

College and Textbook Affordability in the Florida College System 2024

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Introduction

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

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

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

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

Tuition and Fees

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

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

FCS Institution Cost per Credit Hour

As seen in Figure 1, the colleges' average cost to deliver instruction per credit hour has increased incrementally over the last five years. It is important to note that while costs to the college have increased, institutions have not raised tuition for over a decade. The 28 FCS institutions have costs per credit hour ranging from \$207 to \$478, with variability in college and program costs. System-level averages by year are shown below.

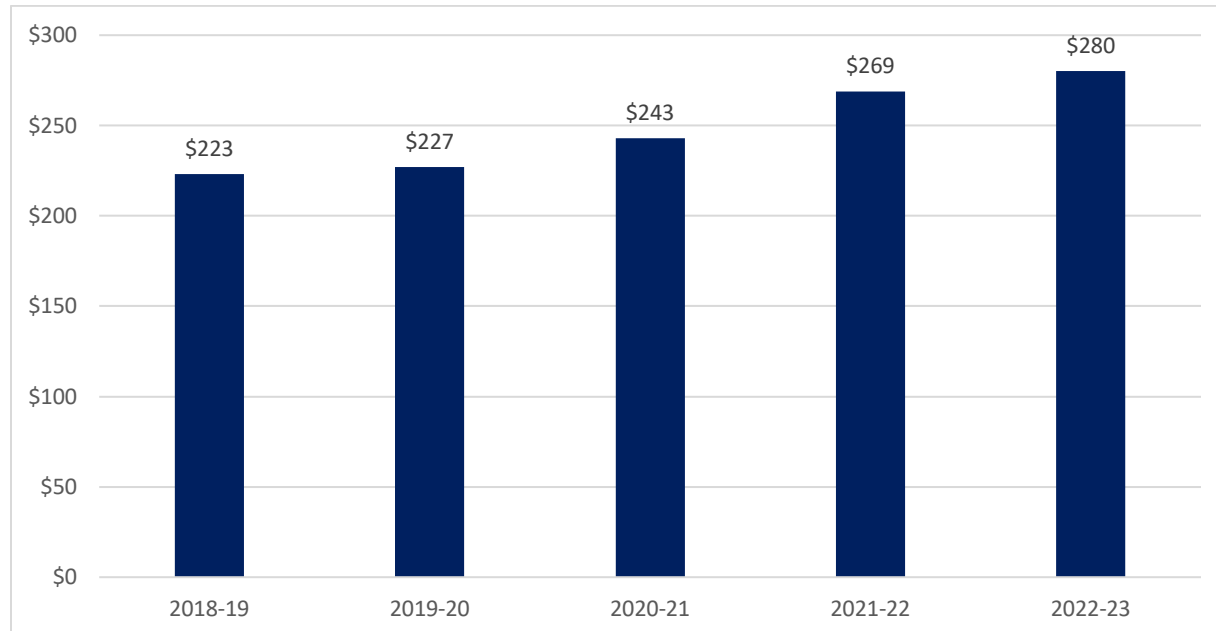


Figure 1. FCS Cost per Credit Hour
Source: *FCS Fact Book 2020-2024*

FCS Student Tuition and Fees

Figure 2 shows the system-level average student cost of tuition and fees for the academic year, defined as the costs of taking 30 credit hours during the school year, including statutorily defined administrative fees for Student Financial Aid, Student Activity and Service, Capital Improvement, and Technology, per s. [1009.23](#), F.S. While costs to institutions have increased, the cost to students has been stable. While tuition at most colleges is under \$3,200, some institutions have costs below or above system-level averages.

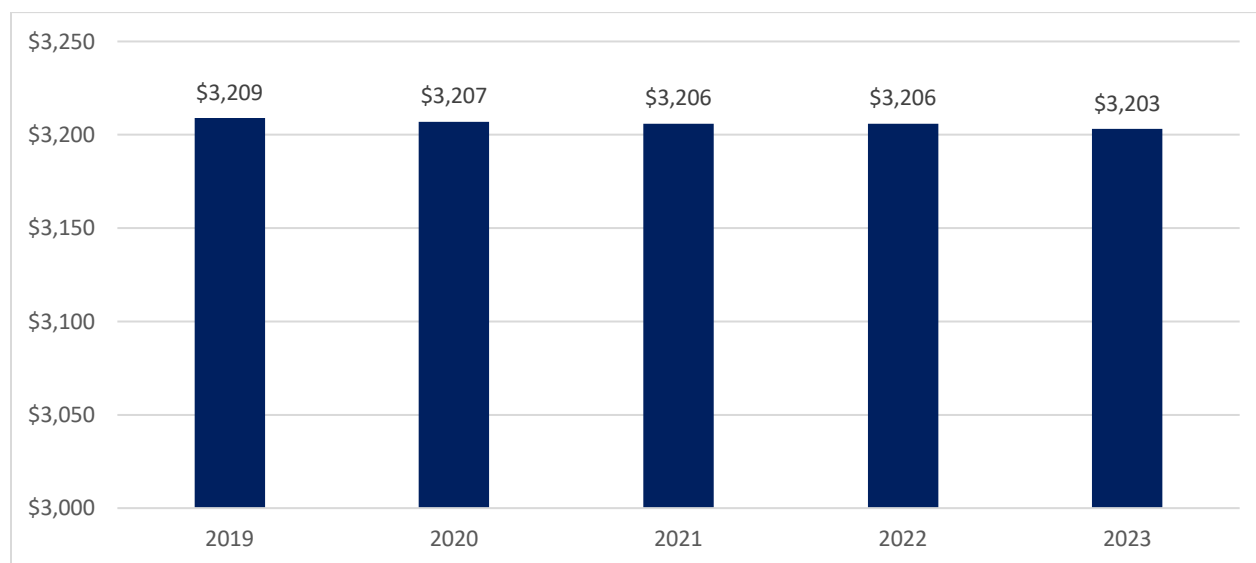


Figure 2. FCS Academic Year (30 hours) Tuition and Fees, weighted mean
Source: *FCS Fact Book 2020-2024*

Institutional Strategies to Reduce Tuition and Fees

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

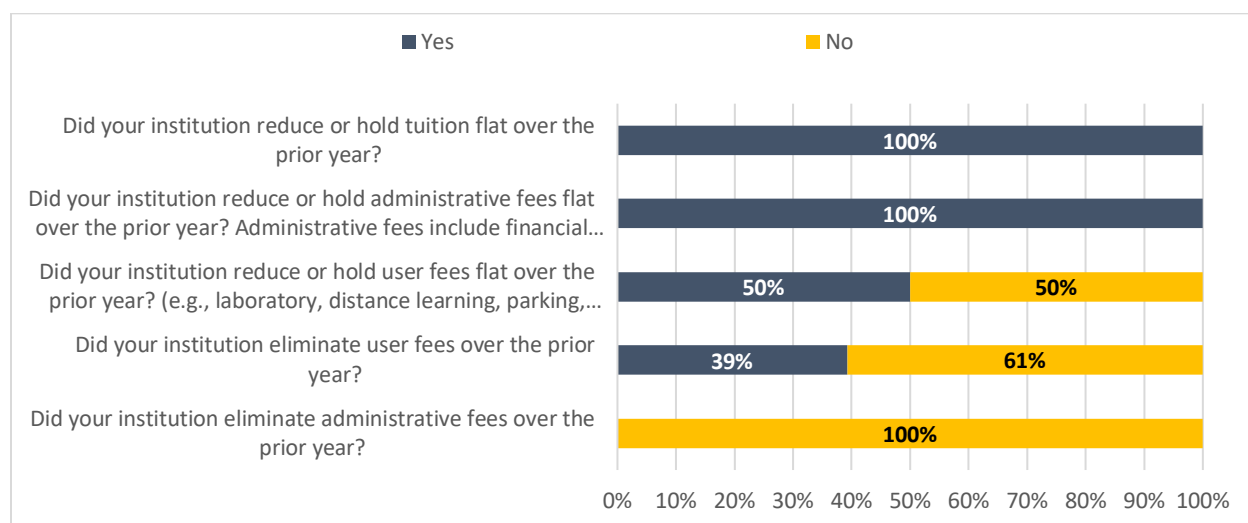


Figure 3. Percent of institutions reducing, holding or eliminating tuition and/or fees. N=28

As shown in Figure 3, all institutions indicated that tuition and administrative fees were reduced or held flat over the prior year. User fees, which include laboratory, distance learning or parking fees, were held flat or reduced by 50 percent (14) of institutions, and 39 percent (11) of institutions eliminated user fees over the prior year.

Student Financial Assistance

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

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

Student Aid by Type

Student financial aid can be awarded from federal sources, including the need-based Pell Grant and federal student loans. Additionally, Florida and local municipalities and institutions can award financial aid to students in the FCS. Figure 4a uses IPEDS data from 2018-19 through 2021-22 to provide an average award for undergraduate students in the FCS.

The average amount received per undergraduate student from the Pell Grant increased 11.3 percent between 2018-19 and 2021-22, with the average award amount being \$4,617 in the 2021-22 academic year. Average Federal student loan award amounts decreased between 2018-19 and 2019-20, increased from 2019-20 to 2021-22, for a total increase of \$497 from the 2018-19 to 2021-22 academic years. Federal, state and local grant aid awards saw increases each year from 2018-19 to 2019-20 and had a slight decrease from 2019-20 to 2020-21, and a significant increase of \$157 from 2020-21 to 2021-22 for an overall 4-year increase of 6.0 percent.

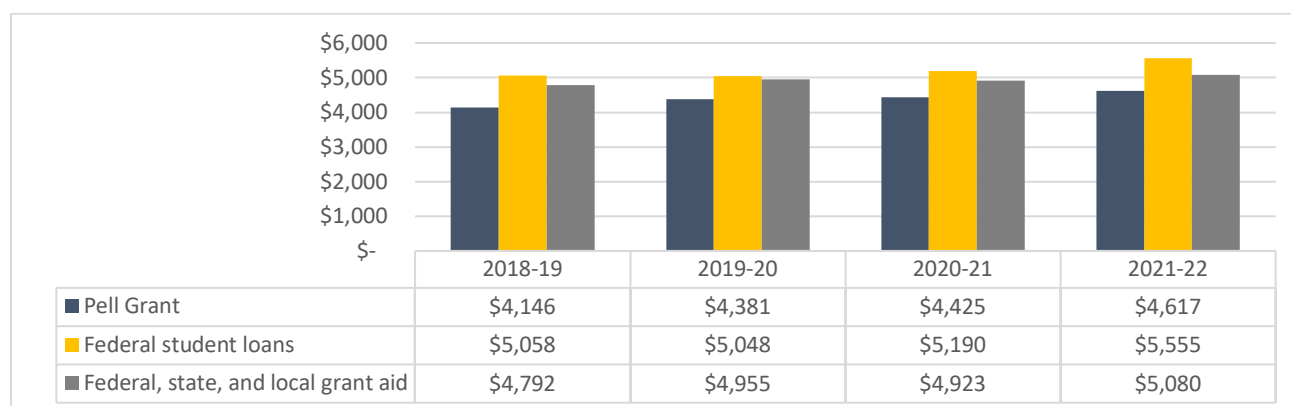


Figure 4a. FCS Student Aid by Type

Source: IPEDS, 2018-19 through 2021-22

The number of undergraduate students receiving Pell Grants declined –23.8 percent over the 4-year period, from 174,486 to 132,853. The number of undergraduate students receiving federal student loans declined –21.5 percent between 2018-19 and 2021-22, from 65,841 to 51,700. The number of undergraduate students receiving federal, state and local grant aid declined –13.5 percent during that same period, from 208,557 to 180,377. These decreases are in line with the overall enrollment decreases seen during this time.

While the average federal loan award per undergraduate student did increase by approximately \$500 over the 4-year period, the number of undergraduate students obtaining federal loans significantly decreased. The number of students receiving federal loans in the 2021-22 academic year represents just under 9 percent of the students enrolled in the FCS. The following Figure 4b shows the numbers of FCS undergraduate students awarded aid by type for the same 4-year period, 2018-19 through 2021-22.

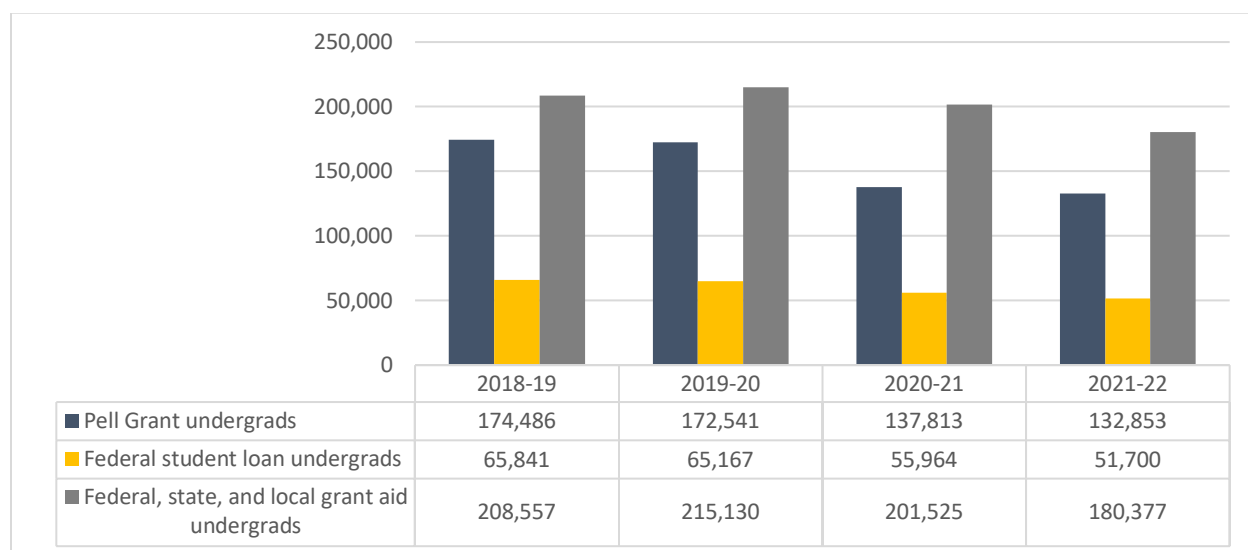


Figure 4b. FCS # of Undergraduate Students Receiving Aid by Type

Source: IPEDS, 2018-19 through 2021-22

Military and Veterans Benefits

In addition to student aid provided to all students, Figure 5 and Figure 6 highlight the financial aid benefits for military and veterans through the Post-9/11 GI Bill. These data from IPEDS provide the number of FCS students receiving these benefits from 2018-19 through 2021-22 (Figure 5) and the total amount of Post-9/11 GI Bill benefits awarded annually to students in the FCS (Figure 6).

The number of FCS students receiving Post-9/11 GI Bill benefits decreased between 2018-19 and 2021-22. This decrease may be explained by looking at overall enrollment trends that also decreased. In the 2021-22 academic year more than 9,700 FCS students received Post-9/11 GI Bill benefits.

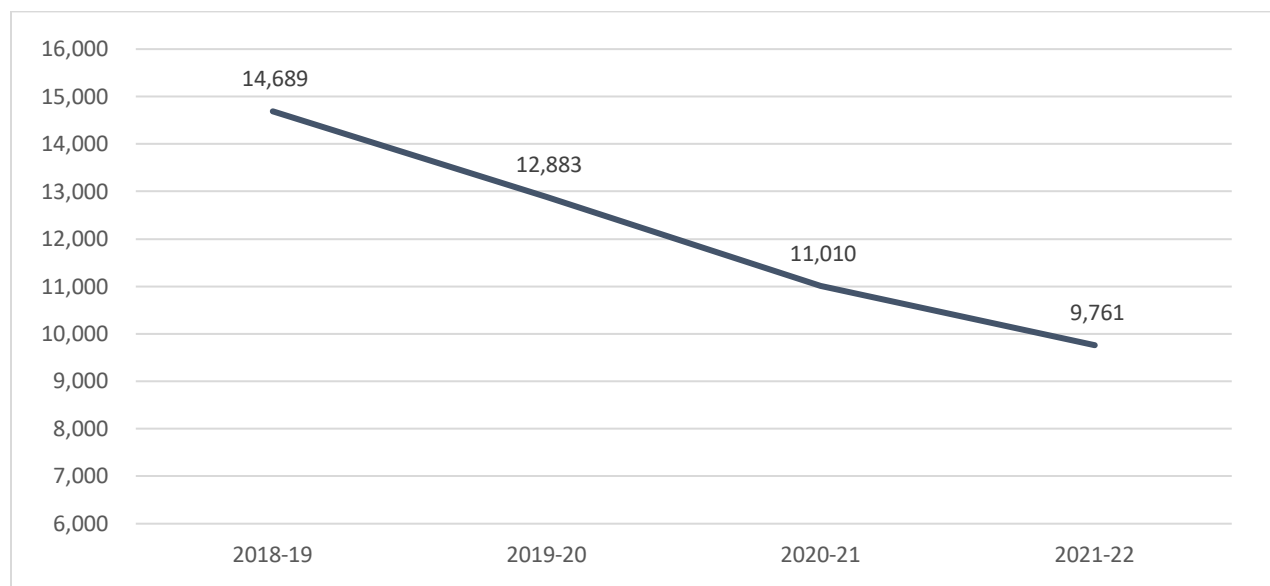


Figure 5. Number of FCS Students Receiving Post-9/11 GI Bill Benefits

Source: IPEDS, 2018-19 through 2021-22

Figure 6 provides the total amount of Post-9/11 GI Bill Benefits awarded to students in FCS institutions. As shown in the figure below, the total amount awarded to students has slightly increased from 2018-19 to 2021-22. In total, more than \$35 million was awarded to students in 2021-22.

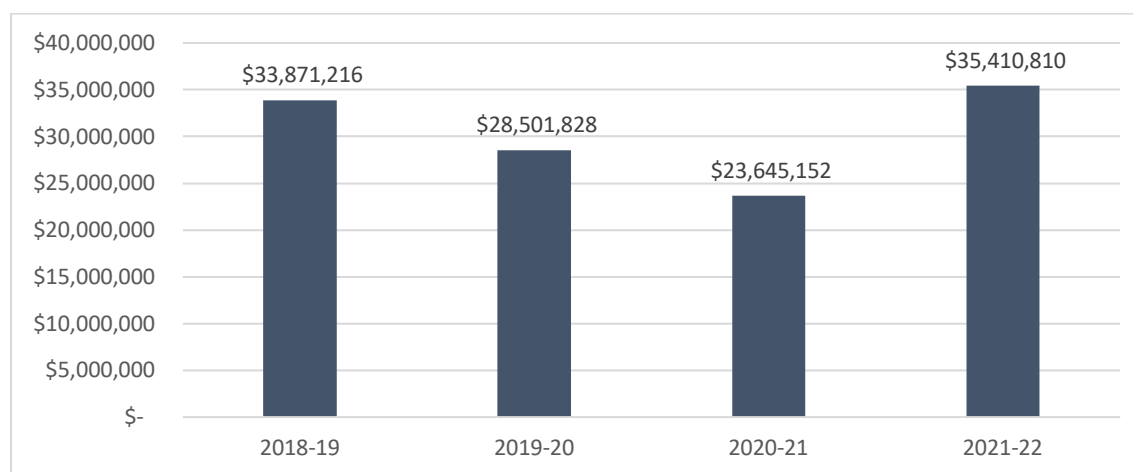


Figure 6. Total Amount of Post-9/11 GI Bill Benefits Received by FCS Students

Source: IPEDS, 2018-19 through 2021-22

Net Price

As noted in Figure 2, the average amount in tuition and fees for 30 hours of credit in the FCS was \$3,203 for 2023. In addition to tuition and fees, the total cost of attendance is calculated nationally and also includes books and supplies and room and board. The “net price” amount presented in Figure 7 reflects the total cost of attendance minus the average award for federal, state or local government and institutional grant and scholarship aid provided to students. Though tuition and administrative fees have

not increased during the reporting years, Figure 7 shows the average net price for the FCS increased slightly between 2018-19 and 2021-22 to \$6,730.

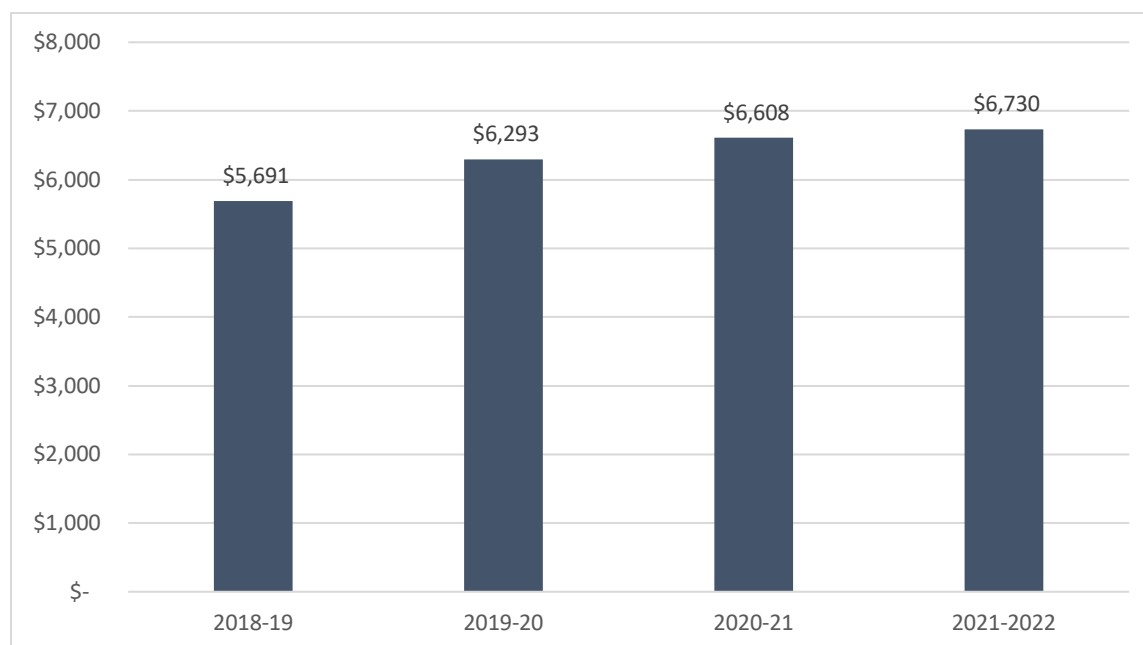


Figure 7. FCS Average Net Price
Source: IPEDS, 2018-19 through 2021-22

The increase in net price was not uniform across all 28 FCS institutions. From 2019-20 to 2020-21, thirteen colleges showed decreased net prices, and one college's net price remained relatively stable. Fourteen colleges reported increases in net price between eight percent and 64 percent, though tuition was not increased at any institution during this time.

It should be noted that the FCS Average Net Price for 2020-21 of \$6,608 shown in this report is different than the net price published in the 2023 College and Textbook Affordability report of \$6,427. This difference is due to an IPEDs submission error by a single college for the 2020-21 data. In the 2023 report, it was reported that the average net price omitted the net price data from the college with a data error, resulting in an average of \$6,427. In querying IPEDs data for the 2024 report, the 2023 error in IPEDs was corrected and thus updated to a value of \$6,608. There were no reported data errors for this 2024 report.

Cohort Default Rates

As noted in Figure 4, the average amount of student loans borrowed by a student in the FCS has increased approximately \$500 from 2018-19 to 2021-22. The U.S. Department of Education provides a database of cohort default rates through the Federal Student Aid website. The most recent available data related to cohort default rates for FCS institutions are for fiscal years 2018-2021. The cohort default rates are calculated by dividing the number of borrowers who entered repayment during a cohort fiscal year and defaulted by the number of borrowers who entered repayment during a cohort fiscal year.

Figure 8 includes all FCS colleges where students can receive federal student loans (N=27). The overall system-level default rate has declined from a high of 10.1 percent in fiscal year 2018 to 0.01 percent in fiscal year 2021.

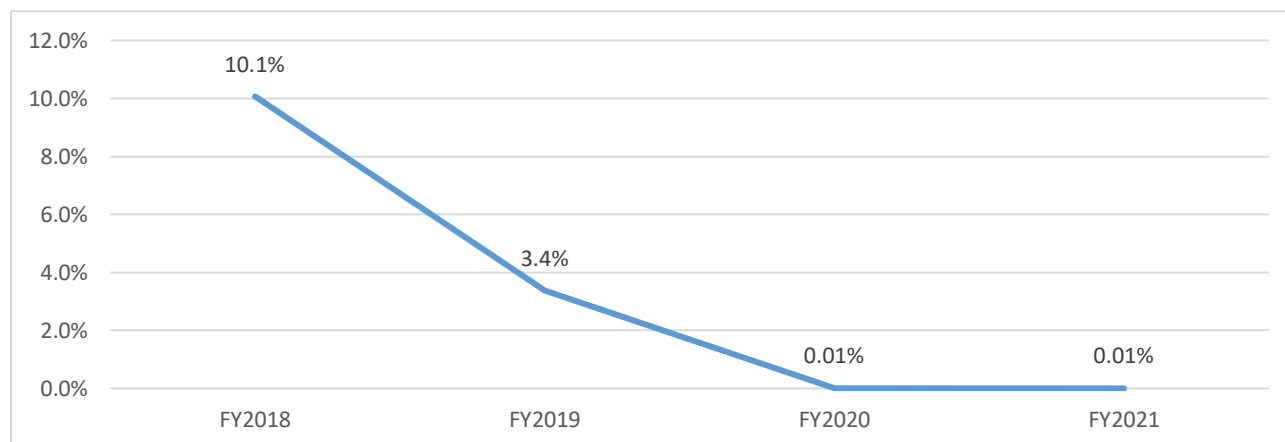
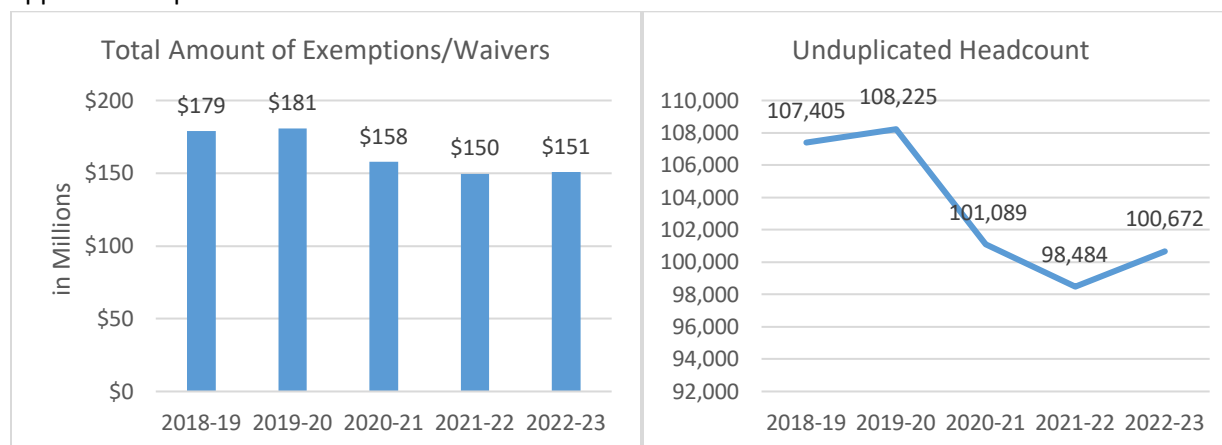


Figure 8. FCS System-level Cohort Default Rates, FY2016 through FY2021

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

Exemptions and Waivers

Colleges have the authority to grant fee exemptions and waivers for their students under ss. 1009.25 and 1009.26, F.S. From fiscal years 2018-19 through 2020-21, colleges increased the number of students and related amounts of fee exemptions and waivers (Figure 9). The number of students receiving exemptions and waivers and the total amount of exemptions and waivers decreased in 2020-21, and again in 2021-22. This decrease may be explained by the overall decrease in enrollment at the time. Waivers and exemption totals then slightly increased in 2022-23, with institutions waiving or exempting over \$150 million in tuition and fees in accordance with statutory requirements. Though not part of this report, the total amount of FCS exemptions and waivers for 2023-24 once again reached over \$180 million. Most fee exemptions and waivers are in three major categories of dual enrollment, apprenticeship and out-of-state fees.



Figures 9a and 9b. FCS System-level Unduplicated Headcount of students receiving exemptions/waivers from 2018-19 through 2022-23

Source: FCS Budget Office

Institutional Strategies to Increase Financial Aid Initiatives and Programs

In addition to textbook affordability policies and initiatives, institutions used a variety of financial aid initiatives and programs, both targeted and general, to promote affordability for their students.

Figure 10 describes the number of institutions that used each of the programs below. Other common types of financial aid used were a variety of needs-based institutional scholarships and grants.

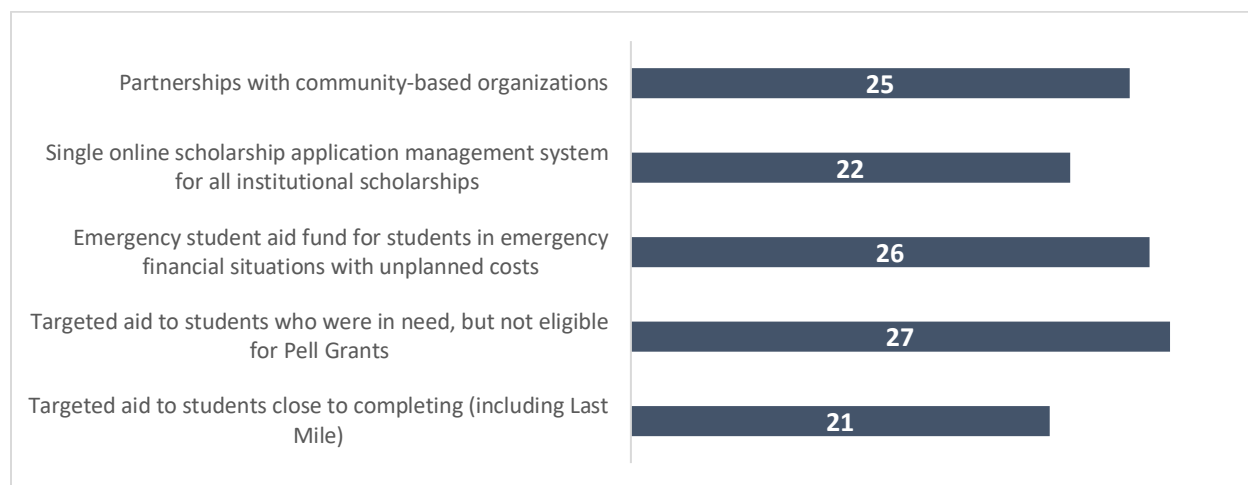


Figure 10. Number of institutions utilizing financial aid initiatives and programs. N=28

Textbook Affordability

Books and Supplies

As mentioned in the net price calculation, the cost of books and supplies is included in the total cost of attendance in IPEDS. Florida has specifically prioritized the cost of books and supplies in efforts to increase college affordability and evaluated how to make course materials more affordable for FCS students. Colleges, in turn, have implemented strategies to reduce or keep costs low. In Figure 11, the average cost of books and supplies for a student in the FCS is described for years 2019-20 through 2023-24. Though the average cost for books and supplies increased slightly over the last five years, in the most recent year, 2023-24, the average cost for these materials was \$1,508, a decrease from 2022-23.



Figure 11. FCS Average Cost of Books and Supplies

Source: IPEDS, 2019-20 through 2023-24

Institutional Strategies to Promote Textbook Affordability

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

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

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

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

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

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

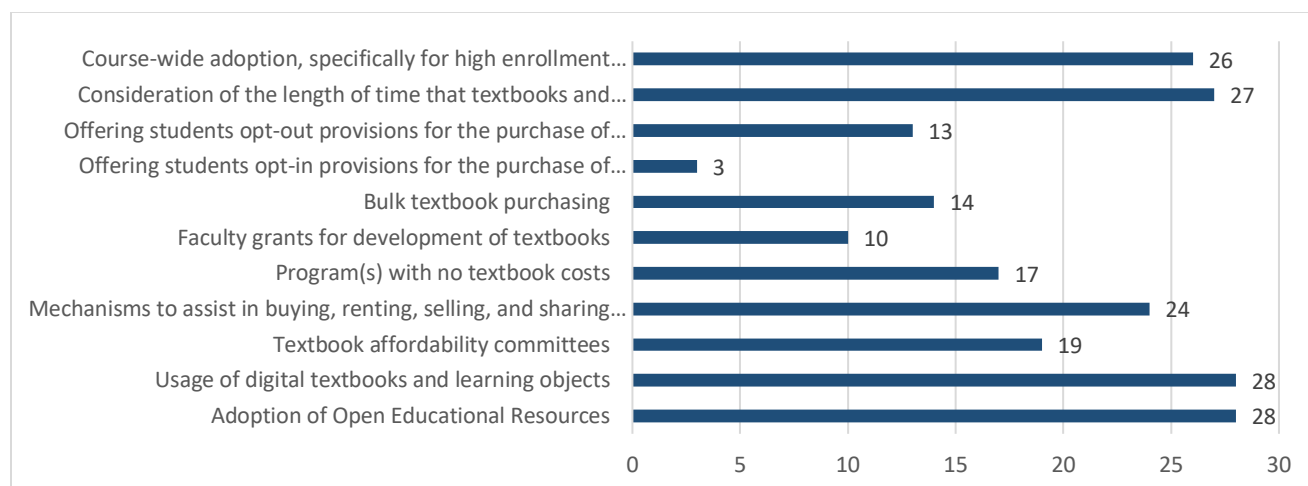


Figure 12. Number of institutions utilizing strategies to increase textbook affordability. N=28

Each Florida College System institution is required to publish on its website and in its course registration system a list of required and recommended textbooks and instructional materials as early as feasible but at least forty-five (45) days before the first day of class for each term for at least ninety-five (95) percent of all scheduled course sections. Pursuant to s. 1004.085(3)(e), F.S., below are the limited, reasonable exceptions as to why an institution may not be able to adhere to the forty-five (45) day requirement to post its list of textbooks and instructional materials:

- The originally adopted textbook or instructional material is no longer available;
- A faculty member is hired or assigned to teach the course section after the 45-day notification deadline;
- The course section is added after the 45-day notification deadline;
- The instructional modality of the course section changes after the 45-day notification deadline; and
- The course is continuing workforce education.

In the effort to provide adequate time to acquire textbooks and course materials, institutions post these materials 45 days prior to the first day of class. For the 2024 reporting cycle, for fall 2023 and spring 2024, respectively, 86 percent (24) and 82 percent (23) of institutions reported meeting the requirement of posting material requirements for at least 95 percent of all courses and course sections. For the fall 2023 semester, two of the four institutions that were not able to meet the deadline had an allowable exception, and for the spring 2024 semester, two of the five institutions that were not able to meet the deadline had an allowable exception.

Additionally, s. 1004.085, F.S., requires the lists of textbooks and instructional materials to:

- Remain posted for at least five academic years,
- Be searchable by the course subject, course number, course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material, and
- Be easily downloadable by current and prospective students.

For the 2024 reporting cycle, all 28 FCS institutions met the requirement to publish the textbooks and instructional materials list for the preceding five academic years (2018-19 – 2022-23), all 28 met the requirement to make the list of textbooks and instructional materials searchable by the required components and all 28 of the 28 colleges also met the requirement to make the lists downloadable by current and prospective students. Regarding the downloadable lists, colleges reported a variety of ways that they met the requirement, including publishing the list to a dedicated consumer information or disclosure webpage, the bookstore website, the college website homepage, the college's tuition and fees webpage, the course registration system, the provost's office webpage, the textbook affordability webpage, and the academic affairs and academic programs webpages.

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

For the 2024 reporting cycle, 45 percent (15) of the 28 FCS institutions met the requirement to post the syllabi for at least 95 percent of the general education core course sections 45 days before the first day of classes, 14 percent (4) posted syllabi for at least 95 percent of the general education core with reasonable exceptions and 32 percent (9) did not post syllabi for at least 95 percent of the general education core course sections 45 days before the first day of classes. Those colleges that did not meet the requirement provided plans to come into compliance for the next reporting period. Colleges that did not meet the requirement cited time, technology and Enterprise Resource Planning (ERP) implementation constraints.

Course sections where no textbook is required or no-cost Open Educational Resources (OER) are used must have an icon to indicate their status as zero cost. The Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network may be used for this purpose pursuant to s. 1006.73(4), F.S.

For the 2024 reporting cycle, all of the 28 FCS institutions met the requirement to post an icon to indicate the status of course sections where no textbook is required or no-cost OER are used. Fifty percent (14) of the colleges reported using the Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network, 21 percent (6) met the requirement through the bookstore website (vendor or college-managed), and 29 percent (8) met the requirement through their course registration system.

Conclusion

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

Textbook Affordability 2024 Reporting Requirement Updates

For the 2024 reporting cycle, there are changes to the textbook affordability portion of the template resulting from amendments stemming from the 2022 legislative session and subsequent revisions to Rule 6A-14.092, Florida Administrative Code approved by the SBOE at its August 2022 meeting.

Because of the timing of the legislative changes from the 2022 session, changes were fully implemented in the template that was sent to colleges in July 2024 to report for 2023-24.

Appendix A: 2024 Division of Florida Colleges Template for College Affordability Reports



Instructions

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

Submission

By September 30, 2024, each college must submit institutional responses for the 2024 FCS Affordability Report via <https://www.research.net/r/FCS2024V2Affordability>.

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

Department of Education Contact

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

(For Planning Purposes Only)

College Affordability

Institution Contact Information

1. College Name

Click or tap here to enter text.

2. Contact Information

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

Tuition and Fees

3. Did your institution reduce or hold tuition flat over the prior year?

☐ Yes

☐ No

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

Click or tap here to enter text.

4. Did your institution reduce or hold administrative fees flat over the prior year? Administrative fees include financial aid, capital improvement, student activity and service, and technology.

☐ Yes

☐ No

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

Click or tap here to enter text.

5. Did your institution eliminate administrative fees over the prior year?

☐ Yes

☐ No

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

Click or tap here to enter text.

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

☐ Yes

☐ No

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

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

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

☐ Yes

☐ No

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

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

Textbook Affordability

Policies and Strategies

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

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

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

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

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

☐ Adoption of Open Educational Resources (OER)

☐ Usage of digital textbooks and learning objects

☐ Textbook affordability committees

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

☐ Program(s) with no textbook costs

☐ Faculty grants for development of textbooks

☐ Bulk textbook purchasing

☐ Offering students opt-in provisions for the purchase of materials

☐ Offering students opt-out provisions for the purchase of materials

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

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

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

Forty-Five (45) Day Posting Requirement

11. Describe the policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

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

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

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

- **Fall 2023 – Total Number of Course Sections**

- **Fall 2023 – Number/Percentage of Course Sections Able to Meet 45-Day Deadline**

- **Fall 2023 – Number/Percentage of Course Sections Not Able to Meet 45-Day Deadline With an Allowable Exception**

- **Fall 2023 – Number/Percentage of Course Sections Not Able to Meet 45-Day Deadline Without an Allowable Exception**

- **Spring 2024 – Total Number of Course Sections**

- **Spring 2024 – Number/Percentage of Course Sections Able to Meet 45-Day Deadline**

- **Spring 2024 – Number/Percentage of Course Sections Not Able to Meet 45-Day Deadline With an Allowable Exception**

- **Spring 2024 – Number/Percentage of Course Sections Not Able to Meet 45-Day Deadline Without an Allowable Exception**

Searchable Textbooks and Instructional Materials List

13. Indicate whether your institution made the list of textbooks and instructional materials searchable by the required components below for this reporting cycle by checking the corresponding box for which the answer is Yes. Not checking a box will indicate the answer is No. Select all that apply.

Required Components

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

If any component of your institution's list was not searchable or missing a required component, please provide a brief explanation and identify activities to come into compliance.

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

Downloadable Textbooks and Instructional Materials List

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

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

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

15. Indicate how your institution implemented the use of an icon to indicate the status of course sections where no textbook is required or no-cost OER are used. Not checking a box will indicate the answer is N/A. Select all that apply.

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

If your institution did not implement an icon, please provide a brief explanation and identify activities to come into compliance.

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

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

16. Indicate whether all general education core course syllabi included the required components below for this reporting cycle by checking the corresponding box for which the answer is Yes. Not checking a box will indicate the answer is No. Select all that apply.

Required Components

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

If your institution's general education core course syllabi were missing a required component, please provide a brief explanation and identify activities to come into compliance.

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

17. Indicate whether your institution met the course syllabi posting requirements below for at least 95% of the general education core course sections 45 days before the first day of class for this reporting cycle, with or without reasonable exceptions, by checking the corresponding box for which the answer is Yes. Not checking a box will indicate the answer is N/A. Select only one.

Reasonable exceptions include:

- A faculty member has not yet been assigned to teach the course section before the forty-five (45) day notification deadline.
- The course section is added after the forty-five (45) day notification deadline.

Posting Requirements

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

If your institution did not meet the syllabi posting requirement for which a reasonable exception applies, please provide a brief explanation, and identify activities to come into compliance.

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

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

18. Indicate whether your institution updated and posted the list of required and recommended textbooks for the preceding five (5) academic years below by September 1, 2024, by checking the corresponding box for which the answer is Yes. Not checking a box will indicate the answer is No. Select all that apply.

Preceding 5 Academic Years

- ☐ 2018-19
- ☐ 2019-20
- ☐ 2020-21
- ☐ 2021-22
- ☐ 2022-23

If your institution did not publish the textbooks and instructional materials list for all of the preceding five (5) academic years, please provide a brief explanation and identify activities to come into compliance.

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

19. Indicate whether the list of required and recommended textbooks for the preceding five (5) academic years included all of the required components below by checking the corresponding box for which the answer is Yes. Not checking a box will indicate the answer is No. Select all that apply.

Required Components

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

If your institution did not include all of the required components, please provide a brief explanation and identify activities to come into compliance.

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

20. Please provide the URL where the five-year textbooks and instructional materials list(s) is posted.

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

Financial Aid Policies That Promote Affordability

21. Identify specific institutional financial aid policies or programs that promote affordability. Not checking a box will indicate the answer is N/A. Select all that apply.

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

Other Affordability Strategies

22. Provide any additional information about any innovative or new affordability strategies. **(Optional)**

Click or tap here to enter text.