Renting textbooks;
 - Purchasing used textbooks;
 - Textbook buy-back programs; and
 - Alternative content delivery programs.

The HEOA also requires the GAO to study the implementation of those provisions and report to Congress.

Another area of initiatives is a proliferation of consortiums to provide open source sites where faculty may utilize free or low-cost electronic instructional materials. Massachusetts Institute of Technology (MIT) has an Open Course Ware where it makes the course materials for virtually all the courses (over 8,900) offered at MIT available for download. Information about MIT's program can be accessed at ocw.mit.edu/OcwWeb/web/home/home/index.htm.

Over a year ago, Foothill-De Anza Community College District launched The Community College Open Textbook Consortium to promote the creation and use of free or low-cost textbooks. Over 70 community colleges have joined the consortium. Information regarding these open educational resources and free textbooks offered electronically, as well as links to participating institutions, can be found at www.oerconsortium.org.

The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) is a site with a vast collection of free or low-cost online teaching and learning materials, including textbooks. It can be viewed at www.merlot.org/merlot/index.htm.

On the publisher's side, a consortium of five of the major textbook publishers has founded CourseSmart where students can purchase electronic versions of many of the standard textbooks. CourseSmart's website indicates that over 6,500 titles are available at an average savings of nearly \$55 per textbook. The consortium's site can be accessed at www.coursesmart.com.

Future Direction

As a result of the work of this Task Force, the Commission and the Council strongly encourage the creation and implementation of institutional policies and practices to ensure increased affordability in the coming years. In addition to communicating valuable information regarding all policies and practices to current and prospective students, the institution must take steps to increase textbook affordability by facilitating and/or providing alternatives such as textbook financing programs, textbook swap programs, textbook rental programs, digital textbooks, and faculty education.



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