

**RESULTS OF THE TEXTBOOK ADOPTION SURVEY OF THE
SANTA MONICA COLLEGE ACADEMIC SENATE
AD HOC TEXTBOOK ADOPTION TASKFORCE**

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Scope and Purpose

The purpose of the textbook adoption survey administered by the Academic Senate's Ad Hoc Textbook Adoption Task Force in partnership with the college's Instructional Research Department was to accomplish four things: to determine the factors most important to SMC faculty in the adoption of course materials (textbooks and other materials) for their classes, to ascertain the strategies faculty and departments use to combat textbook and materials prices, to determine how faculty communicate savings options to students, and to determine the experience of faculty with open educational resources. The survey was administered by email to all SMC faculty from March 3-March 14, 2016, with a reminder sent on March 11.

To encourage participation, respondents were offered the chance to enter their names in a drawing for a \$250 Amazon gift card.

Respondents were asked to apply the questions to their Spring 2015 and Fall 2015 classes in the hope that crossing two academic years might increase the number of possible textbook adoptions to be considered by respondents.

It should be noted that student government leaders were invited to appoint students to participate on the task force; but, despite repeated requests, no appointments were made.

The complete results of the survey are included at the end of this report. Results considered noteworthy are contained within this report.

Demographics

A total of 321 respondents submitted the survey, of which 10 were incomplete. Of the 311 complete responses, approximately 34 percent (105) were full-time instructional faculty and 63 percent were part-time associate faculty (95 with associate faculty status, teaching 5-10 units; 101 without associate faculty status, most, though not all, teaching less than 5 units).

Non-instructional faculty who have no teaching load and part-time faculty who do not normally teach classes were thanked for participating in the study but were blocked from answering further questions not relevant to them.

Sixty-eight percent of respondents stated that they were involved in adopting textbook materials, and 73 percent stated that they consulted with other faculty and or department chair for most and some of their textbooks and course materials.

Noteworthy is the percentage of faculty not involved in adopting materials for their courses. Twenty-nine percent indicated that they use instructional materials but that they are not involved in adopting them. Responses to other questions reveal

that this may be the result of textbook adoption committees formed by some departments and some departments not requiring that adjuncts be consulted when textbooks are adopted.

All instructional departments were represented in the survey in numbers ranging from 2 in smaller department such as music and the library to as many as 22 in business, 23 in communications and 36 in English.

Factors Most Important to Faculty in the Adoption of Textbooks and Other Course Materials

Question No. 5 in the survey revealed that the fairness of the price and the appropriateness of the content were the most important factors in textbook adoption. On a scale of 1 to 5 with 5 being most important and 1 being not important at all, Seventy-five percent stated that ensuring that “the price is fair compared to other options in the same area” was important at a level of 4 or 5. While the fairness of the price was clearly important, the content of the course materials was far more important. Ninety-eight percent (211) indicated that having course materials that covered the course content at the appropriate level rated at a score of 4 or 5, with 5 having being selected by 89 percent of respondents.

Fifty-eight percent of respondents indicated that access of the materials to students with disabilities was important at levels of 4 or 5.

Responses related to the availability of ancillaries, ebooks, publisher access to online materials, exam banks, quizzes, learning resources, exercises, videos, online learning tools, etc., and reduced prices for student access to the same were somewhat less important although three factors related to these factors garnered responses of 26 to 27 percent (selecting responses of 4 or 5).

Concern about the fairness of prices and their concerns about the appropriateness of content led faculty and departments to enlist many creative strategies in their efforts to control the cost of course materials and to ensure that content is what it should be for the level of courses at SMC. Many of these creative strategies are highlighted at the end of this report although readers may view them in detail in the attached survey Questions 11 and 12.

Communication of Savings Strategies to Students

The survey reveals that faculty were in general aware of cheaper alternatives to textbooks but that they did not always communicate that information to their students on or before the first meeting. The availability of online rosters has made it easy to contact students before a class begins. Only 39 percent informed their

students of the SMC Bookstore list price of their course materials with another 10 percent promising to do so in the future.

Perhaps faculty are unaware of how to check the bookstore site to find the price of their textbooks and other materials. Many faculty, though, indicated that they published Bookstore prices as well as the prices of other course materials sources on their syllabi and send them to students before classes begin.

Seventy-seven percent of respondents stated that they either informed their students of where they could purchase the textbook, or they will do so in the future. This high response, when combined with the knowledge of why and how to use online rosters to contact students well in advance of classes, reveal that faculty with full knowledge of the many different places where various versions of their course materials are available at different prices will help students select low cost options before the first class meeting.

Seventy-seven percent of respondents stated that they either made sure their students had free access to course materials for the first two weeks or so, or they will do so in the future. Later questions indicated that this is a key component of the negotiating strategy of many individuals and departments. Publishers have shown a willingness to allow students free trial access to their online materials, including ebooks, videos, quizzes, and other learning resources. Free trial access allows students to get by until they are sure they are going to remain in a course or until their financial situation changes.

The following include strategies being used to keep the cost of course materials down, and faculty indicated that they were communicated to students:

- 78% of respondents informed their students they may purchase used copies
- 57% of respondents informed their students where they could purchase less expensive options
- 56% ensure that loaner textbooks are available at the library, Veterans Center, Black Collegians, tutoring centers, and other campus locations

Experience of Faculty with Open Educational Resources

Open Education Resources (OER), defined in this survey as “open educational resources, published textbooks and/or other material that has been licensed for free” were considered for possible adoption by 43 percent of respondents. Of that percentage, 14.4 percent adopted OERs and still use them, 2 percent adopted them but no longer use them, and 26 percent considered them but did not adopt them.

Fifty-seven percent of respondents have never considered using OERs. As stated earlier, textbook adoption decision-making authority is sometimes delegated to

textbook committees within some departments. These committees sometimes include all full-time faculty teaching multi-section courses, and they sometimes solicit input of part-time faculty. Such is not the case in all departments however.

Respondents who indicated they either decided not to adopt open educational resources (OERs) or they tried them but didn't continue using them provided open-ended responses as to why such was the case. Those responses are detailed in full in the attached survey results; however, faculty concerns generally were centered on the following:

The quality of the content; appropriateness of the content level; errors in content; out-of-date content; lack of suitability; lack of availability of textbooks in specific subject areas; lack of departmental approval or acceptance of OERs; lack of supporting material, media, ebooks and other online accompaniments, illustrations, examples, exercises, homework problems, exam banks, etc.; inferior quality; lack of time to investigate materials fully; lack of knowledge of where to find open educational resources; lack of time to rewrite a course to integrate OERs.

Other Strategies Used by Faculty and Departments to Combat Textbook Prices

Many strategies used by faculty and departments to help their students and to combat the rising cost of textbooks were detailed previously in this report. However, many others reveal the depth of the faculty's concern for making their learning resources as affordable as possible. The last two open-ended questions in the survey included, but were not limited to, the following strategies:

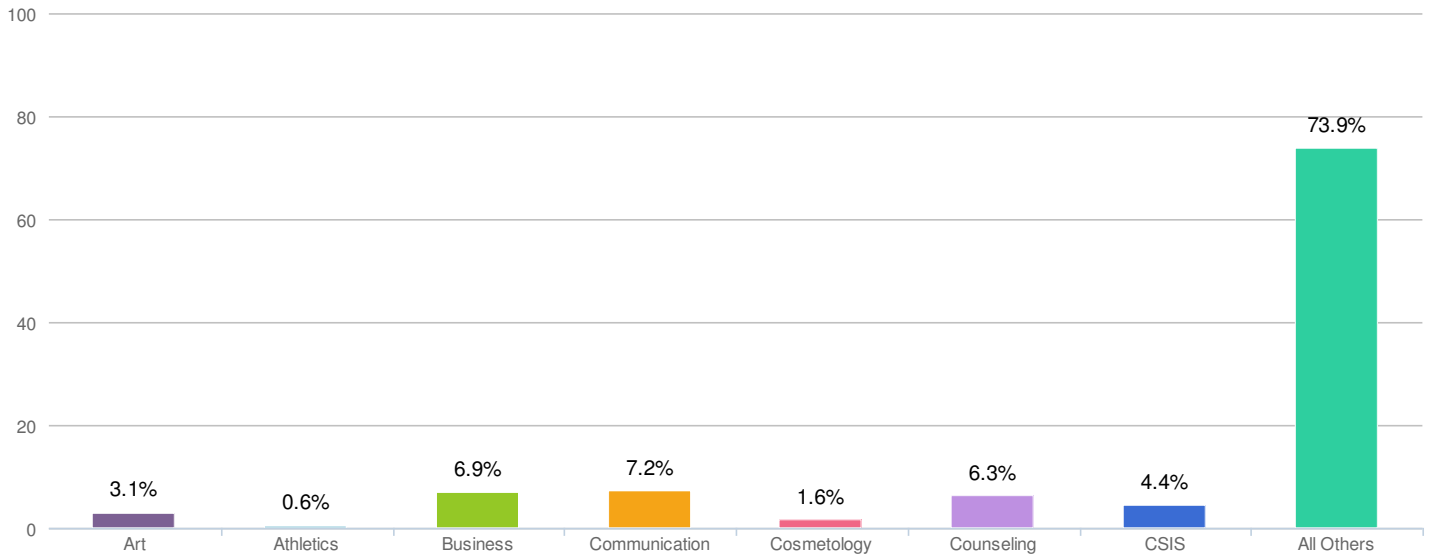
- Adopting many publisher-provided lower-cost options for a single course such as loose-leaf editions, ebooks, hardbound textbooks, etc.
- Creating custom loose leaf or paperback textbooks in conjunction with publishers (chapters taken from two or more published sources)
- Adopting less expensive magazine-type textbooks for which the content is inadequate but supplementing them with professor-created handouts, articles, exercises, PowerPoints, homework problems, etc., sold to students at cost or provided free online
- Creating lab manuals sold at cost or provided free online for students in high enrollment multi-section courses
- Providing free links to publications such as the *New York Times*, *The Wall Street Journal*, etc.
- Using publications for which copyrights have expired (such as classic plays and literature)
- Allowing students to use cheaper international editions
- Negotiating directly with publishers for large price reductions for multi-section courses; resulting in other benefits such as guaranteed top account status (round the clock high-level online technology support); training for all faculty and for new faculty teaching for the first time); classroom visits to

- explain learning resources available to students (such as search functions in ebooks, online glossaries, chapter quizzes, measurement of student learning outcomes, etc.); free trial access periods of up to three weeks; free downloading of all or most publisher-provided ancillaries to eCollege shells so that students who can't afford access codes are able to access most of the course content anyway; reduced price ebooks and access codes; free copies of books for distribution to many centers on campus and to the library
- Using purchasing power of large department offerings to negotiate price decreases for one-section courses
 - Negotiating for lower prices for 8-week courses on the grounds that publishers often charge less for books sold to colleges on the quarter system
 - Providing PDFs for textbooks online where it is legal to do so
 - Allowing students to share textbooks
 - Allowing students to turn in their work on photocopied pages from lab manuals, thereby allowing them to share the cost of a single lab manual
 - Assembling art supply packets off campus and selling them to students at cost to avoid the higher cost of SMC-assembled packets
 - Telling students where they can find equally good but free textbooks online
 - Working with the Bookstore to negotiate better prices with publishers
 - Negotiating with publishers for a lower price and committing them in writing to maintaining the same price for three years
 - Notifying students where textbook grants might be available
 - Spending hours creating own PowerPoints, exams, homework, handouts, videos, etc., to supplement inadequate but low-cost and no-cost resources and refining them semester after semester
 - Captioning free YouTube videos
 - Correcting errors in free resources

Forty-eight percent of respondents use the same edition of a textbook as long as possible although it has been noted that there have been times when the Bookstore and publishers have purchased new editions for a course without notifying departments or faculty. This occurs when a publisher no longer has adequate stock of an older edition, but it is particularly disconcerting for faculty to show up on the first day with one book when their students have another.

Textbook Adoption Survey Results - 3/18/2016

1. Department(s) in which I teach/counsel/work (Check all that apply):

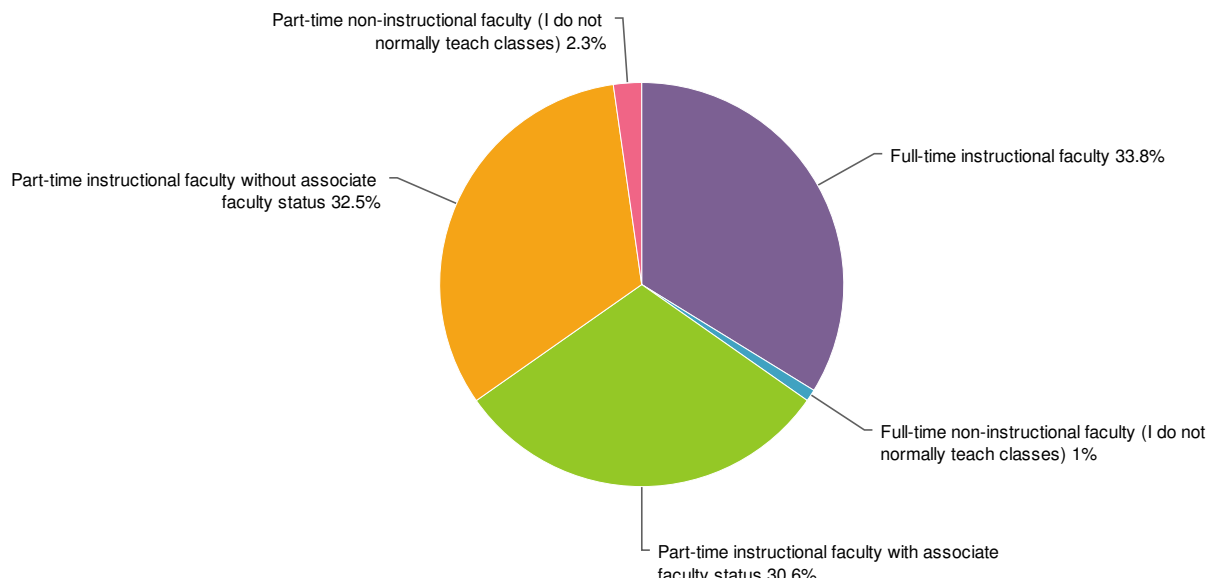


Value	Percent	Count
Art	3.1%	10
Athletics	0.6%	2
Business	6.9%	22
Communication	7.2%	23
Cosmetology	1.6%	5
Counseling	6.3%	20
CSIS	4.4%	14
Dance	0.9%	3
Design Tech.	2.2%	7
Disabl Stu Ctr	0.9%	3
Earth Science	4.4%	14
Education/ECE	3.1%	10
Emeritus	0.9%	3
English	11.3%	36
ESL	4.7%	15
Health Sciences	1.3%	4
Total		318

Value	Percent	Count
History	3.8%	12
Kinesiology	1.3%	4
Library	0.6%	2
Life Science	6.3%	20
Math	5.7%	18
Modern Lang/Cultuers	5.4%	17
Music	0.6%	2
NC Education	0.0%	0
Philosophy/Sociology	4.1%	13
Photo - Fashion	1.9%	6
Physical Science	6.0%	19
Psychology	4.1%	13
Student Life	0.0%	0
Theatre Arts	1.3%	4
Other - Write In	3.1%	10
Total		318

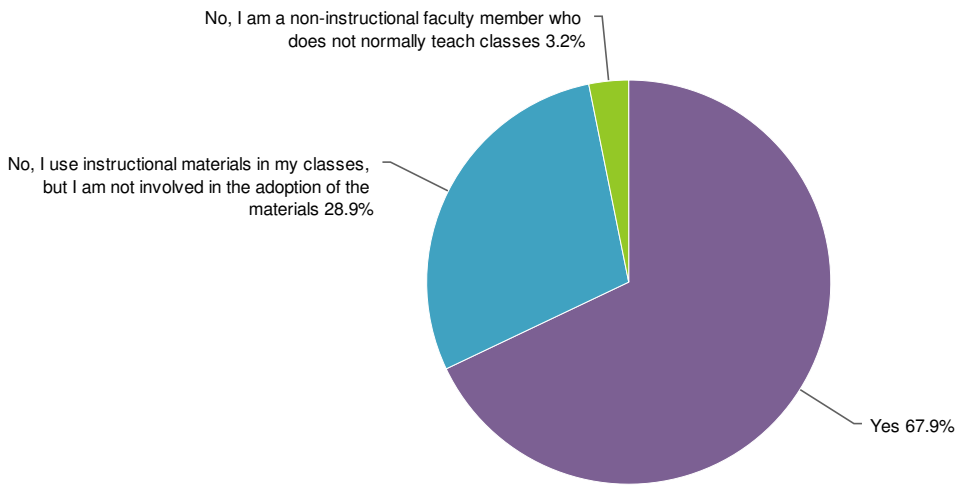
Responses "Other - Write In"	Count
Left Blank	311
Fashion	1
Film Studies	1
Legal OfTech classes	1
Office Technology	1
Philosophy/Social Science - Economics	1
Women\'s Studies	2
computer applications	1
economics	1

2. Employment status: Please select one of the following:



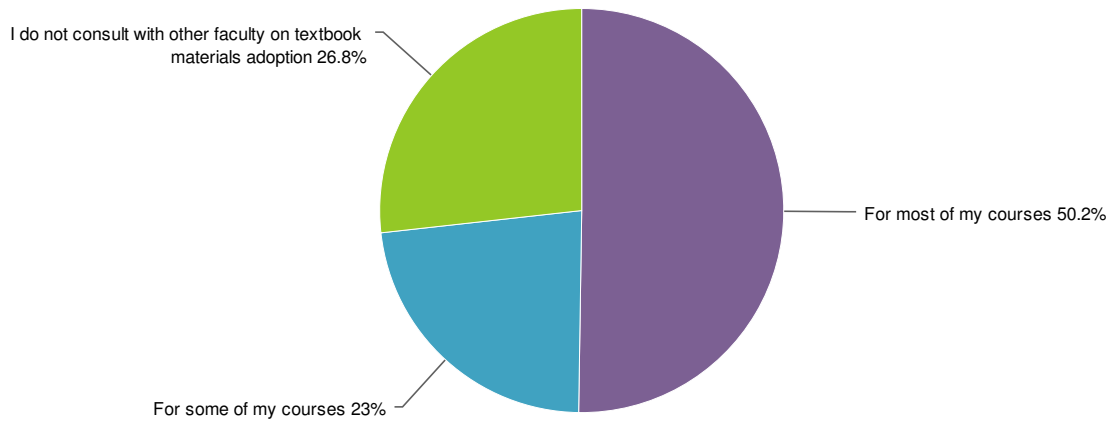
Value	Percent	Count
Full-time instructional faculty	33.8%	105
Full-time non-instructional faculty (I do not normally teach classes)	1.0%	3
Part-time instructional faculty with associate faculty status	30.6%	95
Part-time instructional faculty without associate faculty status	32.5%	101
Part-time non-instructional faculty (I do not normally teach classes)	2.3%	7
Total		311

4. I am involved in adopting textbook materials for one or more of the courses in my department. (Select one of the following.)



Value	Percent	Count
Yes	67.9%	214
No, I use instructional materials in my classes, but I am not involved in the adoption of the materials	28.9%	91
No, I am a non-instructional faculty member who does not normally teach classes	3.2%	10
Total		315

5. I adopt textbook materials only after consulting with other faculty and/or the department chair:

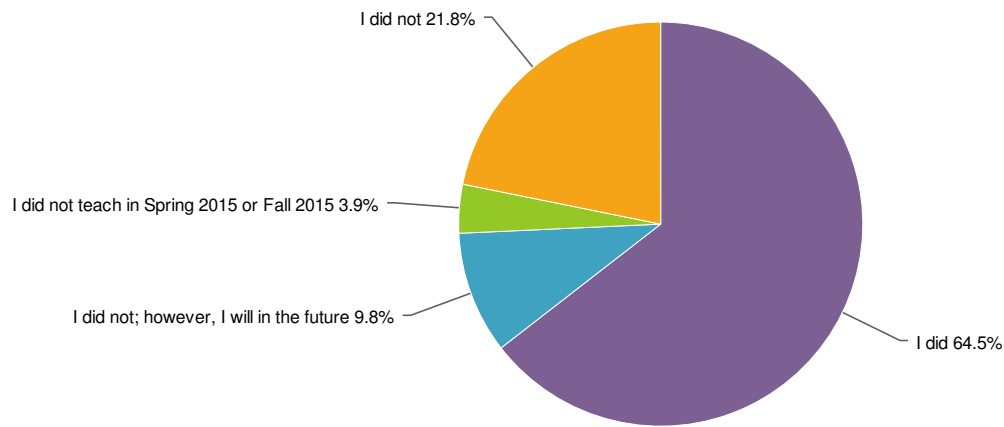


Value	Percent	Count
For most of my courses	50.2%	107
For some of my courses	23.0%	49
I do not consult with other faculty on textbook materials adoption	26.8%	57
	Total	213

6. Referring to textbooks and course materials used in Spring 2015 and Fall 2015, please rate the following factors as to how important they were in making your choice for the majority of the adoptions made. (5 means very important, and 1 means not important at all)

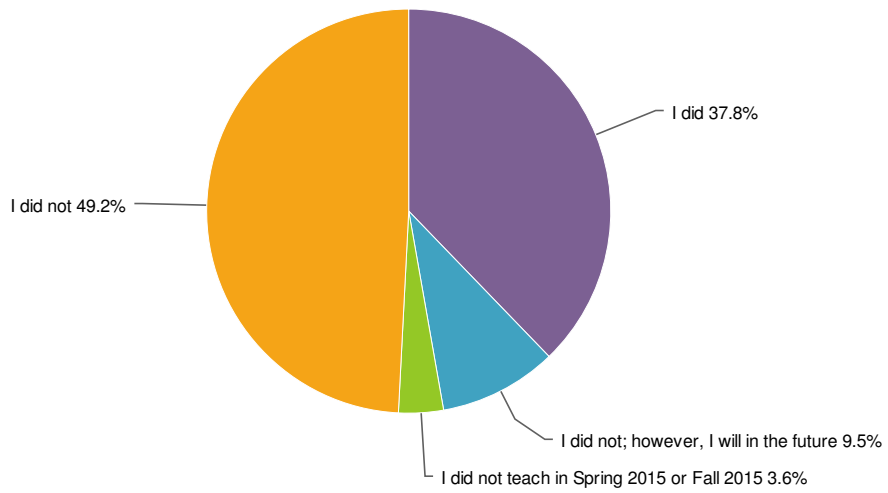
	5	4	3	2	1	Responses
Materials covered course content at the appropriate level	191 89.3%	20 9.3%	3 1.4%	0 0.0%	0 0.0%	214
The price is fair compared to other options in the same area	118 55.4%	41 19.2%	49 23.0%	2 0.9%	3 1.4%	213
The availability of an ebook, PDF, or a downloadable version	54 25.4%	31 14.6%	57 26.8%	31 14.6%	40 18.8%	213
Options to customize books (such as adding or removing chapters)	19 8.9%	24 11.3%	27 12.7%	43 20.2%	100 46.9%	213
Free or student access provided in the price to publisher's site containing such ancillaries as exercises, quizzes, learning activities, videos and/or other supportive learning tools	48 22.6%	36 17.0%	42 19.8%	29 13.7%	57 26.9%	212
Accessibility of the course materials to students with disabilities	91 42.9%	32 15.1%	46 21.7%	15 7.1%	28 13.2%	212
Free textbook and/or other course materials	47 22.2%	31 14.6%	55 25.9%	29 13.7%	50 23.6%	212
The number and quality of ancillaries such as videos, exercises, online learning tools, etc.	53 25.0%	34 16.0%	50 23.6%	28 13.2%	47 22.2%	212

7. For the majority of the textbook materials used in Spring 2015 and Fall 2015, did you inform students before the course started where they could purchase textbook materials?



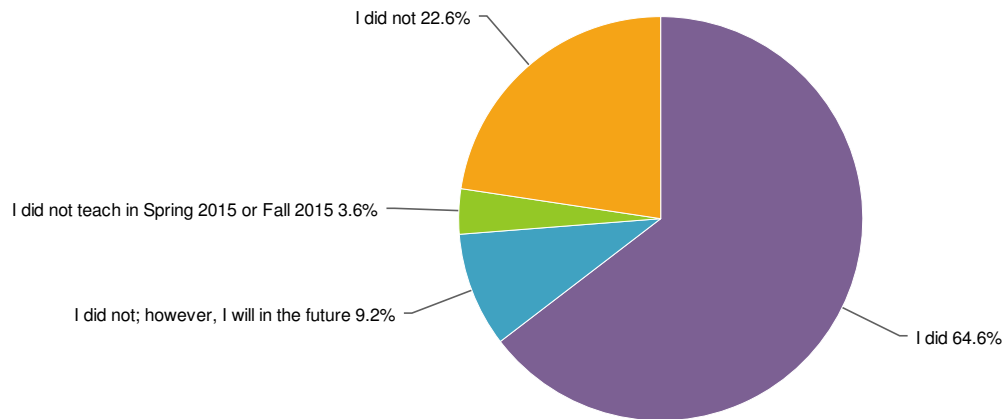
Value	Percent	Count
I did	64.5%	198
I did not; however, I will in the future	9.8%	30
I did not teach in Spring 2015 or Fall 2015	3.9%	12
I did not	21.8%	67
Total		307

8. For the majority of textbook materials used in Spring 2015 and Fall 2015, did you inform students of the SMC Bookstore list price?



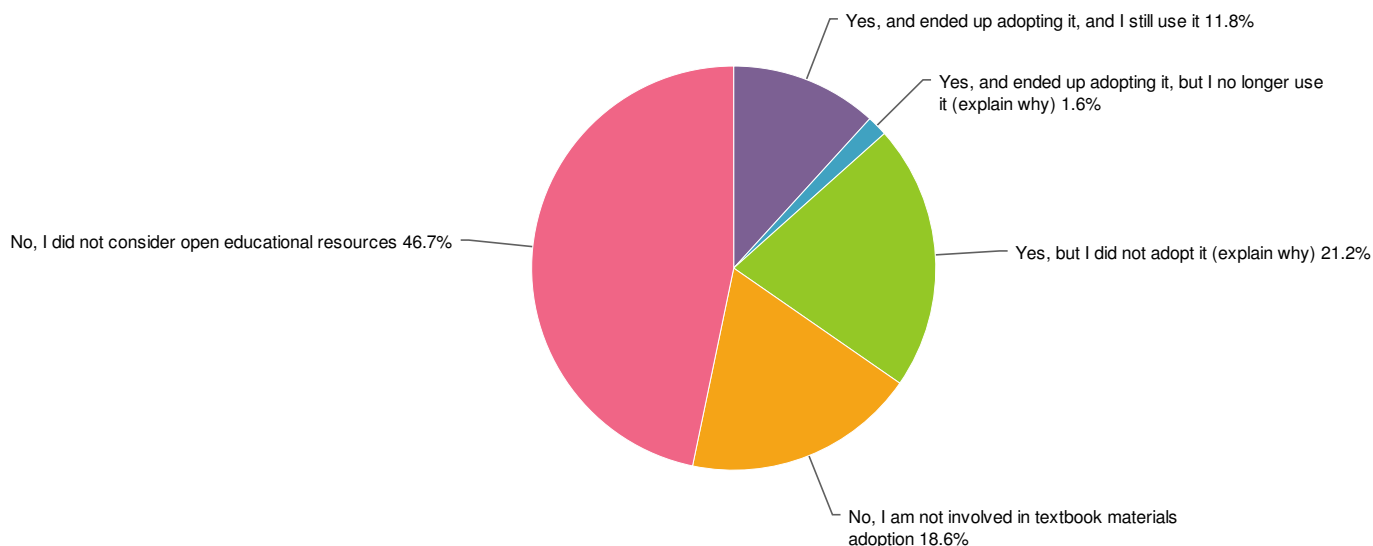
Value	Percent	Count
I did	37.8%	116
I did not; however, I will in the future	9.5%	29
I did not teach in Spring 2015 or Fall 2015	3.6%	11
I did not	49.2%	151
Total		307

9. For the majority of textbook materials used in Spring 2015 and Fall 2015, did you ensure that students had free access to course materials the first two weeks or so? (For example, online materials were available for free for a trial period, or SMC library held textbooks for student loan, etc.)



Value	Percent	Count
I did	64.6%	197
I did not; however, I will in the future	9.2%	28
I did not teach in Spring 2015 or Fall 2015	3.6%	11
I did not	22.6%	69
Total		305

10. Have you ever considered an open educational resources, published textbooks and/or other material that has been licensed for free use?



Value	Percent	Count
Yes, and ended up adopting it, and I still use it	11.8%	36
Yes, and ended up adopting it, but I no longer use it (explain why)	1.6%	5
Yes, but I did not adopt it (explain why)	21.2%	65
No, I am not involved in textbook materials adoption	18.6%	57
No, I did not consider open educational resources	46.7%	143
Total		306

11. Please explain your answer for the question above.

Count	Response
1	Because I don't know how yo go about it to not infringe on copywrite laws.
1	Colleagues' consensus
1	Complicated, became time consuming, etc.
1	Decision is ongoing
1	Did not find them satisfactory
1	Did not fit my needs
1	Didn't find any I thought I could use
1	Doubts about having students obtain useable copies of the materials. You messy and scattered.
1	Exercises are below our rigor requirements; no online hw grading option.
1	Free texts not nearly good enough for the course.

Count Response

1	I chose an inexpensive text and I supplement it with free online readings and videos.
1	I could not find anything right for the way I teach my class.
1	I did not have time
1	I have not yet found any open materials that cover the material at my preferred level.
1	I haven't had the time to adapt my courses to free materials.
1	I'm not sure how to implement such an option
1	I've never found one that met the needs of the course as well as the published materials.
1	It did not meet the requirements of the course.
1	It didn't cover the material well
1	It wasn't as good as the commercially available materials.
1	Like the idea, but no open source textbook is available for my course that I am aware of.
1	Many of the digital aspects go out of date or die. The two I used were not kept up/maintained.
1	Materials I wanted were not available.
1	Materials are not up to standard
1	Materials for our discipline are not available in the OER
1	None exist at the appropriate level for my subject (physiological psychology)
1	None of the open educational options were good for the class.
1	Not suitable to course.
1	Poor quality of online open educational resources for science
1	Quality and consistency not up to par.
1	Students had too much trouble locating and accessing it.
1	Text we use is amazing.
1	The committee did not accept it.
1	The content was not very good. Not suitable for the class compared to the paid versions.
1	The department takes input and a committee decides the adoption.
1	The little I saw of them wasn't particularly good.
1	The material was not at the level of other publisher materials.
1	The option was not up to snuff.
1	The quality of materials could not compare with the textbook I adopted.
1	The quality of the material was not good enough to meet the student's needs.
1	The quality was poor

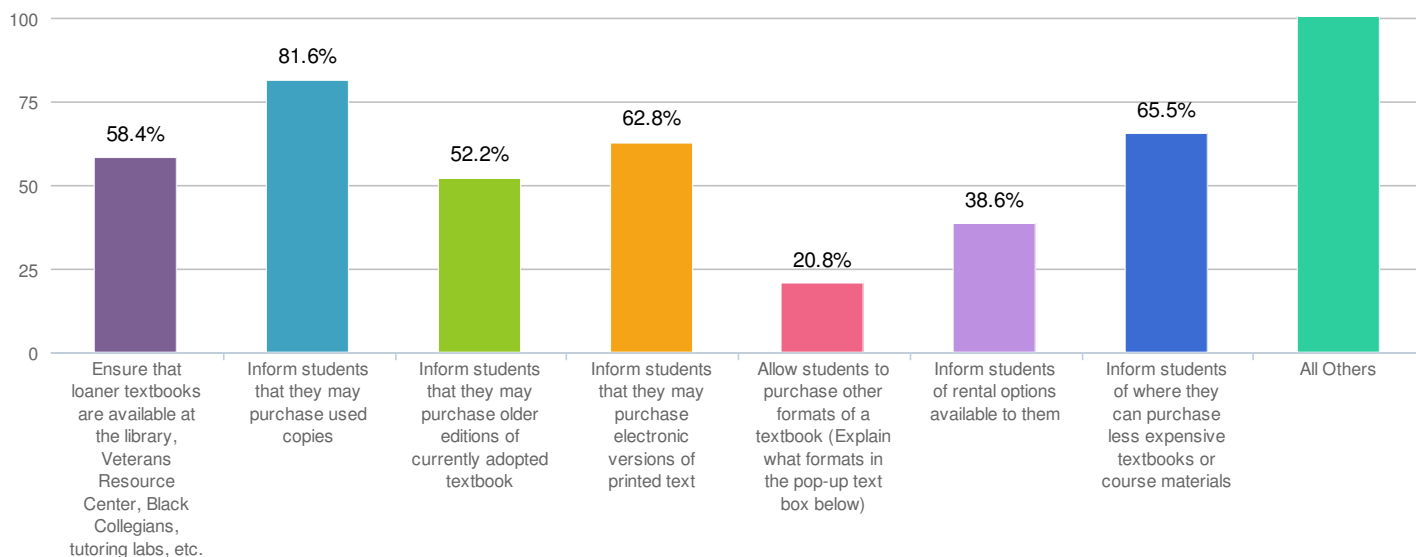
Count Response

1	The texts I choose are excellent for my purposes, the best I can find.
1	This option was discussed and voted down in my program area.
1	Too much work to switch over; I don't have time right now.
1	We are considering it now.
1	content is not the same as what we cover in class. am still looking.
1	dept mandates a text book
1	prohibited from doing so by department
1	Did not support distance education or hybrid classes sufficiently. Support materials were weak. Over all package did not deliver the quality and rigor our transfer institutions expect from our articulation agreements.
1	Originally the web-based content was free to use, but that changed and the materials require fee for access.
1	Currently, there is none for the level of coursework I am teaching, though there are ones available for the lower level course.
1	Lack of materials to go with it and the free textbook I was considering did not have enough pictures/examples.
1	I have considered this but have not researched it enough to take this step. It is also hard to find a resource that would fit my courses.
1	I have selected the edition of my book that is available for as low as one dollar with free shipping!! I inform students of these options and provide photos of the covers of the editions at these low prices that to me were virtually the same as free for the book I wanted the students to use.
1	There are several sections of this same course that are thought each semester. As a part-timer I follow the adopted text by the full-time faculty. Besides, The course I teach is one of a series of courses which use the same text.
1	Content out of date. Errors in content. Ancillaries were weak. Weak exam banks or, in one case, none at all. Text was more appropriate for high school use.
1	I have seen some free book and the material is poor quality and is not to a level of a college education class material.
1	Department not on board, but think we are now moving in a direction where they are more willing to consider open textbook resources.
1	Articles need copyright, and the constant changing of them made a very difficult job. Currency is important, and my required textbook keeps current. To augment that I now read articles in class if they improve the information.
1	I have not found free or low cost options that are as good as the textbooks I use in terms of content covered.
1	They aren't thorough enough in my subject area. Plus, I've found students seem to like having a physical book because I do use some online resources they don't always consult, and because at other schools where I taught college courses, people didn't use the online materials. The only one that was okay was Smarthistory.com
1	A free book that covers all of the topics for my class is not available. I teach conceptual physics, and all of the free physics books (Wiley OpenStax, etc.) are math based. I also use the online homework available with our current book, which means developing a new set of homework if I switch. Also, all the teachers for the same course have discussed switching to a new book together, but the other faculty do not have the time to put into finding a new one.
1	I supplement my ecompanion and ecollege with the source. but it is not robust enough to completely eliminate the text
1	Free online material is clearly inferior to the material I use. I have negotiated prices for online problem set sites with eText less than \$100, which is as good as I can do for quality material

Count Response

1	I takes a lot of time to find appropriate online material and it can disappear at any time. Also, a lot of online material and most textbook content is low quality. You ought to hire people to write the books used by CC teachers.
1	Current considerations were around following SMC policy as to copyright being within 5 years and also to be in line with Colleges and Universities that students would transfer to for advanced coursework that use the same series of textbooks.
1	We are currently testing out OpenStax with Wiley Plus learning environment to replace our McGraw Hill Textbook with Connect learning environment. We expect it to pass with flying colors in terms of rigor and ease of use and unless any big hiccups come up, plan to adopt for Fall 2016
1	The way that the material and end of chapter exercises were presented was more clear in the textbook that I chose compared to the open resource.
1	The free use material was severely lacking in quality and had poor illustrations and no supporting media or materials.
1	Did not feel material in these open educational resources were comparable to our adopted textbook.

12. Do you or your department follow any of these strategies in order to keep the cost of textbook materials as low as possible? Please select all that apply and detail non-listed strategies in the last option:



Value	Percent	Count
Ensure that loaner textbooks are available at the library, Veterans Resource Center, Black Collegians, tutoring labs, etc.	58.4%	171
Inform students that they may purchase used copies	81.6%	239
Inform students that they may purchase older editions of currently adopted textbook	52.2%	153
Inform students that they may purchase electronic versions of printed text	62.8%	184
Allow students to purchase other formats of a textbook (Explain what formats in the pop-up text box below)	20.8%	61
Total		293

Value	Percent	Count
Inform students of rental options available to them	38.6%	113
Inform students of where they can purchase less expensive textbooks or course materials	65.5%	192
Use custom textbooks (that add or delete chapters but retain the majority of a text)	17.4%	51
Use custom textbooks that pull chapters from two or more of a publisher's textbooks that are offered for a particular course	8.5%	25
Consider many publishers before adopting a textbook or other course materials	37.2%	109
Negotiate lower prices with publishers	22.2%	65
Negotiate custom packages that provide lower prices combined with features such as access codes; free uploads into course shells of ancillaries such as videos, learning exercises, quizzes, etc.	21.2%	62
Continually consider different textbook material options in case a lower priced choice is available	27.7%	81
Create own materials for students, selling them at cost or Bookstore cost + markup	19.1%	56
Use the same edition of a textbook for as long as possible	57.7%	169
Other/ Not listed	8.5%	25
	Total	293

13. Please explain which formats.

Count	Response
1	All
1	All available.
1	Bound, 3-hole punched, eText, etc.
1	Copied reader of the original textbook available at SMC bookstore
1	Don't add textbooks that are not required
1	E-Book
2	Ebook
1	Electronic formats available for purchase online at a fraction of the cost.
1	Electronic version
1	I connect my students to each other to buy and sell books without going through the bookstore.

Count Response

1	I have been using a free US History textbook available at www.openstax.org/books
1	Inform the student they may purchase any version of a text book covering the course materials
1	Online versions and hardcopy versions
1	PDF copies of the department's lab book so that they can work from laptop/e-reader for free
1	Packets and e-books.
1	Pdf Wikipedia
1	They can use whatever form of the book they can find online or elsewhere.
1	digital, paper
1	e-textbooks (not sure if that is what you mean).
1	eBooks
1	eBooks, hardcover, library, free online
2	ebook
1	ebook pdf
1	ebook
1	ebooks
1	electronic
1	etext, downloadable pdf
1	on phone or on i-pad
1	paperback; e-editions
1	pdf
1	pdfs of text available online
1	this question is unclear to me.
1	A free download book at withouthotair.com that discusses renewable energy sources written by a Cambridge (UK) professor.
1	Whatever they can get their hands on. Ebooks, PDFs (legal and otherwise, though I won't link to the latter).
1	If students are able to find a text online--in PDF or HTML--it's fine with me, as long as they understand there will be adjustments to be paid re: page numbers, etc, on their part.
1	Inform them that the text is available in loose leaf format and may be purchased a chapter at a time.
1	The biggest concession we make to keep the cost down is agreeing to adopt a single textbook for all sections of a course. This allows us to leverage our volume to negotiate price reductions.
1	Looseleaf versions are cheaper, but selling them back is complicated. I give students option of eText or looseleaf in one class; in other class they must purchase online homework software (I negotiated price to \$30 from \$40, as I know quarter schools are charged \$30 and I teach 8-week classes online at SMC, effectively same as quarter schedule) and then may buy old editions (for the class in which material doesn't change over time).

Count Response

1	Provide on-line textbooks with homework access for either \$55 or \$85. Plus department written lab book free of charge.
1	I use older editions of the textbooks I use in class. I also inform students of sites and places that they can find the textbooks for cheap prices. For one of my courses, I use a textbook that is free online.

14. Please detail non-listed strategies.

Count Response

1	Create freematerials that We post online (eg Lab packet)
1	Create own materials for students, free of charge
1	Departmental written lab book, on-line, free of charge.
1	I avoid using the current edition of the text, as the previous edition is easily available used.
1	I do, but cannot get a conversation going to have a consistent situation...
1	I produce and print my own materials at my cost.
1	Students were provided with copies of the textbook
1	Two of the books that I use have free PDF versions online.
1	Use on-line readings that are free. Links are in the syllabus on eCompanion.
1	Using free/OER textbooks
1	We didn't discuss this at all....
1	got copyright for materials to be xeroxed by Repro
1	rather than use textbooks I create handouts for class use
1	I am currently NOT using a textbook in my courses and instead load up my online platforms with all the instructional material I believe students need.
1	I work with Dick Blick Art Supply store off campus to create supply packets because the art supply store on campus is difficult to work with and expensive. Then I provide an online free pdf for students reading assignments.
1	I create many handouts that include information that is not available in the textbook. They are free to the class. The cost is far less than my printing budget.
1	I cut back on requiring texts that are expensive and where similar information is available online
1	Encourage applying for grant dollars (by sending out appropriate info) to purchase textbooks if currently working in a licensed child care program.
1	At previous institutions, I often uploaded PDF files of works that students were then responsible for downloading. When I have inquired about this practice at SMC, it seems we don't do it. It would be a great and green alternative to hard copies.
1	For some of my classes, I don't use textbooks at all but instead use free and legal etexts (for instance, from Gutenberg.org). I also post articles from the Internet.

Count Response

1	I make my texts recommended but not required. All of my lectures are from heavily modified powerpoint files, and my students know that all exam questions will come from my lectures (both what I say and what is in the powerpoints). They know that while the text is good to have, it is entirely possible to do well in my class without having any textbook at all. I also tell my students that I feel the price of new textbooks is scandalous, particularly given how few changes are typically made from edition to edition. I always encourage them to buy older editions.
1	use nontextbook resources such as articles in digital journals available for free from media center website, online articles, blog articles, etc.
1	I started teaching motion graphics back in 1995 and have always written my own materials. I recommend titles, but do not require them.
1	For classes with lots of sections, we are able to negotiate better packages with publishers, getting huge breaks on prices. Publishers work with us to provide 24-hour tech support and even give us all their publisher's site ancillaries for uploading into our course shells. This means students have free access to all ancillaries even if they buy a book without an access code. We negotiate with publishers for free student access to everything for 2-3 weeks. We have publishers speak to our classes to show them how to navigate their sites and how to use ebooks, grade books, library services, etc.
1	I require only one text in English 1 -- the departmentally adopted Writer's Reference. I tell my students it is available in any ground or online bookstore and I allow them to use one edition earlier than the ordered text. I provide all the other reading material for the class online, generally newspaper and journal articles for which I provide a link to the source (NY Times, Wall Street Journal, National Geographic). For my other classes I provide links to free open source sites (Internet Classics Archive, Perseus, Luminarium, etc) when their text is acceptable (we are often looking at translations and the use of language -- metaphors etc. in different editions can be very different).

15. Is there anything else you would like to communicate to the Academic Senate Textbook Adoption Taskforce?**Count Response**

1	Along with a colleague, we were able to negotiate a 40 percent reduction to a textbook edition.
1	Can SMC bookstore help negotiate with the publisher for more discounts?
1	Consider asking departments to get copies of all textbooks to be put on reserve in the library.
1	For one of my courses (GD18) I provide only handouts I have made, no text
1	Fund development of open materials Reduce costs in the bookstore
1	Good work
1	I buy 3-5 books per semester for students from my own personal budget.
1	I don't use a textbook for my class because free resources are readily available online.
1	I think books will eventually be electronic.
1	I would consider free textbooks but none available for my course
1	I'd love to learn more
1	More rental books
1	N/A
1	N/A
1	NO

Count	Response
1	NO.
4	No
1	No.
2	None
1	Not at this time.
1	Not at this time.
1	Please allow part-time faculty to be consulted - or have a say - in textbook related decisions.
1	Select books with different type of formats
1	Students drop classes because cost of book and online program is too high
1	Students make many choices and sometimes their choice is to NOT purchase the text.
1	Thank you for giving attention to this extremely important issue facing our students.
1	The bookstore charges more than publisher or other site prices.
1	The bookstore's used textbook prices seem much higher than those from other suppliers.
1	Too many students do not buy a course textbook, do not do homework, directly impacting success.
1	Use eBooks whenever possible
1	no
1	no new editions in math.... should all be open source... nothing new in last 100 years in math
1	I know my students don't buy my textbooks, even though they are cheap. They have become used to taking courses without buying the books.
1	I changed textbook for one course to another one that another prof used for same course since she said it was the one used at SMC for such an introductory course. That way we felt our students who might transfer would be up to speed.
1	Cost is and should be a consideration in terms of text book adoption but quality/relevant text materials should take precedence. Also, don't feel there's anything wrong with students paying a reasonable price for quality text books and beginning a library of their own... The cost of community college education is extremely reasonable by today's standards and if students are serious about their education - a little funding on their part demonstrates determination and a level of seriousness -
1	When homework is assigned out of a workbook attached to the text, I will accept a copy of the workbook or typed version instead of the workbook itself so that students may share the book.
1	Just want to say that the methods listed above are extremely insightful. I never realized that I had these options but will start implementing some these practices.
1	Publishers love selling us "cheaper" custom books because they can't be resold. As a result there are no used or rental copies available and students can't sell them back at the end of the semester and so the final total cost to the student is greater. The price seems cheaper but it is more a benefit to the publisher than the students. Just say NO to "custom" editions!!!
1	My class is a hands on lab class. The weekly required reading is only an average of thirty pages. That makes it easy for two or three students to share a textbook The connection with other students promotes an informed discussion.
1	we have a lending library for our students, but we only have 10-12 copies for approximately 9 classes

Count Response

-
- 1 Over 20 yrs ago I stopped requiring a lab manual for my lab classes (publishers charge \$60+) and created all the lab materials myself, first available in the bookstore for a nominal cost. Since ecompanion I upload all lab and reference materials so students can access these for free. I allow for current and previous editions of texts, provide a copy to Vets and library. For anatomy, I have received so many donated dissection tool kits from old students that my students no longer have to buy these. I just check them out each semester.
-
- 1 Textbook prices are so far out of reach for many of my students that they do not even consider purchasing them. They feel trapped and do not know what to do so I tell them about purchasing older editions of the adopted textbook. In my course ther is a standing joke that when a ner edition comes out, all they have done is change the cover picture on the new edition
-
- 1 In our department, most textbooks are used for more than one course, so the decisions are faculty decisions and the textbooks are often kept throughout the program.
-
- 1 At this time, no, but if I think of anything I will be sure and communicate with one of the members on the committee.
-
- 1 I teach French. I negotiated lower prices with the publishers on the textbooks bundle: Contacts textbook, workbook, eBook and access code or book key that allows students to access the online assignments. Even though they buy the bundle \$153.37 students still find the prices too high.
-
- 1 The books that I use for my class cost around \$50 total, but students still have trouble purchasing books. Much of that has to do with their personal finance skills because many of those who complain about not being able to afford the book own expensive electronic devices, shoes, and other items. Also, one of my books cannot be purchased on campus (the bookstore doesn't purchase books if they must use credit cards rather than POs) and EOPS does not provide money for books purchased off campus.
-
- 1 The book companies are outrageous. They publish new versions too often because they are just profiteers and they deserve to lose their businesses. I object to the new push to sell ancillaries to the free texts online and will resist ever participating. The use of ancillaries such as online exercises represent further coddling of students who are not being asked to put in an honest effort to learn. Our classes should be more competitive and underperforming students should be prevented from taking up future seats. The counselors should not have the power to decide if a student can take a class three times. We faculty are never consulted about this.
-
- 1 We consider not requiring electronic resources bundled with the text so students can buy used texts and sell them back.
-
- 1 The process is tedious but I suppose it must be done. For those of us who use NO textbook, it would be nice to just begin and finish with one click. Thank you.
-
- 1 While ebooks and rented books help ease cost, the ability to annotate texts for critical reading and thinking purposes sometimes puts students at a disadvantage. Could some student success or equity funds be applied to major student discount of texts in smc bookstore?
-
- 1 Some teachers use textbooks that are twice as expensive as other teachers for the same class. I think there should be some kind of review of those decisions to justify the expense, without necessarrily infringing on faculty freedom. Perhaps the schedule of classes or Corsair Connect can automatically include the cost of the required textbooks when the students are choosing classes. So, if one Public Speaking teacher is requiring a \$150 textbook, and another teach in the class class requires a \$60 textbook, the students might use that information to steer toward the classes that best fit their financial situation. And maybe that process will be an incentive to faculty to make sure their required texts are not unreasonably out of line with other similar classes.
-
- 1 I think online materials are a great supplement but not replacement for physical books. I'd like to see more used copies of my textbook available at the student bookstore, although I did not check this past semester at the inventory.
-
- 1 One issue that we have with loaner books and other options is that our textbooks require access codes, which are pricey, to access the online resources that are required for the homework and labwork in the course.
-
- 1 One small note: I was once reprimanded(SMC employee) for instructing students about cheaper textbook source.
-

Count Response

1	I only recently found out that our own SMC bookstore is a separate entity. I chose a particular book because I do want to offer my students low-cost options. My text is sold to Bookstore for \$25, but the mark-up from them makes the text \$50. I find this outrageous!
1	Our books for the software application area are constantly changing because of the changes in technology. Unfortunately, our department cannot keep the books for a long time either. If we want to prepare students to compete in today's market, we cannot compromised their learning or lower the quality in education.
1	This survey has opened my eyes to what I need to do in order to make books and instructional material more available to all of my students.....
1	Problem with electronic books that require Internet access: Internet connection too weak in many classrooms and open book tests mean ability to use the web during testing. Otherwise, it's a great idea.
1	It may be useful to faculty to be told about creating class readers in collaboration with the media center which would reduce pricing
1	I can speak to the biological sciences only, but for introductory courses the updating of new editions is a totally unnecessary expense. Sites such as Abe Books and Amazon include editions of the "next" to the most recent edition at hugely reduced costs and if the instructor is open to accepting two editions "back" the text costs reduce to as little 1 to 10 dollars with free shipping. The content is not so varied to cause any problems and if you would like to add in-class content any pertinent information that is always possible. I do request however that students use older editions of the same author simply for organizational consistency. It is noteworthy however for faculty that the use of online access codes for specific textbooks with desired ancillaries this will not work as well, since requiring these codes can add quite a bit to the costs. It seems the book costs have in some ways shifted to some of the online ancillaries but I am personally not convinced that all these ancillaries are worth the added costs in terms of student success. While I always provide an SMC Bookstore option for students, I never require that specific edition.
1	I create and publish my own materials for students, and make them available for free on my SMC web page.
1	I basically try to use older editions and not require access codes. This allows students to buy older editions in the secondary market for a lot less money.
1	I have many low-income students who inform me that they purchase expensive textbooks that are NEVER used in the course for which they were assigned. This is outrageous and needs to be addressed.
1	I do not think we should adopt a new text just because the publisher/author has a new edition if the content is 90% or higher the same as the newest version so that students can purchased used copies of books, etc.
1	The textbook is so excellent that I do not wish to adopt another. The other materials I use in my courses are all free or designed by me (and free).
1	I create my own materials for students and make them available for free on my website, devoted entirely to students
1	I teach Bus 5. I have always allowed students to use earlier editions if there was no real substantive change, and make sure multiple copies of text are available in library, tutoring center, VA & minority clubs..Using LearnSmart (first semester it is being bundled that way at the bookstore) cuts off the ability to do the former and creates resale problems for students. I only use 2 weeks trial access option for 1 mandatory assignment - all other uses are optional. I won't be surprised if we are told to switch to full, mandatory use of LearnSmart, which has pros and cons. Either way, it cuts off options for those who can't even afford the text.
1	Students need to know how to budget their money. Many students complain about textbook prices because they spend their financial aid money on iphones, name brand shoes, etc.
1	Last question, I expect my department does a little more than I checked, but I don't know as I am not involved. I think they negotiate custom packages, for example.

Count Response

1	In my rapidly changing field, there are brand new, very expensive texts every other year - with "updated" versions issued in between. I always use the same book for at least two years - but by then it is hopelessly out of date. I have to choose a book *primarily* based on 1) the content it covers and 2) the appropriate level of reading for my students. While I try to keep costs down, I cannot make cost a higher factor than the first two listed above. (I will say that as a busy adjunct, teaching at multiple colleges, the third most salient variable in textbook selection for me is publisher support: Testbanks, Videos, Powerpoint slides, Instructor manuals, a responsive, easy to contact book rep, etc.)
1	Textbooks have always been expensive, and students can share books if the cost is too much now. When I was a student one book could cost 10-12 hours' work. The ratio is still the same, but the book cost numbers are higher. So is minimum wage. Students should not shy away from this investment in their education. Used, shared, rented, and electronic books are a solution
1	I'm pretty sure that faculty do their due diligence to balance the extraordinary costs of textbooks (i.e., explore alternatives) against needing high quality, peer-reviewed and academically robust textbooks.
1	Cost should not be a determining factor in deciding what texts to use, quality should be the chief factor. Cheaper or free does not mean better! The Academic Senate Textbook Adoption Taskforce should focus it's efforts on subsidizing high quality materials and texts for SMC students.
1	The SMC bookstore changes editions too often, when the English material in the texts essentially remains the same, causing the prices to be too high. An \$80 to \$100 text in the SMC bookstore can be bought online for \$8 to \$30. High bookstore prices is a major hassle for me and my students because some of them come to class for weeks with no books, making the excuse that they are waiting for books in the mail.
1	All colleges and universities should put pressure on publishers to stop making small changes to justify new editions and raise prices.
1	When I started here over 15 years ago, text plus lab book cost around \$250. For one class the online text, with homework and other materials on-line for either \$55 or \$85, depending on the course, coupled with a free lab book on-line, a reduction of over 75% adjusted for inflation...still getting students complaining about the price. If a textbok requirement is less than a month of unimportant cell phone access we have done our job....education is more important than things like cell phones, starbucks coffee, etc. Part of our job is to teach the importance of education over such expenses.
1	Part-time faculty in my department are excluded from the book selection process, which appears to violate the CA Education code!
1	The textbook for the OFTech30 Legal Procedures class is an older book and is available on line. This book is the best book available as it is written specifically for California Court filings. Students use the Internet for research using the Superior Court and Judicial Council websites. Unfortunately the books available for the OFTech 31 Legal Transcription class is written for legal documents filed in other states. However, I provide sufficient information for the class to modify these documents for use in California.
1	I do hope that the full variety of options available to faculty will be made public--I am fairly new to the process of adopting a textbook for my course and I am unsure what actions or venues are available when adopting a text for only 1 or 2 sections of a course. I do feel that when a course has many different faculty members teaching it, and each may adopt a different text, this may dilute the number of affordable options available to students, but I'm not sure how much impact this actually has. I also had no idea that individual faculty could negotiate a lower price! That's why more information needs to be disseminated to all faculty (maybe especially adjunct faculty).
1	As much as possible I upload and link to available free online instructional resources and texts through eCompanion. It isn't an elegant solution in that I continue to have a few students each term who have technology access issues.
1	The textbook is really an instruction materials package. It's not just the book the student purchases. The quality of the ancillary materials in some cases far outweighs the textbook alone.

Count Response

1	I create my own primary source reader, which is the focus of my class. The source reader consists mostly public domain translations but also a few which need copyright clearances; this keeps the costs low. I consider the textbook more of a reference book, and encourage the students to obtain rented or electronic versions of the textbook to save money.
1	Many of the books sold by SMC and other college bookstores fall apart in a semester or two. And why should math books change editions at all? Do English handbooks need to change every 3 years? Meanwhile I have textbooks in good condition that I bought in 1967.
1	i try to keep the costs down but i find that there are some books that do the job well, and so it seems worth it to continue using those books. that being said, i do use the cheapest textbook around.
1	I am very price-conscious when selecting a textbook. Along with content, it's why I select the book. I also tell students it's acceptable to buy used/older editions online. Finally, I create my own sourcebook in an effort to save students money.
1	The problem of book buyers is rampant. ie publishers send books to faculty, sometimes instructor copies with keys in the back and faculty then sell them to the ever present book buyers. I feel this is unethical and increases overall book prices. A better practice would be to return unwanted texts to the appropriate reps as they come around to our offices.
1	1) I don't think that an expensive 4 book bundle serves the students: they do not buy & it forces a structure on the class that may not serve them well. 2) Much of the content is available online for free. 2) The 5 year-old or less rule is not universally applicable.
1	Many instructors in our department have developed their own textbooks, which results in great savings.
1	As you know, many publishers offer software to access additional course materials or for testing. Students are forced to pay for the software and the texts are bundled with it at almost no cost. I've worked around this for my entry level courses by NOT using the software. This way students can use the texts in the library for free. I want to promote access to the entry level courses by making the text costs a non-issue. However, for the advanced level courses, I do use the software. Now my negotiations (and decisions for text selection) with publishers focus on offering the testing software for as little as possible and as a stand alone purchase. This way students can still purchase texts used or use the library and only incur a minimum cost for the software. Successful text negotiations are VITAL to student enrollment. We should offer a workshop at Flex Day for "Creative Text Adoption and Negotiating Skills". I'm sure other faculty have terrific ideas they could share! Thanks for doing this survey!! :)
1	The two things I do routinely are using older editions that are cheaper and have more available used copies, and having plenty of editions on reserve at the library.
1	The Taskforce should investigate why there is a 26% margin - is this board determined. Investigate selling international versions of textbooks which are significantly cheaper (\$80 vs \$250)
1	I really wish there was a good free textbook for my class, but I also think it would be fair to have students pay a small fee for the book and/or accompanying software. Currently my students pay \$144 for the textbook + \$66 for access to the online homework site (through Pearson), so \$210 total, which is more than the tuition cost for my course. I've contacted Wiley to suggest they make an OpenStax book for the subject I teach, but I doubt they will soon. I would be willing to put some time into redesigning my course around a new book if one was available. I have also put 3 copies of the textbook on reserve at the library. This is a really important issue and I am glad to hear you are concerned about it.
1	If you don't need the "technology" or plan to use it as only as an ungraded option, students can often save quite a bit of money by buying or procuring alternate versions of the book.
1	I do advise students about the above checked items on the first day of each semester. But I am not aware if other instructions in other sections of this course do the same.
1	I provide a large amount of self-generated materials online at no charge. I cannot allow older books due to the nature of the fast changing technologies.

Count Response

1	I did not know that instructors could request only certain chapters. I find choosing a textbook frustrating because many have something I want, but they also have a lot more that I do not need. These texts are sometimes quite expensive, and it seems to me unjust to ask students to pay \$70 for a textbook of which they will read a quarter or less. Perhaps there could be an informative email or workshop on whole-textbook alternatives.
1	Please, please, please in the attempt to keep textbook costs down do NOT adopt a policy of a common text for all sections of a specific course. Faculty should have the academic freedom (within reason) to utilize the reading material she deems appropriate for the course she is teaching.
1	* Schools ought to get together and hire people to write the "textbooks". * But all content ought to be online in a standardized interface. * It would be cheaper to produce and cheaper for students. * It would standardize material and therefore class structure ensuring that important topics get addressed. * Tests, too could be standardized to ensure that specific important knowledge has been gained. * The online "textbook" content can be corrected and updated relatively easily particularly if it is all online. * My students already know all the purchase options you mentioned. * Textbook prices are abominable and economically discriminatory.
1	In some of our classes, we require the students to purchase two very expensive books with online access, and then use only 4 to 5 chapters of them. Total cost for one course can be \$165 or more. It seems like an unreasonable burden on students.
1	Maybe a brown bag or flex day workshop to share best practices (or brain storming) with colleagues.
1	Along with the students, it may be helpful if instructors had reduced-cost or free subscriptions to reputable news sources, such as the L.A. Times or NY Times. This way, we could assign current topics from articles to supplement a traditional textbook without readings.
1	I can't believe that our photo 1 course has a textbook that is \$75. After research, it is the best book but it does not justify the cost.
1	I gave up assigning textbooks a few years back when I realized that most students were not purchasing them and they only read the material if they knew they were going to be tested on it. I am more interested in finding multimedia resources from a publisher that I could use, such as videos, online resources, quizzes, etc.
1	The problems are systemic. Many of the suggestions made here are naive given the market. Making more financial aid available for buying books is better than putting the responsibility on the faculty. The best materials for courses are not going to be free!
1	I will look into more resources such as PDF access considering that some students asked for that. I imagine it's less expensive and less of a burden to carry all that weight.
1	Students must have copies of my texts, but any format is fine. Amazon offers used books for almost nothing in many cases. Kindle editions are sometimes free. I ask publishers for extra copies I can give to students.
1	I use published books as text books - inexpensive, current, topical and books that the student will keep.
1	Good job, Academic Senate! You have motivated me to take another look at open educational resources.
1	The Chair approved a trial pilot project for me to use an OpenStax free-access textbook in my Biology section. It comes with an adaptive learning package at a cost of ~\$50 in contrast to ~\$160 for other sections.
1	Bundled packages seems to lower the price of the text. If a course uses an online homework component that has a code bundled in the textbook the price lowered a little. But let's face it. The textbook companies have no souls. They are a business and want to make as much money as possible. These students can barely afford \$46 a unit. How is it that the textbook costs more than the class itself. That is capitalism at it's finest. I refer students to copies in the library and tell them about free online copies.

Count Response

1	I email my students three weeks or more prior to the start of the semester informing them of the book we use, informing them of the bookstore's price, and suggesting that they purchase the book less expensively elsewhere if they can find it. However, I also remind them that if they purchase the book from the bookstore, they can return it if they choose not to take the class. The same may not be true for books purchased used. Finally, I inform them that if they do not purchase the textbook, they cannot take the class.
1	So my students have to buy three scene books and I would love to take out the required scenes and legally make a pamphlet that would be much cheaper than the three books together.
1	Open Stax offers free, downloadable textbooks in a variety of disciplines. www.openstax.org is an excellent option.
1	I think the cost of textbooks is outrageous, and am shocked that colleges - esp. community colleges - have stood idly by while publishers have reaped what must be huge profits. As a faculty member I am ashamed to be complicit in this system. It is nothing short of price gouging.
1	Pressure publishers not to keep putting out new editions to raise prices. Several times I have tried to use an older edition but was told by SMC Bookstore that it was no longer available.
1	My primary focus when selecting a textbook is content and availability of supplemental material. I don't like that the price is so high, but I feel it would negatively impact the students' learning and the quality of the course to use other (less expensive) material that doesn't cover the same breadth of issues.
1	I think it would be very helpful if policies could be developed that encourage professors to develop their own materials that mirror the content of textbooks which then could be optional if the student wanted it or not. This would keep the course content consistent but would also foster creativity in the teaching process as well as keep the cost of course materials much lower.
1	The privatization of the SMC bookstore is a tragedy for my students. We are at satellite location and the bookstore is closed the second week when authorization codes are being handed out. I'm forced to go to outside vendors to find availability of materials and realistic pricing.
1	Certain publishers and administrators claim to be in favor of affordable books, but actually use this as a means to reduce choices and so actually increase text prices - I've seen this in the Cal State System (e.g. "CafeLearn" and various Pearson products)
