

EXECUTIVE SUMMARY

INFORMATION ITEM: Report of the Task Force on Textbook Costs

ISSUE: The Board is asked to review the Report of the Task Force on Textbook Costs.

BACKGROUND

- Over the past several years, the cost of textbooks has become an issue of great concern for a variety of university constituents ranging from students and parents to university administrators and Regents.

DISCUSSION

- In September 2006, Regents Edward Hermes and Gary Stuart appointed a task force to evaluate the escalating cost of textbooks and related materials from the student perspective.
- The purpose of the Task Force is to provide a report of its findings to the Board, and make recommendations to the Board and universities within the Arizona University System to help mitigate costs to the students.
- Five meetings of the Textbook Task Force were held between September 2006 and March 2007. The task force identified and investigated four general issues related to textbook costs. The outcomes of these investigations, summarized below, will be found in the "Report of the Task Force on Textbook Costs" immediately following this executive summary. The results of a number of surveys are also incorporated into the report.

ISSUE I: PRICE VS. COST

- Data was collected from all Arizona University System bookstores regarding textbook costs to students and bookstore pricing.
- The average estimated costs to students for textbooks and supplies for the 2006 – 2007 academic year are as follows: ASU - \$950; UA - \$816; NAU - \$828. All three universities utilize a student survey in conjunction with inflation factors, data from other institutions, and other sources. ASU does their survey every two years and U of A and NAU perform their survey every three years.

- The data indicates that pricing on common titles is very comparable at all the university bookstores. Pricing variances were not significant; each bookstore had some variances from the other stores and can be explained by purchase dates, shipping expenses, etc. Approximately 51% of titles had price variation of less than \$1.

ISSUE II: BOOK ORDERS PROCESS

- The task force reviewed the process by which instructors submit their required book orders for the following semester and its possible link to overall textbook costs.
- On average, only 24.6% of all fall semester book orders are received prior to the beginning of the buy-back period for students. The data shows that 75.6% (14,959) of book orders are received after buy-back begins. Thus, the bookstores are unable to buy-back textbooks in a timely way for a substantial percentage (over 78%) of the required textbooks to be used by students in a given semester.

ISSUE III: NEW EDITIONS

- Data was collected from faculty regarding the decision making process in response to publishers and textbook authors producing new updated textbook editions.
- 69% of faculty survey respondents said that the primary reason for ordering a new edition is for students to have updated content so that student learning is current in the field.
- In addition, faculty rarely have the option of keeping with the older version of a text because publishers discontinue old editions when they publish new versions. Hence, 41% of the faculty survey respondents said that they have ordered new editions simply because the old one was no longer available.
- The task force found that new editions impact the used-book market negatively because students cannot buy a used version until usually a semester or year later. When a new edition is released and this is the only option that the publisher makes available for orders, it becomes difficult for students to find used editions.

ISSUE IV: BUNDLING

- “Bundling” refers to the practice of text book publishers selling a book with study guides, CD-Rom information and other materials; which is believed to inflate the cost.
- 213 surveys were completed by undergraduate and graduate students from diverse disciplines. On a scoring scale of 1 to 5, 5 being high use or high value, and using the distribution of scores, the typical buy-back customer:
 - Rated the textbook at an average level (score 3.06 – a classic bell curve)
 - Reported low use of the ancillary materials (score 2.1)
 - Reported a low value to the ancillary materials (score 2.08)
- Data was collected regarding the impact of bundling additional items with required textbooks. 26% of the faculty reported ordering bundled books. Of the 26% of faculty who ordered “bundled” textbooks, only 35% of faculty used all bundled materials while 49% used some and 14% used none.

NEXT STEPS

- Regent Hermes will discuss at the meeting, the importance for book orders to be placed by faculty in a timely manner so that the bookstores are able to honor the interests of students who desire to buy and sell used textbooks for Fall 2007. Regents are asked to support this effort.
- The final report and recommendations of the Task Force on Textbook Costs will be presented at the Board’s June 2007 meeting.

RECOMMENDATION

This preliminary report is submitted for Board discussion and guidance.

REPORT OF THE TASK FORCE ON TEXTBOOK COSTS

OVERVIEW

- Over the past several years, the cost of textbooks has become an issue of great concern for a host of interested people ranging from students and parents to university administrators and Regents.
- In September 2006, Regent Edward Hermes commissioned a task force to evaluate the escalating cost of textbooks and related materials from the student perspective, provide a report of its findings to the Board, and make recommendations to the Board and universities within the Arizona University System to help mitigate costs to the students.
- Five textbook task force meetings were held between September 2006 and March 2007.

MEMBERSHIP

ABOR

Ed Hermes, Regent and Task Force Chair

Gary Stuart, Regent and Task Force Vice-Chair

Mark Denke, ABOR Assistant Executive Director for Academic and Student Affairs

ASU

Devin Mauney, Director of Gov. Relations, Undergraduate Student Government

Sharon Crowley, English Professor

Carol Campbell, Executive Vice President for Business and Finance

Ruth Jones, Vice Provost (through December 2006) and Professor

NAU

Tom Wahl, NAU Arizona Students Association Director

Marcus Ford, Professor, Humanities, Arts and Religion

Kathe M. Shinham, Vice President for Administration & Finance

Jane Kuhn-Pavon, Fiscal & Operations Director, Enrollment Management & Student Affairs

UA

Erin Hertzog, ASUA President

Wanda H. Howell, Chair of the UA Faculty

Leslie Tolbert, Vice President for Research

Jerry Hogle, Vice Provost, Instruction

ISSUES ADDRESSED BY THE TASK FORCE

ISSUE I: PRICE VS. COST

This sub-group investigated the economics of the wholesale versus retail cost of textbooks. The questions this group considered were:

1. What do textbooks cost wholesale v. retail to students?
 2. Has printing or other material costs gone up for textbooks?
- This focus data and related data were calculated for new books only; used book prices are a function of new book price.
 - Textbook data from University of Arizona, Northern Arizona University, and Arizona State University for Fall term, 2006.
 - ASU - 6544 Discrete Titles (Individual ISBN's)
 - U of A - 3410 Discrete Titles (Individual ISBN's)
 - NAU - 1943 Discrete Titles (Individual ISBN's)
 - Total Titles - 11,897 (for 27,958 classes or sections).
 - Of 11,897 titles, 308 titles were common to one or both other stores (approximately 2.4% of total titles).
 - ASU - Matched 305 Titles with either U of A or NAU or both
 - U of A - Matched 78 Titles with either ASU or NAU or both
 - NAU - Matched 271 Titles with either U of A or ASU or both
 - Variations in pedagogy and faculty choice of course materials resulted in nearly 12,000 different titles with only 308 common to two or more of the bookstores.

Textbooks and Costs of Attendance

- Each university is responsible for calculating the Cost of Attendance for their respective university. Each university develops their own methodology for calculating their Cost of Attendance (COA) budget for textbooks and supplies. The textbook and supply budget varies between ASU, UA and NAU. The 2006 – 2007 academic year textbook and supply budget by university is as follows: ASU - \$ 950; UA - \$ 816; NAU - \$ 828.

Determining Text Book Costs

- All three universities utilize a student survey in conjunction with inflation factors, data from other institutions, and other sources. ASU does their survey every two years and UA and NAU perform their survey every three years.
- UA's sample is taken from the population of full time students. The survey is sent out to 1,200 to 1,350 full time students. NAU also draws its survey from the general student population.
- ASU's sample (approximately 350 students) is taken from the population of need based financial aid applicants. ASU participates in the U.S. Department of Education's Institutional Quality Assurance Program for verifying Institutional Student Information Records. The Quality Assurance Program requires participating schools to draw a random sample of aid applicants who are eligible for need based aid using predetermined guidelines for obtaining a survey sample. As part of the financial aid verification process, students completing the verification process are also surveyed on their cost of textbook and supplies. The ASU Financial Aid Office also compares their Cost of Attendance (COA) budgets to 21 peer institutions. A comparison among peer institutions shows an average cost of textbooks and supplies to be \$987, compared to ASU's cost of textbook and supplies of \$950.

Cost Comparisons

- A comparison of textbook prices among the three universities showed in the following:
 - 156 titles had the same prices for all stores or less than \$1 difference
 - In 2 cases ASU had the highest price
 - In 8 cases U of A had the highest price
 - In 26 cases NAU had the highest price
 - Pricing variations ranged from \$.05 to \$40 and the overall price difference averages only \$2.84.
- The data indicates that in the 3 bookstores pricing on common titles is very comparable. Approximately 51% of titles had price variation of less than \$1. Pricing variances were not significant; each bookstore had some variances from the other stores and can be explained by purchase dates, shipping expenses, etc. The average price variance was \$2.84.

ISSUE II: BOOK ORDERS

This sub-group investigated the process of instructors submitting their required book orders for the following semester and its possible link to overall textbook costs to students. Some questions this group considered were:

1. What is the deadline for instructors to submit their required coursework each semester?
2. Is the deadline the same for each university?
3. How is the deadline enforced, if at all?
4. How does the timing of professors turning their orders effect, if at all, the amount of books bought back from students and/or the availability of used textbooks?

FALL 2005 Analysis

- The following chart shows that all three Arizona universities have the potential for substantial improvement in their Fall book order rates. On average, only 24.6% of all book orders are received prior to the beginning of buy-back.

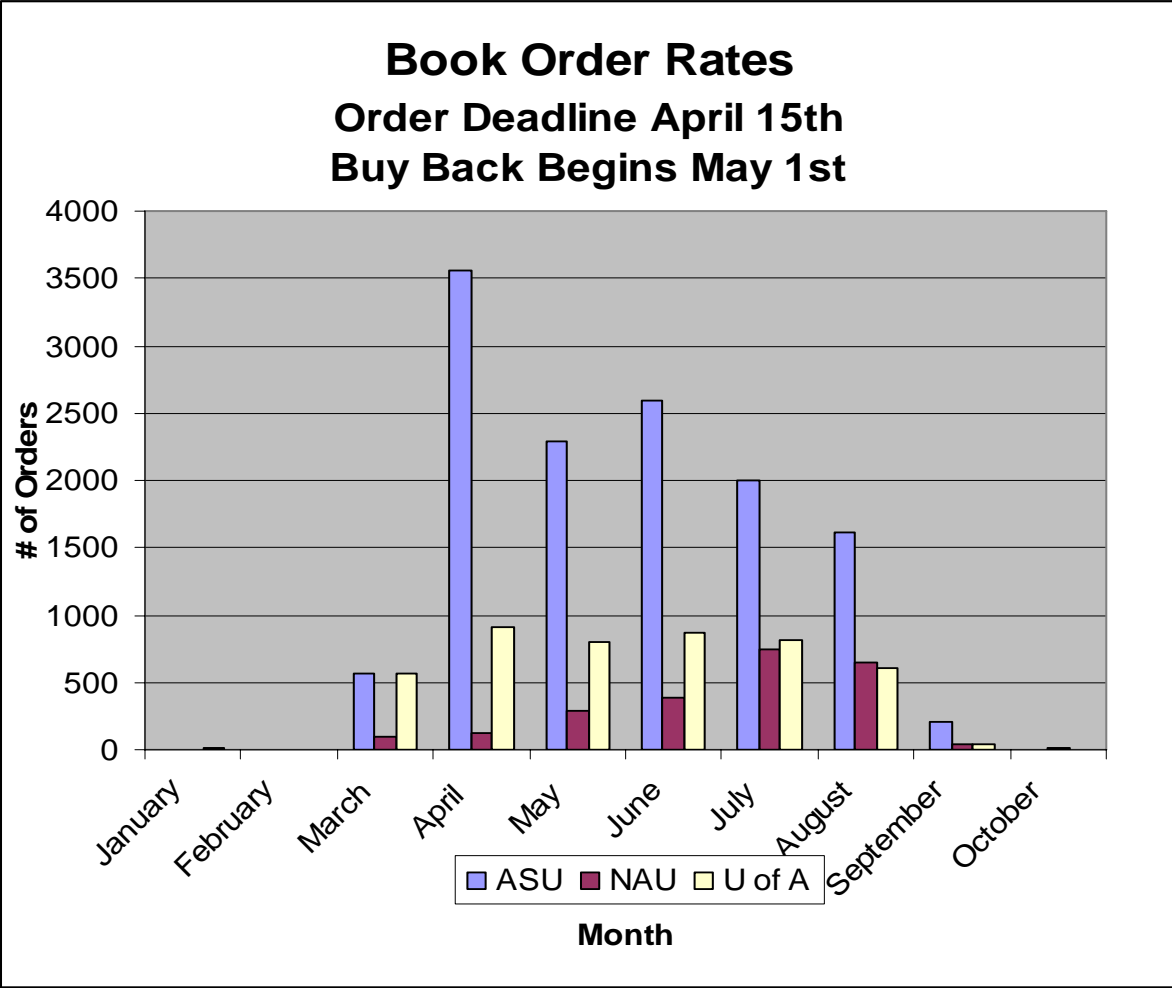
Fall 2005 % of book orders received by date:

| | ASU | NAU | U of A | Average |
|-------------------------|-------|-------|--------|---------|
| By Deadline | 0.0% | 7.2% | 2.3% | 3.2% |
| Start of Buy-back | 32.2% | 9.3% | 32.3% | 24.6% |
| 8 weeks prior to class | 70.2% | 37.8% | 68.5% | 58.8% |
| 4 weeks prior to class | 85.8% | 69.8% | 85.9% | 80.5% |
| Start of class | 98.4% | 97.6% | 99.1% | 98.4% |
| Within 30 days of class | 12.6% | 27.8% | 13.2% | 17.9% |
| After class starts | 1.6% | 2.4% | 0.9% | 1.6% |

- Average Fall book order rates for all three Universities.
 - Total Fall 2005 book orders – 19,788
 - 3.2% (630) book orders are received by the deadline
 - 24.6% (4,868) book orders are received by beginning of buy-back
 - 19.5% (3,858) book orders are received within 30 days of the start of classes or after classes begin (128 orders per day).

- Actual Fall book orders for each University.
 - ASU = 12,830 total book orders
 - NAU = 2,328 total book orders
 - U of A = 4,630 total book orders
 -

FALL 2005 BOOK ORDERS



SPRING 2006

- 75.6% (14,959) book orders received after buy-back begins.
- 3 out of 4 books students are trying to sell at buy-back, have not been ordered for the upcoming semester and therefore cannot be purchased by the Bookstore at Retail prices.
- The following chart shows that all three Arizona universities have the potential of some improvement in their Spring book order rates with 64% of book orders received prior to the beginning of buy-back.

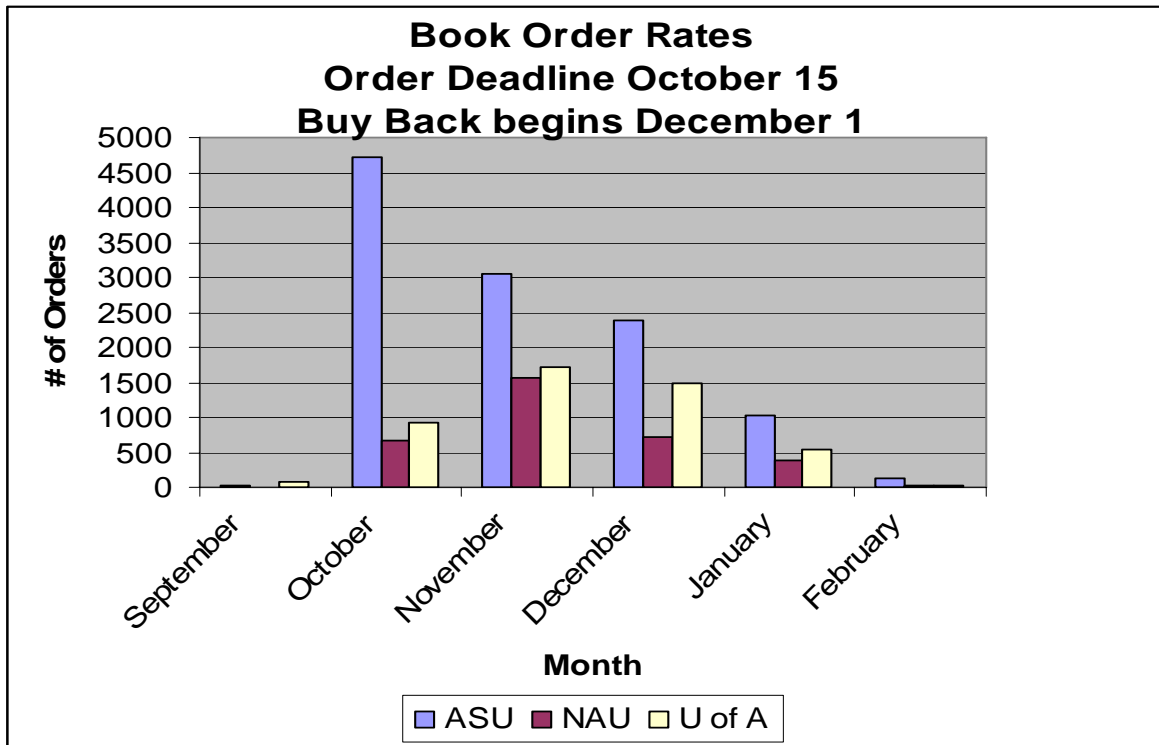
Spring 2006 % of book orders received by date

| | ASU | NAU | U of A | Average |
|-------------------------|-------|-------|--------|---------|
| By Deadline | 4.2% | 4.3% | 4.6% | 4.4% |
| Start of Buy-back | 68.7% | 66.1% | 57.3% | 64.0% |
| 8 weeks prior to class | 54.6% | 47.1% | 38.5% | 46.7% |
| 4 weeks prior to class | 78.6% | 81.0% | 76.9% | 78.8% |
| Start of class | 96.0% | 96.1% | 94.8% | 95.6% |
| Within 30 days of class | 17.1% | 15.1% | 16.1% | 16.1% |
| After class starts | 4.0% | 3.9% | 5.2% | 4.4% |

- Average Spring book order rates for all Universities.
 - Total Spring 2006 book orders – 19,471
 - 4.4% (856) book orders are received by the deadline
 - 64.0% (12,461) book orders are received by beginning of buy-back
 - 20.5% (3,991) book orders are received within 30 days of the start of classes or after classes begin (133 orders per day)
- Actual Spring book orders for each University.
 - ASU = 11,353 total book orders
 - NAU = 3,344 total book orders
 - U of A = 4,774 total book orders
- 36% (7,009) book orders received after buy-back begins.

- 1 out of 3 books that students are trying to sell back have not been ordered for the upcoming semester and can not be purchases by the bookstore at retail prices.

SPRING 2006 BOOK ORDERS



BUY-BACK SUMMARY

- Below are the actual buy-back figures by University for FY 2005-2006.

| | Buyback \$\$\$ Summary | | | |
|------------|------------------------|-----------|-----------|-------------|
| | ASU | NAU | U of A | Total |
| Total 2005 | \$1,194,947 | \$109,001 | \$505,660 | \$1,809,608 |
| Total 2006 | \$1,378,619 | \$194,665 | \$518,114 | \$2,091,398 |

- Fall book order rate is 24.6%, buy-back = \$1,809,608
- Spring book order rate is 64.0%, buy-back = \$2,091,398

- For Fall classes, there are 12 weeks between the end of buy-back in the middle of May, and when classes begin in the middle of August. This allows for all purchase orders to be delayed until after buy-back is completed.
- For Spring classes, there are only 4 weeks between the end of buy-back in the middle of December, and the beginning of classes in the middle of January. This shortened time frame does not allow for all purchase orders to be delayed until buyback is completed. Therefore, a percentage of the books, both new and used, will have to be ordered prior to the start of buy-back, in order to ensure adequate books are available at least two weeks prior to the start of classes.
- Distance Learning students will begin ordering their books at least two weeks prior to the beginning of class.
- If the copyright date of the book is more than two years old, the chances increase dramatically that the book will go into a new edition within the next year.
- Books purchased in May during buy-back at retail pricing may not be useable or saleable if the edition changes during the summer and the faculty member decides to use the newer edition.
- Many times, books are only available as part of a bundled package from the publisher, making buy-back difficult.
- In order to buy-back the book only, the textbook manager would have to coordinate with the faculty member to see if the ancillary materials will be used in the class. If only the book is used, a separate adoption would have to be completed for the book ISBN, so that the point of sale system would recognize that title during buyback.

ISSUE III: BUNDLING

This sub-group focused on collecting data about whether the use of bundling additional items with required textbooks has affected the price of textbooks to students. Some questions this group analyzed were:

1. How many books required of undergraduate students are sold in a bundle, What is the price difference between a bundled textbook vs. a non-bundled textbooks?
2. Do professors have the option of requesting unbundled versions of the textbook?

3. How many professors use the items in their class that are bundled with the textbooks?
4. How does the use of bundling affect the ability to resell the textbook?
 - Textbook prices have consistently increased over the years contributing to the rising cost of higher education. The sub-group found the bundling of textbooks with ancillary materials to be a cause of the increasing cost of textbooks to students.
 - 213 surveys were completed by undergraduate and graduate students from diverse disciplines. On a scoring scale of 1 to 5, 5 being high use or high value, and using the distribution of scores, the typical buy-back customer:
 - Rated the textbook at an average level (score 3.06 – a classic bell curve)
 - Reported low use of the ancillary materials (score 2.1)
 - Reported low value to the ancillary materials (score 2.08)
 - The survey administered to Arizona public university faculty members produced the following findings:
 - 26.2% said they ordered bundled textbooks.
 - Only 35% of faculty used all bundled materials while 49.2% used some and 13.8% used none.
 - 10% of faculty said they did not know supplemental items were included when they ordered the primary material.
 - 32.4% of faculty ordered bundled textbooks because they could not be excluded from the primary material they ordered.
 - 37.9% of faculty believes the bundled materials are not useful to the students.

ISSUE IV: NEW EDITIONS

This sub-group analyzed the effect new editions have on the price of textbooks to students, availability of used books for purchase, as well as the educational aspects of new editions of textbooks. Some questions the group considered were:

1. How do professors decide when they want to require a newer edition of textbooks?
2. Do professors have the option of keeping with older version of the text?
3. Are professors aware of the educational changes in a textbook for a new edition?
4. Are new editions ever required by professors that don't have any significant changes from the previous edition?
5. How do new editions impact the used book market?

- Professors want students to have updated content in new editions so that their learning is current in the field. 69% of faculty survey respondents said that this was the primary reason for ordering a new edition.
- Professors rarely have the option of keeping with the older version of a text because publishers discontinue old editions when they publish new ones. Hence, 41% of the faculty survey respondents said that they have ordered new editions simply because the old one was no longer available.
- Most professors are generally aware of the types of changes, if not all the exact ones, that have been made in new editions. Many, though, are aware of every changed item.
- It is rare for a new edition to come out that has very few changes from the previous one. Usually new editions are heralded by circulars that indicate the new features, and it would be ineffective publisher marketing if such circulars did not indicate a number of significant changes.
- New editions certainly impact the used-book market negatively because students cannot buy a used version until usually a semester or year later. The buying of cheaper used editions is undoubtedly reduced when a new edition comes out and is the only option that the publisher makes available for order.
- Most faculty who order new editions (77% of them) indicate that they know the approximate cost of what they are asking students to purchase. But that does not mean that they realize the problem of no buy-back options.

FACULTY SURVEY

The survey sub-group gathered information which helped evaluate the rising cost/price of textbooks and developed a survey for faculty at all the universities. Questions included in the survey were:

1. How many professors know the price of the textbook that they are requiring?
 2. Do professors require a book that is bundled?
 3. How many professors use the bundled materials for their class?
- When the faculty were asked if a new or different textbook was ordered last semester they ordered textbooks, 57% reported that they did.

- When making decisions about choosing materials for the class, 95% of the faculty said that cost considerations were important.
- Of the respondents who did order course materials packaged with supplemental materials, 86% reported using some or all the materials.
- Of the faculty who did order course packets, 58% wanted to supplement the text/materials with outside materials.
- Most faculty (54%) reported that they will change the course packet while 40% anticipate using the same materials.

Participation Rate in Faculty Survey

ASU: 917 Faculty members

NAU: 312 Faculty members

UA: 644 Faculty members

New Textbooks or Course Materials

Thinking of the last semester in which you ordered course materials, did you order a new or different textbook/course materials, not a new edition?

No= 57.1%

Yes= 42.5%

Missing= 0.4%

Was the following a reason why you ordered new or different course materials:

New course material/text comes with good supplementary materials

Yes= 16.6%

New course material contains more current information

Yes= 42.7%

Old course material was unsuccessful in achieving student learning outcomes

Yes= 18.5%

Publisher's sales rep encouraged me to change

Yes= 0.6%, interesting statistic- publisher's sale rep does not bare much influence

Restructured the course and it took a new direction

Yes= 34%

This was first time I taught the class or I had not taught it for a few semesters

Yes= 34.3%

Other

Yes= 19.3%

How often do you try to determine the final cost of course materials paid by students?

Never= 5.7%
Sometimes= 18.1%
Often= 21.1%
Very Often= 51.9%
Missing= 1.3%

How important to you is the cost of course materials paid by students when you make decisions about choosing materials for your class?

Don't know/Not sure= 0.8%
Not important= 5.2%
Somewhat important= 45.7%
Very important= 47.2%
Missing= 1.1%

New Editions of Previously Used Course Materials

Thinking of the last semester in which you ordered course materials, did you order a new edition of previously used course materials in one of your courses?

No= 59.9%
Yes= 37.8%
Missing= 2.3%

Did you know the approximate cost of the course materials paid by students when you ordered them?

No= 18%
Yes= 77.1%
Missing= 5.9%

Was the following a reason why you ordered a new edition:

New edition contains updated content

Yes= 69.9%

New edition has revised approach to the material

Yes= 26.1%

I preferred the supplemental materials that come with a new edition

Yes= 12.9%

Old edition was no longer available

Yes= 41.4%

I have not taught the class for a few semesters

Yes= 5.8%

Bookstore placed the order; I didn't control this

Yes= 8.2%

Publisher said previous edition could no longer be purchased

Yes= 15.3%

Other

Yes= 7.5%

Bundling

Thinking of the last semester in which you ordered course materials, did you order course materials packaged with supplemental items, such as a CD-ROM or study-guide?

No= 72.9%

Yes= 26.2%

Missing= 0.9%

How much of the supplemental materials did you use?

Don't Recall= 0.2%

None= 13.8%

Some= 49.3%

All= 35.2%

Missing= 1.4%

Was the following a reason why you ordered course materials that were packaged with supplemental items?

I did not know supplemental items were included when I ordered the primary material

Yes= 10%

I ordered what the publisher sales representative recommended

Yes= 2.4%

They could not be excluded from primary material I ordered

Yes= 32.4%

They provide students with useful information

Yes= 62.1%

They provide me with useful information

Yes= 31.8%

Other

Yes= 20%

Course Packets

Thinking of the last semester in which you ordered course materials, did you order course packets?

Yes= 17.5%
No= 81.5%
Missing= 1%

Does the following describe why you selected to use a course packet?

There is no adequate text currently available

Yes= 38.2%

I wanted to supplement the text/material with outside materials

Yes= 58.1%

I did not want to add several additional texts for which only a portion of each textbook would be used

Yes= 35.2%

Other

Yes= 17.7%

Was the course packet.

The core material for the class= 52.3%

Required supplemental material for the class= 42.5%

Optional material for the class= 3.1%

Did you know the approximate cost of the course packet when you ordered it?

Not sure= 3.4%
No= 12.8%
Yes= 81%
Missing= 2.8%

Are you likely to use the same course packet the next time you teach the class or are you likely to change it?

I will use the same packet= 39.4%
I will change the packet= 52.6%
I will not use a course packet= 4.0%
I will not be teaching this course again= 2.1%
Missing= 1.8%

Late orders

For the most recent semester in which you ordered course materials, do you know if any of your orders for course materials were placed after the bookstore due date?

Not sure= 15.7%
No, they were placed on time= 62.7%
Yes, after the due date= 19.1%
Missing= 2.4%

Was the following a reason why your book order was late:

I was assigned teaching responsibilities for the class quite late
Yes= 20.4%
I reviewed many new texts and it took longer than expected
Yes= 26%
I was on sabbatical/leave and was not on campus when orders were due
Yes= 4.2%
I was involved in teaching/research activities and didn't have time to think about the next class/semester
Yes= 34.4%, seems to be an interesting reason
My first choice of texts/materials was unavailable
Yes= 8.4%
I got my order in on time; the delay must have been in processing the order in the department or the bookstore
Yes= 14%
Other
Yes= 25.4%, large amount of responses marked under "other" at ¼
Only those answering 'yes' to the question on slide 28 answered these.

In your opinion, how often do students complain to you or the department about the high costs of course materials?

Never= 13.7%
Sometimes= 45.4%
Often= 15.2%
Very often= 9.1%
Missing= 16.5%

- Participation Rate in Department Chair Survey
 - ASU: 68
 - NAU: 20
 - UA: 44

Responses to individual questions:

In your opinion, how many of the orders for course materials in your department meet the deadline set by the bookstore?

Not Sure/Don't Know= 9.8%
Very Few= 3.8%
Some= 15.2%
Most= 50%
Virtually all= 21.2%

Typically, who is responsible for placing orders for course materials?

Department secretary or other staff member= 55.3%
Faculty member teaching the course= 27.3%
Both of the above= 15.2%
Not sure/Don't Know= 2.3%

In your opinion, when faculty members make decisions about choosing course materials for their classes, how important to them is the cost paid by students for course materials?

Not sure/don't know= 3.8%
Not important= 8.3%
Somewhat important= 59.8%
Very important= 28%

Has your department had a discussion about how faculty might be able to help contain costs of course materials?

Not sure/don't know= 8.3%
No= 54.5%
Yes= 35.6%
Missing= 1.5%

SUMMARY OF SUB-GROUP RECOMMENDATIONS

Each sub-group made a number of recommendations, all of which are listed here. The committee as a whole will consider these in developing the final recommendations.

- Promote textbook "Low Price Guarantee"
- Establish generous and fair refund policies

- Sell Digital editions
- Used book initiatives
 - Every day buy-back
 - Buy-back as many textbooks as possible at 50%
 - Participate with peer institutions to locate additional used books
 - Source used books from multiple used book wholesalers
 - Anticipate price comparison software adoption for web site
- Work with Student Government
 - Review rental options
 - Supported dialogue on book swap
 - Assist with information to faculty to increase percentage of book adoptions before buy-back begins
- Encourage early adoption to increase buy-back
- Provide access to Faculty Center Network for adoption information
- Develop cooperation with local competitors to assist students
- Establish a uniform goal for all three Universities regarding the timing of when faculty book orders are to be submitted to their respective Bookstores.
- Set a goal in which 80% of all classes that will require books have their orders submitted to the Bookstore prior to the beginning of buyback.
- Hold each University accountable for ensuring that progress is made each semester toward this 80% goal.
- Invite each University to address ABOR annually regarding book adoptions and buybacks. This would allow each university the opportunity to personally inform ABOR regarding the status of book order adoption rates at their University and to explain their strategies for improving book order rates at their University, should they not meet ABOR's 80% goal.
- Determine whether the textbooks they want to order are bundled with ancillary materials
- Whenever possible, give preference to textbooks that are available in unbundled form
- Use all materials if bundled sets are ordered

- A succinct, factual brochure designed for faculty education should be distributed to alert professors to – among other things -- the consequences (including lack of buy-back) of automatically ordering new editions for students.
- University bookstores should open and announce avenues for faculty to confer with book-supply personnel about how many copies of the most recent *past* edition of a text could be kept available for students if the professor finds that edition still acceptable. A professor should not be forced to use an older edition if the new content is really needed by the students, but a home-campus option to use the last edition should certainly be open, if enough copies can be found. A used older edition usually costs students much less than a brand new one.

DATA AND INFORMATION COLLECTION

| 2006 DATA AND INFORMATION COLLECTIONS | | ASU | NAU | UA |
|--|--|----------------|-------------------|----------------------|
| TEXTBOOK SCOPE | | | | |
| | Number of campus bookstore locations | 4 | 1 | 4 |
| | Number of Faculty | 2419 FT | 755 F/T - 737 P/T | 3,248 |
| | Number of Publishers | 2,000 | 250 | 32 |
| | Number of Titles | 17,000 | 2,500 | 3,485 |
| | Number of Students | 63,000 | 19,000 | 37,036 |
| | Number of dedicated textbook procurement staff | 9 | 4 | 9 |
| | Number of local competitors | 2 | 1 | 3 |
| | Number of on-line competitors | 100+ | 50+ | 6+ |
| VOLUME OF TEXTBOOKS SOLD | | | | |
| | Total volumes of textbooks sold | 434,242 | 92,819 | 291,853 |
| | Total textbook sales in dollars | \$21,170,000 | \$4,557,786 | \$13,200,000 |
| | New textbook sales - volumes | 286,916 | 63,751 | 208,899 |
| | New textbook sales - dollars | \$15,290,000 | \$3,397,934 | \$10,200,000 |
| | Used textbook sales - volumes | 147,326 | 29,068 | 82,954 |
| | Used textbook sales - dollars | \$5,880,000 | \$1,159,852 | \$300,000 |
| | Used to new ratio | 38.5% | 34.1% | 29.4% |
| | National Average | 29.8% | 29.8% | 29.8% |
| | Percentage of textbook sales to total sales | 63.2% | 50.2% | 51.0% |
| MARGIN ON TEXTBOOKS | | | | |
| | New textbooks - average margin | 23% | 23% | 25% |
| | Used textbook - average margin | 33% | 33% | 35% |
| | National - average margin (NACS/LSG) | * 25.9% | 24% | 24% |
| TEXTBOOK BUYBACK | | | | |
| | Total textbook buybacks in volume | 129,556 | 15,173 | 76,918 |
| | Total textbook buybacks in dollars | \$2,700,000 | \$334,998 | \$1,181,723 |
| | For re-use on campus in volume | 51,000 | 6,163 | 38,026 |
| | For re-use on campus in dollars | \$1,670,000 | \$212,994 | \$774,490 |
| | For wholesalers in volume | 80,065 | 9,010 | 38,892 |
| | For wholesalers in dollars | \$1,030,000 | \$122,049 | \$407,233 |
| HOW MUCH ARE BOOKS BOUGHT BACK FOR? | | | | |
| | If re-adopted by faculty | 50% | 50% | 50 |
| | If not re-adopted (national market value) | up to 30% | | up to 25% |
| % OF STUDENTS WHO SELL THEIR BOOKS | | | | |
| | | 51% | unknown | 60% |
| WHAT ARE YOUR DIGITAL EBOOKS SALES? | | | | |
| | New sales in volumes | **150 | N/A | (Fall 2006) \$511.38 |
| | New sales in dollars | **\$10,000 | N/A | (Fall 2006) 7 |
| | Used sales in volumes | N/A | N/A | N/A |
| | Used sales in dollars | N/A | N/A | N/A |
| | Total sales in volumes | 150 | N/A | (Fall 2006) 7 |
| | Total sales in dollars | \$10,000 | N/A | (Fall 2006) \$511.38 |
| AVERAGE COLLEGE COSTS FOR TEXTBOOKS ONLY? | | | | |
| | Cost in dollars | \$682 annually | \$728 | \$780 |
| | Cost as a % of COA (AZ Undergrad living on campus-\$15,411) | 4.4% | 4.7% | 5.1% |
| | Cost as a % of COA (Out of State Undergrad living on campus-\$26,570) | 2.6% | 2.7% | 2.9% |
| * | ASU uses the LSG (Large Store Group) survey which consists of the 100 largest stores in the U.S. and Canada | | | |
| ** | The volume and total sales of digital ebooks consist of the MBS program *Universal Digital Textbooks, digital coursepacks provided by custom publishers, and digital texts offered by publishers. The publisher texts are usually offered as an on-line access code. | | | |