



2016 Student Textbook and Course Materials Survey

Results and Findings

FLORIDA
VIRTUAL
CAMPUS

Office of Distance Learning & Student Services

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Table of Contents

Executive Summary	3
Summary of Key Findings	5
2016 Student Textbook and Course Materials Survey	7
Appendix A: Survey Data	22
Appendix B: Resources	35

During March and April 2016, more than 22,000 students participated in a Student Textbook and Course Materials Survey conducted by the Florida Virtual Campus's (FLVC) Office of Distance Learning and

Research questions:

- Question 1:** How much do students spend on textbooks and other instructional materials?
- Question 2:** How many times do students buy textbooks that are not used?
- Question 3:** How are students affected by the cost of textbooks?
- Question 4:** What digital study aids do students perceive to be most beneficial to their grades?
- Question 5:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in the money spent on textbooks?
- Question 6:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in factors affected by cost of textbooks?
- Question 7:** Comparing university students and college students, what are the differences in the money spent on textbooks, money spent on course materials, costs covered by financial aid, and the number of textbooks purchased but never used.
- Question 8:** What are the differences in the money spent on textbooks for students in different degree levels?



Summary of Key Findings

Key Finding 1 **The high cost of textbooks is negatively impacting student access, success, and completion.**

The findings suggest that the cost of textbooks is negatively impacting student access to required materials (66.6% did not purchase the required textbook) and learning (37.6% earn a poor grade; 19.8% fail a course). Time to graduation and/or access to courses is also impacted by cost. Students reported that they occasionally or frequently take fewer courses (47.6%); do not register for a course (45.5%); drop a course (26.1%), or withdraw from courses (20.7%).

Key Finding 2 **Textbook costs for Florida university and college students continue to trend higher.**

More than half (53.2%) of students spent more than \$300 on textbooks during the spring 2016 term, and 17.9% spent more than \$500. Compared to the 2012 survey, there was a decrease in the cost category “\$0–\$100” from 9.8% to 8.2%, while cost category “\$601 or more” increased from 8.5% to 8.9%. In addition to textbooks, 77.2% percent of respondents spent \$200 or less on required course materials, while 10.6% of students reported spending \$300 or more on required materials.

Key Finding 3 **Required textbooks are purchased but not always used in course instruction.**

The average survey participant purchased 2.6 textbooks that were not used during his or her academic career. That is a statistically significant increase from the 1.6 textbooks indicated in the 2012 survey.

Key Finding 4 **In terms of the cost of textbooks and other course materials, college students are in worse shape than university students.**

Of the college students surveyed, 56.3% spent \$301 or more on textbooks, compared to 50.5% by university students. In addition, 12% of colleges students reported having spent \$301 or more on course materials, compared to only 9.8% of university students.

Key Finding 5 **Students in Associate or Bachelor's degree programs spent more on textbooks than students in Master's or Doctorate degree programs.**

For those students seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 54.6%, 57.8% and 55.0%, respectively, reported having spent \$301 or more on textbooks. By comparison, 38% of students seeking a Master's degree, and 45% of students seeking a Doctorate degree, reported having spent \$301 or more.

Key Finding 6 **Florida students are reducing costs by a variety of means.**

The most-used cost-saving measure reported by students is purchasing books from a source other than the campus bookstore (63.8%). A majority (84%) of survey participants reported a willingness to rent textbooks in order to reduce costs—up from 73.5% in the 2012 survey. In addition, more students (29.6%) reported that they chose to rent digital textbooks rather than buy lifetime access to a digital version of a textbook (3.1%), as a cost-saving strategy.

Key Finding 7 **Financial aid covers less textbook costs now than in 2012.**

For the spring 2016 term, only 70.7% of students reported that they received financial aid, which is down from 75% in 2012. Furthermore, of the 70.7% who received financial aid, nearly one-third (29.2%) reported that their financial aid covered none of their textbooks costs, which is slightly higher than the 29% reported in 2012. Of students whose financial aid did cover some portion of their textbook costs, only 20.6% reported that all of their textbook costs were covered, down from 27.9% in 2012.

2016 Student Textbook and Course Materials Survey

Introduction

The financial burden that students must bear for textbooks and course materials — and its impact on their academic choices and success — is a mounting concern for Florida’s higher education community.

In response to a legislative charge (Section (s.) 1004.091(2)), Florida Statutes (F.S.), a statewide task force was created to explore this issue. The task force produced an [Open Access Textbook Task Force Report](#), which provided rationale for open access textbooks and a plan to promote and increase the use of open access textbooks in Florida. Subsequently, in [2010](#), and again in [2012](#), Florida Student Textbook Surveys were conducted to assess student perception of textbook costs and open educational resources (OERs). Findings from the [2012 Student Textbook Survey](#) continue to be used throughout the country in support of legislative decision-making and reports ([2016, Taylor, M.](#)), and [in Florida](#) to help support requests for institution or legislative action.

Most recently, in March-April 2016, the former Florida Distance Learning Consortium (now the Office of Distance Learning and Student Services within the statewide Florida Virtual Campus) conducted a Student Textbook and Course Materials Survey with more than 22,000 students of Florida’s 40 public colleges and universities. The objective of the survey, which examined textbook affordability and acquisition, was to learn from students’ recent personal experiences how the cost of textbooks and course materials is impacting their education, their purchasing behaviors, the study aids they find to be most beneficial to their learning, and their use of financial aid to address these costs.

Methodology

The 2016 Student Textbook and Course Materials Survey was conducted to help education leaders and policy makers better understand how textbook and course material costs are impacting student perceptions, academic decisions, progress, and perceived value of educational resources.

All 40 of Florida’s public postsecondary institutions were requested to invite their students to take part in the online survey, which was a follow-up to the [2010](#) and [2012 Student Textbook Surveys](#).

A. Purpose

The purpose of the 2016 Student Textbook and Course Materials Survey was to identify:

1. The amount of money that Florida’s public college and university students spent on textbooks and course materials during the spring 2016 semester,
2. The frequency with which students buy textbooks that are not used,

3. How students are affected by the cost of textbooks,
4. Which study aids students perceive to be the most beneficial to their learning,
5. Changes in student responses from previous iterations of the survey.

B. Participants

All 40 public colleges and universities in Florida participated in the study. Included among the 40 was Florida Polytechnic University, which opened for classes in 2014, and thus was not included in the 2012 survey.

The Florida College System (FCS) sent requests for participation to Chief Academic Officers at all colleges, and the university Board of Governors (BOG) sent requests for participation to university Provosts. Those requests for participation contained links to the survey and its purpose, and instructed that the survey be administered between March 24, 2016 and April 29, 2016. Institutions were requested to use campus communication channels to solicit student participation in the survey.

C. Survey

The 2016 survey included 11 multiple choice, multiple select, and constructed response items drawn from the 2012 survey's cost-related questions, as well as additional response items that reflected the current legislative status and concerns in Florida. The goals, research questions, and survey items were developed through consultation with the FCS and BOG.

The estimated time required to complete the survey was ten minutes. The first few items addressed basic demographics (e.g., degree, institution, area of study). The remainder of the survey pertained to money spent on textbooks, textbook use, academic impact of textbook costs, and perceived value of different study aids.

D. Research Questions

- Question 1:** How much do students spend on textbooks and other course materials?
- Question 2:** How many times do students buy textbooks that are not used?
- Question 3:** How are students affected by the cost of textbooks?
- Question 4:** What digital study aids do students perceive to be most beneficial to their grades?
- Question 5:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in the money spent on textbooks?
- Question 6:** Compared to the results of the 2012 Student Textbook Survey, what are the differences in factors affected by cost of textbooks?
- Question 7:** Comparing university students and college students, what are the differences in the money spent on textbooks, money spent on course materials, costs covered by financial aid, and the number of textbooks purchased but never used.

Question 8: What are the differences in the money spent on textbooks for students in different degree levels?

E. Data Analyses

Descriptive statistics were used to calculate all survey items. Means and standard deviations were used to calculate all continuous variables and Likert-type scales. Frequencies and percentages were presented for nominal and ordinal-scaled variables.

For research questions 1–4, frequencies and percentages were calculated for each category. For research questions 5–8, Chi square tests were used to test the statistical differences.

Key Finding 1

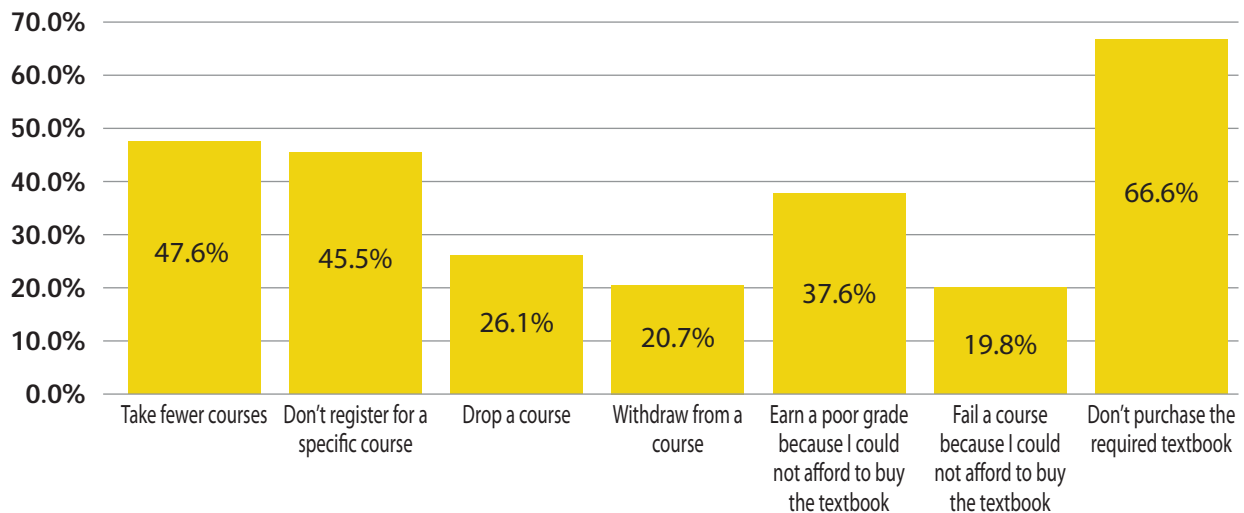
The high cost of textbooks is negatively impacting student access, success, and completion.

The findings suggest that the cost of textbooks is negatively impacting student access to required materials (66.6% did not purchase the required textbook) and learning (37.6% earn a poor grade; 19.8% fail a course). Time to graduation and/or access is also impacted by cost. Students reported that they occasionally or frequently take fewer courses (47.6%); do not register for a course (45.5%); drop a course (26.1%), or withdraw from courses (20.7%).

OVERALL

Students reported that the high cost of textbooks impacted their learning and academic choices in a variety of ways.

Chart 1: Impact of Textbook Costs on Students



COMPARED TO THE 2012 SURVEY

- Take fewer courses (47.6%, down from 49.1% in the 2012 survey)
- Don't register for a course (45.5%, up from 45.1% in the 2012 survey)
- Drop a course (26.1%, down from 26.7% in the 2012 survey)
- Withdraw from a course (20.7%, slightly up from 20.6% in the 2012 survey)
- Earn a poor grade (37.6%, up from 34% in the 2012 survey)
- Fail a course (19.8%, up from 17% in the 2012 survey)
- Don't purchase the required textbook (66.5%, up from 63.6% in the 2012 survey).

Table 1: Impact of Textbook Costs (2016 and 2012)

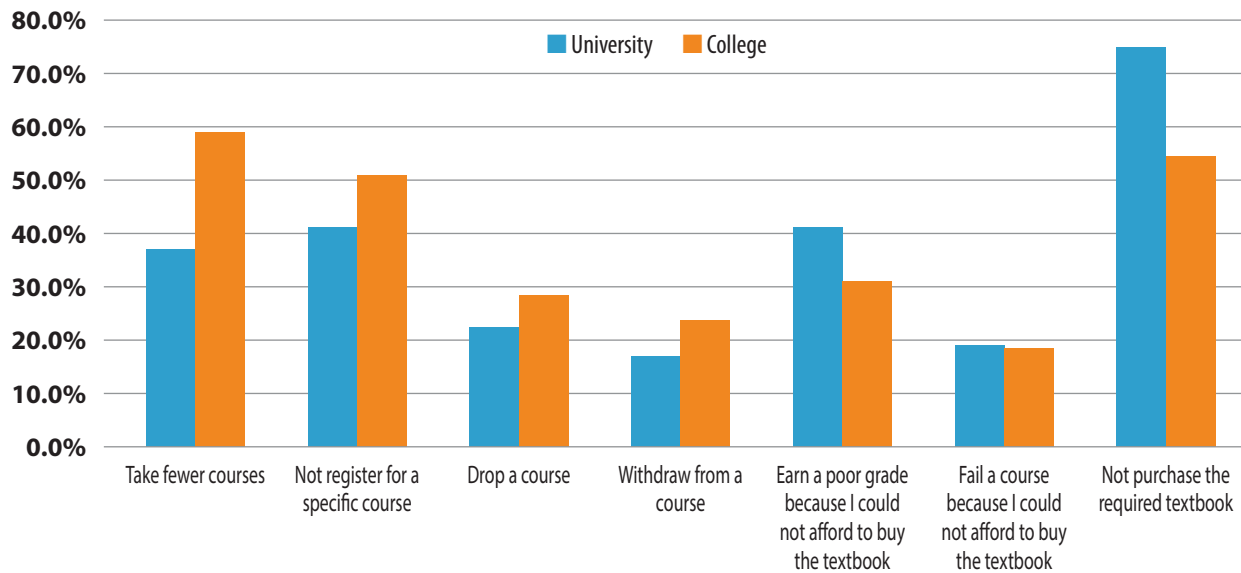
Answer Options	2016	2012
Take fewer courses	47.6%	49.1%
Not register for a course	45.5%	45.1%
Drop a course	26.1%	26.7%
Withdraw from a course	20.7%	20.6%
Earn a poor grade	37.6%	34.0%
Fail a course	19.8%	17.0%
Not purchase the required textbook	66.5%	63.6%

Note: 2016 survey n = 20,557; 2012 survey n = 18,587

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Compared to university students, college students are more likely to take fewer courses, not register for a specific course, drop a course, or withdraw from a course due to the cost of textbooks. University students are more likely to not purchase a required textbook, earn a poor grade, or fail a course due to textbook costs.

Chart 2: Impact of Textbook Costs (University and College)

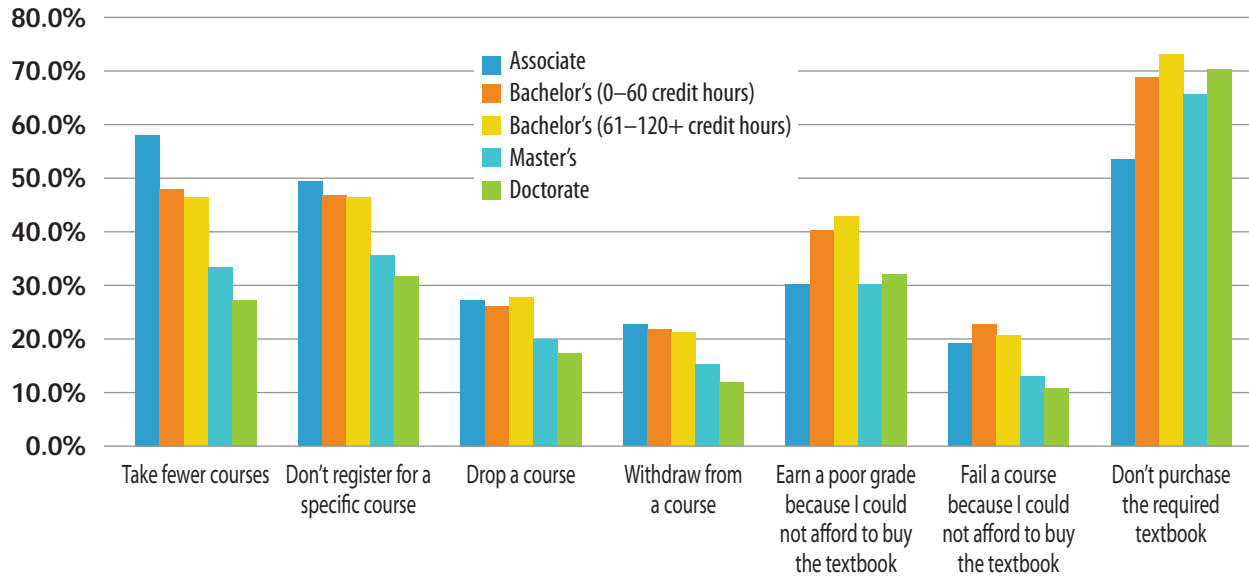


Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

DEGREE LEVEL

Students in Associate degree programs reported the highest percentage of taking fewer courses (58%), not registering for a specific course (49.2%), and withdrawing from a course (22.5%) due to textbook costs. Students in Bachelor's degree programs with 0–60 credit hours reported the highest percentage of failing a course (22.8%) due to those costs, and students in Bachelor's degree programs with 61 or more credits reported the highest percentage of dropping a course (27.6%), earning a poor grade (42.9%), and not purchasing the required textbook (72.8%). It is worth noting that students in graduate degree programs (Master's and Doctorate) did not rank the highest percentage in any of the categories.

Chart 3: Impact of Textbook Costs (by Degree Level)



Note: Associate n = 4,904; Bachelor's (0–60 credit hours) n = 4,213; Bachelor's (61–120+ credit hours) n = 8,463; Master's n = 1,781; Doctorate n = 784.

Key Finding 2

Textbook costs for Florida university and college students continue to trend higher.

More than half (53.2%) of students spent more than \$300 on textbooks during the spring 2016 term, and 17.9% spent more than \$500. Compared to the 2012 survey, there was a decrease in the cost category "\$0-\$100" from 9.8% to 8.2%, while cost category "\$601 or more" increased from 8.5% to 8.9%. In addition to textbooks, 77.2% percent of respondents spent \$200 or less on required course materials, while 10.6% of students reported spending \$300 or more on required materials.

OVERALL

During the spring 2016 term, 53.2% of students spent more than \$301 on textbooks, and 17.9% spent more than \$500. The most frequently selected response regarding textbook cost was "\$201-300" (21.7%), followed closely by "\$301-400" (20.7%). Approximately 75% of the respondents reported spending more than \$200 on textbooks during the spring 2016 term.

Table 2: Textbook Costs

Q: How much did your textbooks cost for the spring 2016 term?

Answer Options	Responses	Percentage
\$0 – 100	1,688	8.2%
\$101 – 200	3,174	15.4%
\$201 – 300	4,465	21.7%
\$301 – 400	4,258	20.7%
\$401 – 500	2,993	14.6%
\$501 – 600	1,844	9.0%
\$601 or more	1,830	8.9%
Other (please specify)	305	1.5%

Note: $n = 20,557$

COMPARED TO THE 2012 SURVEY

Compared to the 2012 survey, there was a decrease in the cost category "\$0-\$100" in 2016, from 9.8% to 8.2%. Cost category of "\$601 or more" increased from 8.5% to 8.9%. See Appendix A, Table A-4, for additional data.

Key Finding 3

Required textbooks are purchased but not always used in course instruction.

The average survey participant purchased 2.6 textbooks that were not used during his or her academic career. That is a statistically significant increase from the 1.6 textbooks indicated in the 2012 survey.

OVERALL

To be consistent with the 2012 survey, answers greater than 15 were set as outliers. After removing outliers, the 2016 survey participants purchased an average of 2.6 textbooks that were not used during his or her academic career.

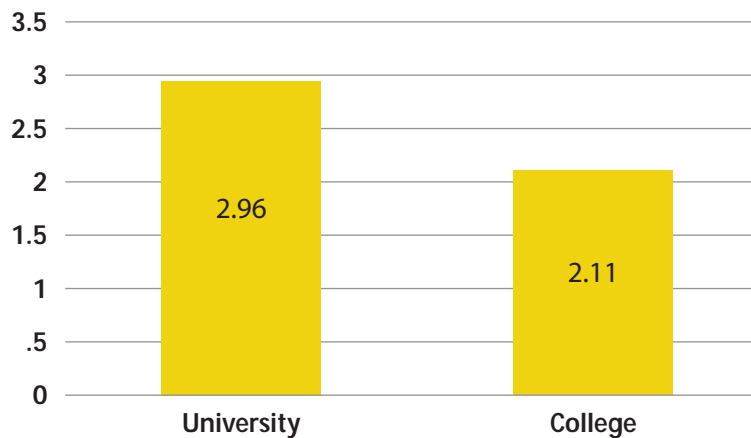
COMPARED TO THE 2012 SURVEY

In the 2012 survey, participants purchased an average of 1.6 textbooks that were not used during their academic careers. The difference is statistically significant.

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Chart 3, below, illustrates the average number of textbooks that were purchased, but not used, by university and college students who participated in the 2016 survey.

Chart 4: Textbooks Purchased But Not Used (University and College)



Note: University $n = 11,324$; College $n = 8,322$. Does not include students enrolled in both university and college.

Key Finding 4

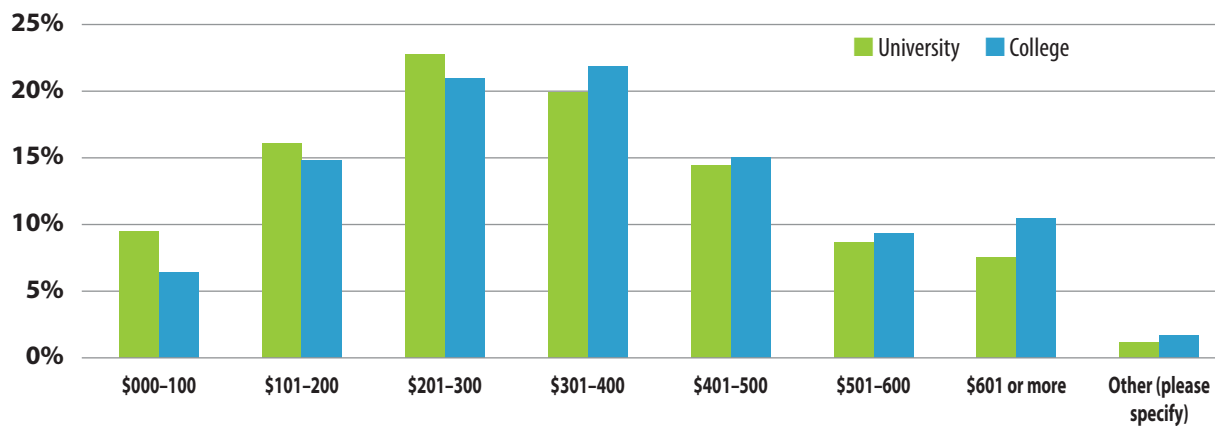
In terms of the cost of textbooks and other course materials, college students are in worse shape than university students.

Of the college students surveyed, 56.3% spent \$301 or more on textbooks, compared to 50.5% by university students. In addition, 12% of colleges students reported having spent \$301 or more on course materials, compared to only 9.8% of university students.

OVERALL

Compared to university students, there is a higher percentage of college students in high-cost categories. Of the college students surveyed, 56.3% spent \$301 or more on textbooks, compared to 50.5% by university students.

Chart 5: Textbook Cost (University and College)



Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

For the spring 2016 term, 77.2% percent of students surveyed spent \$200 or less on required course materials. By comparison, 10.6% of students spent \$300 or more on required course materials.

Table 3: Amount Spent on Course Materials

Q: Excluding textbooks, how much did you spend on required course materials for the spring 2016 term (handbooks, guides, course packets, and other print or digital learning materials)?

Answer Options	Responses	Percentage
\$0 – 100	10,405	50.6%
\$101 – 200	5,469	26.6%
\$201 – 300	2,415	11.7%
\$301 – 400	926	4.5%
\$401 – 500	442	2.2%
\$501 – 600	294	1.4%
\$601 or more	482	2.3%
Other (please specify)	124	0.6%

Note: n = 20,557

Table 4: Amount Spent on Course Materials (University and College)

Answer Options	University		College	
	Responses	Percentage	Responses	Percentage
\$0 – 100	5,859	51.7%	4,165	50.0%
\$101 – 200	3,025	26.7%	2,181	26.2%
\$201 – 300	1,319	11.6%	974	11.7%
\$301 – 400	477	4.2%	397	4.8%
\$401 – 500	220	1.9%	188	2.3%
\$501 – 600	139	1.2%	137	1.6%
\$601 or more	232	2.0%	219	2.6%
Other (specify)	53	0.5%	61	0.7%

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Key Finding 5

Students in Associate or Bachelor's degree programs spent more on textbooks than students in Master's or Doctorate degree programs.

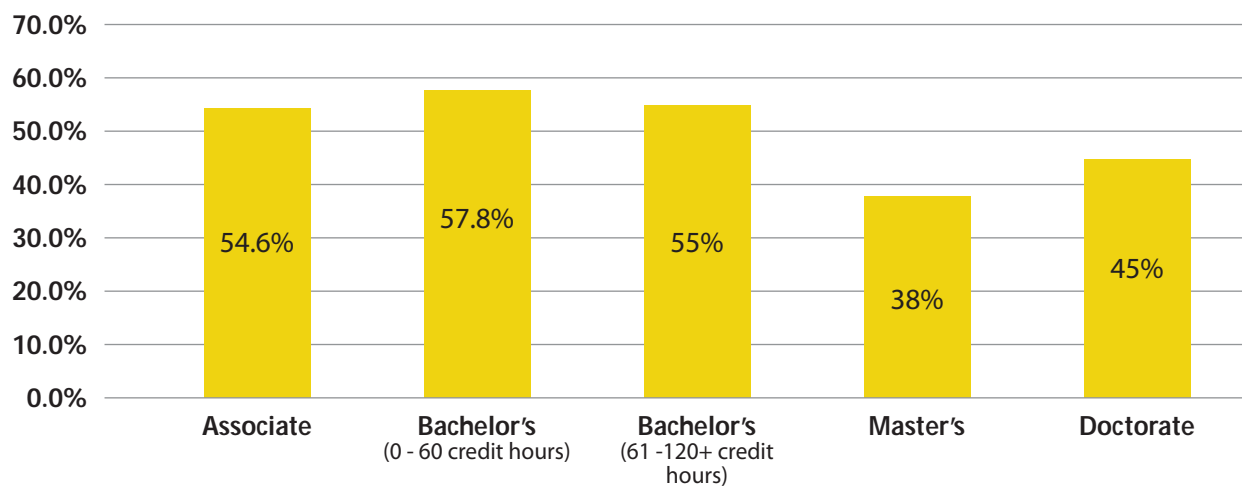
For those students seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 54.6%, 57.8% and 55.0%, respectively, reported having spent \$301 or more on textbooks. By comparison, 38% of students seeking a Master's degree, and 45% of students seeking a Doctorate degree, reported having spent \$301 or more.

OVERALL

For the spring 2016 semester, students seeking an Associate degree or Bachelor's degree spent more on textbooks than students in Master's or Doctorate degree programs. For those students seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 54.6%, 57.8% and 55.0%, respectively, reported having spent \$301 or more on textbooks.

Thirty-eight percent of students seeking a Master's degree reported that they spent \$301 or more for textbooks during the spring 2016 semester. Forty-five percent of students in Doctorate degree programs reported having spent \$301 or more on textbooks during that same period.

Chart 6: Percentage of Students That Spent \$301 or More (by Degree Level)



Key Finding 6

Florida students are reducing costs by a variety of means.

The most-used cost-saving measure reported by students is purchasing books from a source other than the campus bookstore (63.8%). A majority (84%) of survey participants reported a willingness to rent textbooks in order to reduce costs—up from 73.5% in the 2012 survey. In addition, more students (29.6%) reported that they chose to rent digital textbooks rather than buy lifetime access to a digital version of a textbook (3.1%), as a cost-saving strategy.

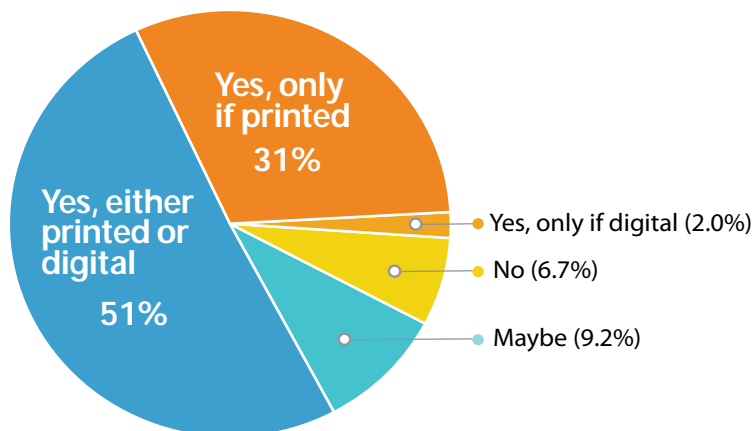
OVERALL

Students reported using a variety of measures to reduce their textbook costs, and almost all students (96.8%) reported using one or more approaches. The most-used cost-saving measure reported by students (63.8%) is purchasing books from a source other than the campus bookstore. Almost one-half of the students (48.8%) reported having bought used copies from the campus bookstore and rented printed textbooks (47.0%). Thirty-nine percent of students reported having sold used books to save money.

Renting textbooks is a popular option for the majority of students surveyed. Among students who are willing to rent textbooks, slightly more half (51%) are willing to rent either printed or digital textbooks. It is worth noting that 31% of students reported that they will only rent printed textbooks.

“Rent digital textbooks” was added to the 2016 survey as a new category. Some students (29.6%) reported that they had rented digital textbooks for cost savings. A shift from buying lifetime access to buying digital textbooks can be seen (decreased from 28.5% to 3.1%) as can a shift in renting digital textbooks.

Chart 7: Willingness to Rent Textbooks



COMPARED TO THE 2012 SURVEY

Compared to the 2012 survey, students are increasingly willing to rent textbooks. The "No" and "Maybe" categories decreased from the 2012 survey (26.5% to 15.9%). A significant percentage of students surveyed (84%) participants reported a willingness to rent textbooks as a means of reducing costs. This is up from 73.5% in the 2012 survey.

Table 5: Measures to Reduce Textbook Costs (2016 and 2012)

<u>Answer Options</u>	<u>2016</u>	<u>2012</u>
I do not attempt to reduce textbook costs	3.2%	2.7%
Buy used copies from the campus bookstore	48.8%	63.4%
Buy books from a source other than the campus bookstore	63.8%	78.3%
Rent digital textbooks	29.6%	N/A
Buy lifetime access to a digital version of a textbook	3.1%	28.5%
Rent only the digital textbook chapters needed for the course	5.4%	7.5%
Rent printed textbooks	47.0%	41.5%
Use a reserve copy from the campus library	10.4%	9.8%
Share books with classmates	23.7%	20.5%
Sell used books	39.0%	43.3%

Note: 2016 survey n = 20,557; 2012 survey n = 18,587.

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Refer to Appendix A, Table A-10, for additional data.

Table 6: Measures to Reduce Textbook Costs (University and College)

<u>Answer Options</u>	<u>University</u>	<u>College</u>
I do not attempt to reduce textbook costs	1.6%	5.2%
Buy used copies from the campus bookstore	46.7%	51.6%
Buy books from a source other than the campus bookstore	71.6%	54.0%
Rent digital textbooks	32.3%	25.6%
Buy lifetime access to a digital version of a textbook	3.9%	2.2%
Rent only the digital textbook chapters needed for the course	5.9%	4.5%
Rent printed textbooks	49.4%	44.4%
Use a reserve copy from the campus library	13.9%	5.7%
Share books with classmates	29.5%	15.9%
Sell used books	43.1%	33.7%
Other (please specify)	11.2%	7.3%

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Key Finding 7

Financial aid covers less textbook costs now than in 2012.

For the spring 2016 term, 70.7% of students reported that they received financial aid, which is down from 75% in 2012. Furthermore, of the 70.7% who received financial aid, nearly one-third (29.2%) reported that their financial aid covered none of their textbooks costs, which is slightly higher than the 29% reported in 2012. Of students whose financial aid did cover some portion of their textbook costs, only 20.6% reported that all of their textbook costs were covered, down from 27.9% in 2012.

OVERALL

For the spring 2016 term, 70.7% of students surveyed reported having received financial aid. Of the students who received financial aid, 20.6% reported that financial aid covered the total cost of their textbooks, 50% reported that financial aid covered some of their textbook costs, and 29.2% reported that financial aid covered no portion of their textbooks.

Table 7:: Percentage of Textbooks Covered by Financial Aid

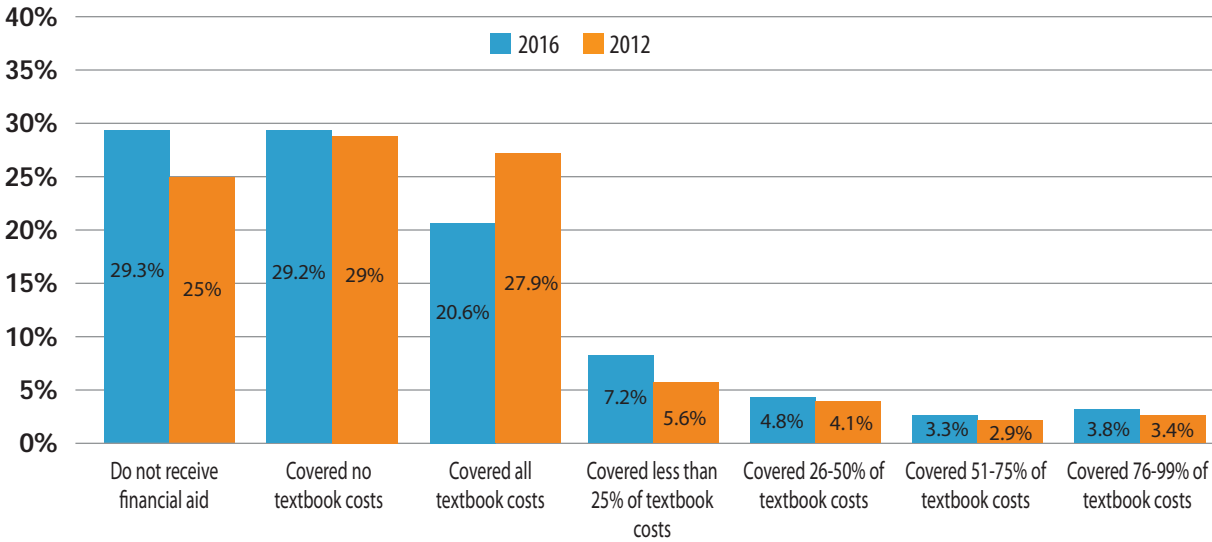
Q: What percentage of your textbook costs is covered by financial aid for the spring 2016 term?

Answer Options	Responses	Percentage
I do not receive financial aid	6,030	29.3%
None	6,007	29.2%
Less than 25%	1,487	7.2%
26% to 50%	984	4.8%
51% to 75%	688	3.3%
76% to 99%	784	3.8%
All of my textbook costs	4,227	20.6%
Other (please specify)	350	1.7%

COMPARED TO THE 2012 SURVEY

- Do not receive financial aid (29.3%, up from 25% in the 2012 survey)
- Covered no textbook costs (29.2%, up from 29% in the 2012 survey)
- Covered all textbook costs (20.6%, down from 27.9% in the 2012 survey)
- Covered less than 25% of textbook costs (7.2%, up from 5.6% in the 2012 survey)
- Covered 26-50% of textbook costs (4.8%, up from 4.1% in the 2012 survey)
- Covered 51-75% of textbook costs (3.3%, up from 2.9% in the 2012 survey)
- Covered 76-99% of textbook costs (3.8%, up from 3.4% in the 2012 survey)

Chart 8: Textbook Costs Covered by Financial Aid (2016 and 2012)



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Table 8, below, breaks down the percentage of textbook costs covered by financial aid for university and college students.

Table 8: Textbook Costs Covered by Financial Aid (University and College)

Answer Options	University		College	
	Responses	Percentage	Responses	Percentage
I do not receive financial aid	2,844	25.1%	2,916	35.0%
None	4,399	38.8%	1,346	16.2%
Less than 25%	974	8.6%	431	5.2%
26% to 50%	575	5.1%	356	4.3%
51% to 75%	367	3.2%	278	3.3%
76% to 99%	356	3.1%	397	4.8%
All of my textbook costs	1,639	14.5%	2,439	29.3%
Other (please specify)	170	1.5%	159	1.9%

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

A

Appendix A: Survey Data

Participants

More than 22,000 students from all of Florida's 40 public universities and colleges participated in the survey (n = 22,906). Of the respondents, 13,537 attend universities, 10,327 attend college, and 968 are enrolled in both a university and a college.

Degree Levels

More than half of the students (61%) indicated that they are pursuing a Bachelor's degree, 24.3% are pursuing an Associate degree, and 12.6% are pursuing a Master's or Doctorate degree. The 2016 survey has a similar composition of degree types as the 2012 survey.

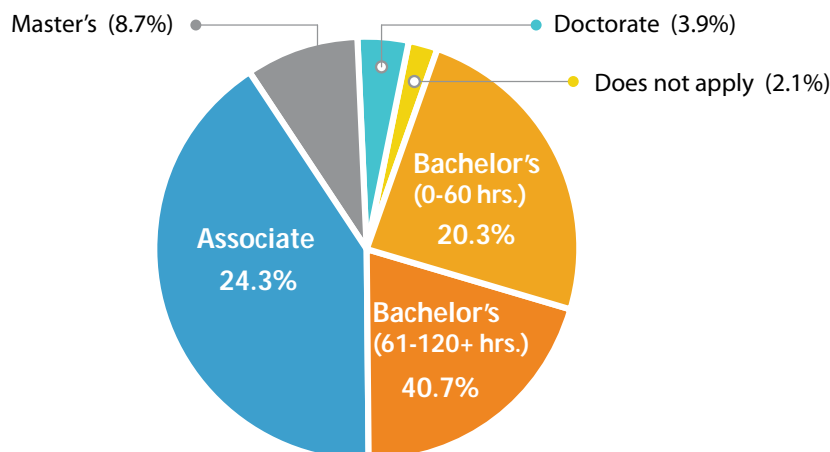
Table A-1: Degree Levels

Q: Which degree are you seeking?

Answer Options	Responses	Percentage
Associate	5,566	24.3%
Bachelor's (0–60 credit hours)	46,39	20.3%
Bachelor's (61 -120+ credit hours)	9,326	40.7%
Master's	1,982	8.7%
Doctorate	903	3.9%
Does not apply	479	2.1%

Note: n = 22,895

Chart A-1: Degree Levels



Major Areas of Study

Students from a wide range of study areas responded to the survey. Excluding the “Other” category, the top five areas of study, by percentage, are: Business, Management, Marketing and Related Support services (16.9%); Health Professions and Related Programs (13.7%); Biological and Biomedical Sciences (8.8%); Education (7.6%); and Psychology (6.7%).

Table A-2: Areas of Study

Q: What is your major area of study?

Answer Options	Pct.	Count
Agriculture, Agriculture Operations, and Related Sciences	0.4%	100
Architecture and Related Services	0.4%	100
Area, Ethnic, Cultural, Gender and Group Studies	0.5%	112
Biological and Biomedical Sciences	8.8%	2,005
Business, Management, Marketing and Related Support services	16.9%	3,879
Communication, Journalism, and Related Programs	3.1%	707
Communications Technologies/Technicians and Support services	0.9%	196
Computer and Information Sciences and Support services	6.2%	1,416
Construction Trades	0.2%	55
Education	7.6%	1,751
Engineering	6.0%	1,366
Engineering Technologies and Engineering Related Fields	1.2%	268
English Language and Literature/Letters	1.7%	390
Family and Consumer Sciences/Human Sciences	0.7%	155
Foreign Languages, Literatures, and Linguistics	1.0%	227
Health Professions and Related Programs	13.7%	3,147
History	1.2%	277
Homeland Security, Law Enforcement, Firefighting and Related	1.5%	332
Legal Professions and Studies	2.4%	557
Liberal Arts and Sciences, General Studies and Humanities	2.6%	595
Library Science	0.4%	91
Mathematics and Statistics	1.5%	350
Mechanic and Repair Technologies/Technicians	0.1%	22
Medical Science	5.7%	1,296
Multi/Interdisciplinary Studies	0.4%	95
Natural Resources and Conservation	0.5%	118
Parks, Recreation, Leisure and Fitness Studies	0.3%	64
Personal and Culinary Services	0.1%	19
Philosophy and Religious Studies	0.5%	108
Physical Sciences	1.6%	376
Precision Production	0.1%	13
Psychology	6.7%	1,543
Public Administration and Social Service Profession	2.0%	453
Social Sciences	4.5%	1,031

<u>Answer Options</u>	<u>Pct.</u>	<u>Count</u>
Theology and Religious Vocations	0.1%	25
Transportation and Materials Moving	0.4%	85
Visual and Performing Arts	1.9%	428
Technology Education/Industrial Arts	0.5%	104
Other (please specify)	14.3%	3,276

Note: n = 22,895

Textbook Costs

During the spring 2016 term, 53.2% of students spent more than \$300 on textbooks, and 17.9% spent more than \$500. The most frequent response (21.7%) was "\$201-300," followed closely by "\$301-400" (20.7%). The majority of respondents (75%) reported having spent more than \$200 on textbooks during the spring 2016 term.

Table A-3: Textbook Costs

Q: How much did your textbooks cost for the spring 2016 term?

<u>Answer Options</u>	<u>Responses</u>	<u>Percentage</u>
\$0 – 100	1,688	8.2%
\$101 – 200	3,174	15.4%
\$201 – 300	4,465	21.7%
\$301 – 400	4,258	20.7%
\$401 – 500	2,993	14.6%
\$501 – 600	1,844	9.0%
\$601 or more	1,830	8.9%
Other (please specify)	305	1.5%

Table A-4: Textbook Cost Comparison (2016 and 2012)

<u>Category</u>	<u>2016</u>	<u>2012</u>
\$0-\$100	8.2%	9.8%
\$101-\$200	15.4%	14.4%
\$201-\$300	21.7%	20.6%
\$301-\$400	20.7%	19.9%
\$401-\$500	14.6%	15.3%
\$501 – \$600	9.0%	10.2%
\$601 or more	8.9%	8.5%
Other	1.5%	1.3%

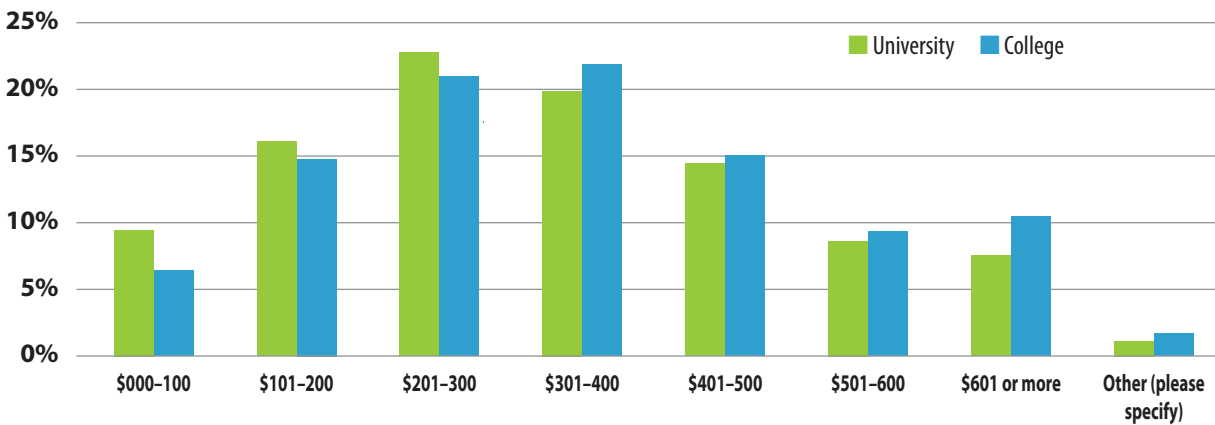
2016 survey n = 20,557; 2012 survey n = 19,608

Table A-5: Textbook Cost Comparison (University and College)

Answer Options	University		College	
	Responses	Percentage	Responses	Percentage
\$0 – 100	1,087	9.6%	548	6.6%
\$101 – 200	1,827	16.1%	1,218	14.6%
\$201 – 300	2,543	22.5%	1,734	20.8%
\$301 – 400	2,248	19.9%	1,806	21.7%
\$401 – 500	1,611	14.2%	1,229	14.8%
\$501 – 600	983	8.7%	773	9.3%
\$601 or more	877	7.7%	871	10.5%
Other (please specify)	148	1.3%	143	1.7%

Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Chart A-2: Textbook Cost Comparison (University and College)



Note: University n = 11,324; College n = 8,322. Does not include students enrolled in both university and college.

Table A-6: Textbook Cost Comparison (by Degree Level)

Answer	Degree Level										
	Associate		Bachelor's (0–60 hours)		Bachelor's (61–120+ hours)		Master's		Doctorate		Other
\$0 – 100	319	6.5%	217	5.2%	655	7.7%	265	14.9%	152	19.4%	80
\$101 – 200	754	15.4%	587	13.9%	1,246	14.7%	373	20.9%	119	15.2%	95
\$201 – 300	1,068	21.8%	938	22.3%	1,801	21.3%	425	23.9%	136	17.3%	97
\$301 – 400	1,078	22.0%	958	22.7%	1,729	20.4%	313	17.6%	120	15.3%	60
\$401 – 500	709	14.5%	679	16.1%	1,288	15.2%	195	10.9%	86	11.0%	36
\$501 – 600	447	9.1%	442	10.5%	801	9.5%	87	4.9%	53	6.8%	14
\$601 or more	441	9.0%	357	8.5%	840	9.9%	82	4.6%	93	11.9%	17
Other (specify)	88	1.8%	35	0.8%	103	1.2%	41	2.3%	25	3.2%	13

Note: Associate n = 4,904; Bachelor's (0–60 credit hours) n = 4,213; Bachelor's (61–120+ credit hours) n = 8,463; Master's n = 1,781; Doctorate n = 784; Other n = 412

Financial Aid

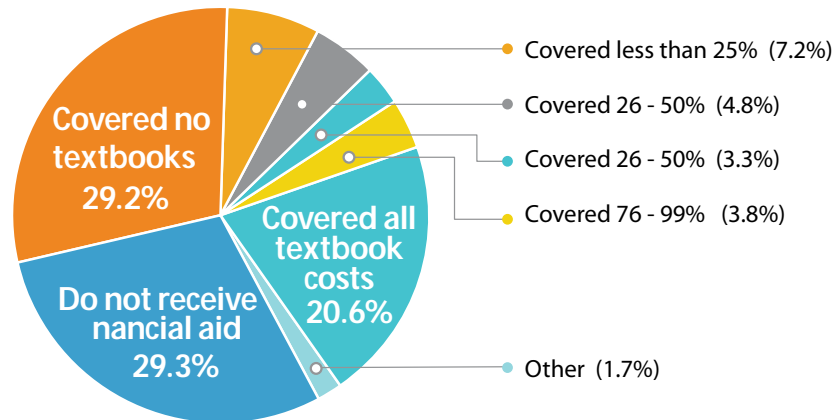
For the Spring 2016 term, 29.3% of students reported that they did not receive financial aid, and 29.2% reported that financial aid did not cover any of the textbook costs. Among the 39.7% who reported receiving financial aid for textbooks, 20.6% had all of their textbook costs covered, and 19.1% had a portion of their costs covered by financial aid.

Table A-7: Percentage of Textbooks Covered by Financial Aid

Q: What percentage of your textbook costs is covered by financial aid for the spring 2016 term?

Answer Options	Responses	Percentage
I do not receive financial aid	6,030	29.3%
None	6,007	29.2%
Less than 25%	1,487	7.2%
26% to 50%	984	4.8%
51% to 75%	688	3.3%
76% to 99%	784	3.8%
All of my textbook costs	4,227	20.6%
Other (please specify)	350	1.7%

Chart A-3: Percentage of Textbooks Covered by Financial Aid



Note: n = 20,687

Course Materials Costs

For the spring 2016 term, 77.2% percent of students surveyed spent \$200 or less on required course materials. By comparison, 10.6% of students spent \$300 or more on required course materials.

Table A-8: Amount Spent on Course Materials

Q: Excluding textbooks, how much did you spend on required course materials for the spring 2016 term (handbooks, guides, course packets, and other print or digital learning materials)?

Answer Options	Responses	Percentage
\$0 – 100	10,405	50.6%
\$101 – 200	5,469	26.6%
\$201 – 300	2,415	11.7%
\$301 – 400	926	4.5%
\$401 – 500	442	2.2%
\$501 – 600	294	1.4%
\$601 or more	482	2.3%
Other (please specify)	124	0.6%

Note: n = 20,557

Measures to Reduce Costs

Students reported a variety of measures to reduce their textbook costs, and almost all students (96.8%) reported using one or more approaches to reduce the costs of their textbooks. The most-used cost-saving measure reported by students was having purchased books from a source other than the campus bookstore (63.8%). Almost half of the students reported buying used copies from the campus bookstore (48.8%) and renting printed textbooks (47.0%). Of the responses received, 39% of students reported selling used books to save money, and 29.6% reported that they had rented digital textbooks for cost saving. This is a big jump from the 2012 survey's 10% usage of rented digital textbooks.

Table A-9: Measures to Reduce Textbook Costs

Q: What measures have you taken to reduce your required textbook costs? Check all that apply.

Answer Options	Responses	Percentage
I do not attempt to reduce textbook costs	659	3.2%
Buy used copies from the campus bookstore	10,030	48.8%
Buy books from a source other than the campus bookstore	13,109	63.8%
Rent digital textbooks	6,083	29.6%
Buy lifetime access to a digital version of a textbook	647	3.1%
Rent only the digital textbook chapters needed for the course	1,116	5.4%
Rent printed textbooks	9,668	47.0%
Use a reserve copy from the campus library	2,128	10.4%
Share books with classmates	4,875	23.7%
Sell used books	8,025	39.0%
Other (please specify)	1,955	9.5%

Note: n = 20,557

Table A-10: Measures to Reduce Textbook Costs (College and University)

	College		University	
	Responses	Percentage	Responses	Percentage
I do not attempt to reduce textbook costs	431	5.2%	184	1.6%
Buy used copies from the campus bookstore	4,298	51.6%	5,283	46.7%
Buy books from a source other than the campus bookstore	4,493	54.0%	8,106	71.6%
Rent digital textbooks	2,130	25.6%	3,654	32.3%
Buy lifetime access to a digital version of a textbook	179	2.2%	444	3.9%
Rent only the digital textbook chapters needed for the course	374	4.5%	673	5.9%
Rent printed textbooks	3,695	44.4%	5,593	49.4%
Use a reserve copy from the campus library	474	5.7%	1,574	13.9%
Share books with classmates	1,322	15.9%	3,338	29.5%
Sell used books	2,807	33.7%	4,885	43.1%
Other (please specify)	607	7.3%	1,265	11.2%

Textbooks Purchased But Not Used

To be consistent with the 2012 textbook survey, answers greater than 15 were set as outliers. After taking out 429 outliers, the average participant purchased 2.6 textbooks that were not used during his or her academic career. In the 2012 survey, the average participant purchased 1.6 textbooks that were not used during his or her academic career. The difference is statistically significant. Two independent sample T test show that 2016 Survey (M = 2.60, SD = 2.84) and 2012 Survey (M = 1.60, SD = 2.11), $t(-39.251) = 37035.180$, $p \leq .001$, $CI_{.95} = -1.044, - .945$. Table 12.1 below compares the response count and response percent for the number of textbooks not used.

Table A-11: Textbooks Purchased But Not Used

Q: Of all the textbooks you have been required to purchase, approximately how many were NOT used during your classes?

<u>Textbooks not used</u>	<u>Responses</u>	<u>Percentage</u>
0	5,350	26.6%
1	2,921	14.5%
2	3,845	19.1%
3	2,796	13.9%
4	1,540	7.7%
5	1,470	7.3%
6	532	2.6%
7	191	.9%
8	298	1.5%
9	97	.5%
10	726	3.6%
11	22	.1%
12	110	.5%
13	17	.1%
14	17	.1%
15	176	.9%
Totals	20,108	100.0%

Note: $n = 20,108$

Table A-12: Textbooks Purchased But Not Used (University and College)

	<u>Responses</u>	<u>Mean</u>	<u>Std. Deviation</u>
University	11,018	2.96	3.011
College	8,200	2.11	2.491

Actions Taken As a Result of Textbooks Costs

Respondents were asked if the cost of textbooks had an academic consequence or caused them to take certain actions. The same question was asked in the 2012 survey. Of all the consequences related to the cost of textbooks, the top five highest percentage causes that impacted students during their academic career (i.e., seldom, occasionally, frequently) are: not purchasing the required textbook (66.6%), taking fewer courses (47.6%), not registering for a specific course (45.5%), earning a poor grade (37.6%), and dropping a course (26.1%). Comparing the 2016 survey to the 2012 survey:

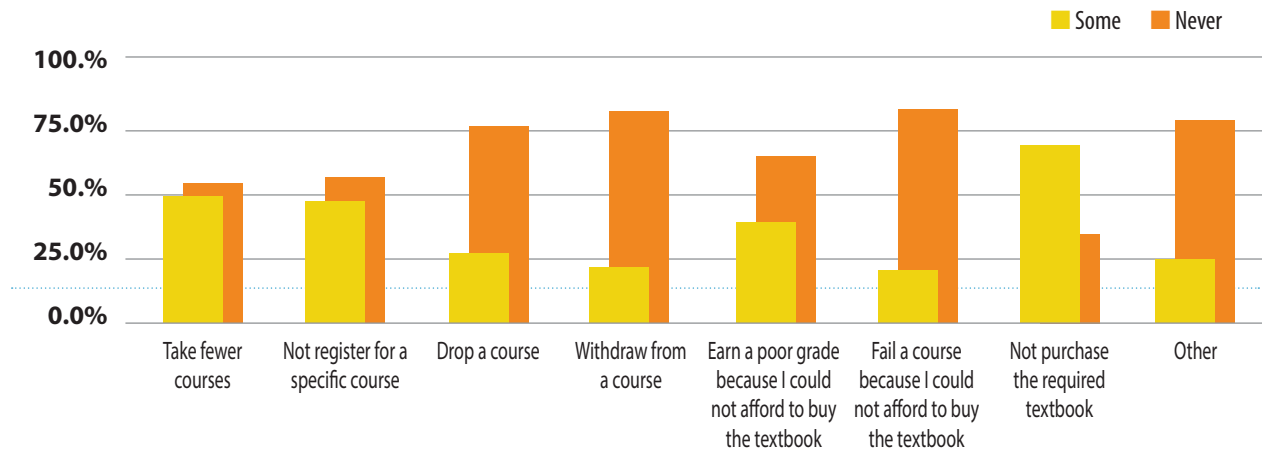
- Not purchase the required textbook (66.6%, up from 64% in the 2012 survey)
- Not register for a course (45.5%, up from 45% in the 2012 survey)
- Take fewer courses (47.6%, down from 49% in 2012 survey)
- Drop a course (26.1% down from 27% in 2012 survey)
- Withdraw from a course (20.7%, slightly down from 21% in the 2012 survey)
- Fail a course (19.8%, up from 17% in the 2012 survey)

Table A-13: Actions Taken as a Result of Textbook Costs

Q: In your academic career, has the cost of required textbooks caused you to:

Answer Options	Never		Some	
Take fewer courses	10,822	52.4%	9,849	47.6%
Not register for a specific course	11,196	54.5%	9,342	45.5%
Drop a course	15,163	73.9%	5,354	26.1%
Withdraw from a course	16,252	79.3%	4,249	20.7%
Earn a poor grade because I could not afford to buy the textbook	12,812	62.4%	7,726	37.6%
Fail a course because I could not afford to buy the textbook	16,440	80.2%	4,063	19.8%
Not purchase the required textbook	6,824	33.4%	13,613	66.6%
Other	3,649	76.1%	1,145	23.9%

Chart A-4: Actions Taken as a Result of Textbook Cost



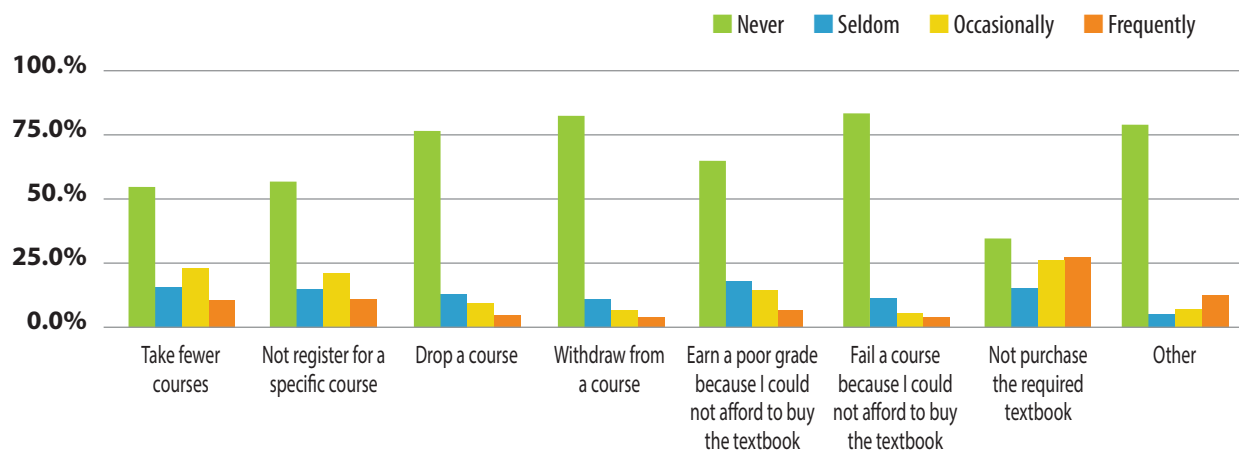
Note: n = 20,557

Table A-14 Actions Taken as a Result of Textbook Cost (by Frequency)

Q: In your academic career, has the cost of required textbooks caused you to:

Answer Options	Never	Seldom	Occasionally	Frequently
Take fewer courses	10,822 52.4%	3,126 15.1%	4,603 22.3%	2,120 10.2%
Not register for a specific course	11,196 52.4%	2,945 15.1%	4,193 22.3%	2,204 10.2%
Drop a course	15,163 74.0%	2,560 12.5%	1,833 9.0%	961 4.7%
Withdraw from a course	16,252 79.3%	2,195 10.7%	1,313 6.4%	741 3.6%
Earn a poor grade because I could not afford to buy the textbook	12,812 62.4%	3,540 17.2%	2,895 14.1%	1,291 6.3%
Fail a course because I could not afford to buy the textbook	16,440 80.2%	2,234 10.9%	1,072 5.2%	757 3.7%
Not purchase the required textbook	6,824 33.4%	3,016 14.7%	5,172 25.3%	5,425 26.5%
Other	3,649 76.1%	243 5.1%	325 6.8%	577 12.0%

Chart A-5: Actions Taken as a Result of Textbook Cost (by Frequency)



Note: n = 20,557

Table A-15: Actions Taken as a Result of Textbook Cost (College and University)

Answer Options		Never		Some	
Take fewer courses	College	3,357	40.4%	4,958	59.6%
	University	7,039	62.2%	4,276	37.8%
Not register for a specific course	College	4,082	49.1%	4,233	50.9%
	University	6,701	59.2%	4,612	40.8%
Drop a course	College	5,902	71.1%	2,397	28.9%
	University	8,682	76.8%	2,629	23.2%
Withdraw from a course	College	6,348	76.5%	1,948	23.5%
	University	9,281	82.2%	2,016	17.8%
Earn a poor grade because I could not afford to buy the textbook	College	5,721	68.8%	2,594	31.2%
	University	6,634	58.6%	4,679	41.4%
Fail a course because I could not afford to buy the textbook	College	6,712	80.8%	1,590	19.2%
	University	9,106	80.6%	2,188	19.4%
Not purchase the required textbook	College	3,710	44.9%	4,561	55.1%
	University	2,839	25.2%	8,421	74.8%
Other	College	1,605	77.5%	465	22.5%
	University	1,865	75.9%	591	24.1%

Willingness to Rent Textbooks

Renting textbooks is a popular option for the majority of students. Eighty-four percent of the participants reported a willingness to rent textbooks to reduce cost. This is up from 73.5% in the 2012 survey. Among students who are willing to rent textbooks, a little more than half (51%) are willing to rent either printed or digital. It is worth noting that 31% of students reported that they will only rent printed textbooks.

Table A-16: Willingness to Rent Textbooks

Q: Would you rent one or more of your required textbooks if it saved you money?

<u>Answer Options</u>	<u>Responses</u>	<u>Percentage</u>
Yes, either printed or digital	10,488	51.0%
Yes, only if printed	6,377	31.0%
Yes, only if digital	421	2.0%
No	1,373	6.7%
Maybe	1,898	9.2%

Note: n = 20,557

Table A-17: Willingness to Rent Textbooks (2016 and 2012)

<u>Answer Options</u>	<u>2016</u>	<u>2012</u>
Yes, either printed or digital	51.0%	35.9%
Yes, only if printed	31.0%	35.3%
Yes, only if digital	2.0%	2.4%
No	6.7%	10.2%
Maybe	9.2%	16.3%

Note: 2016 survey n = 20,557; 2012 survey n = 15,579

Digital Study Aids

Students were asked to rank the top three (out of nine) digital study aids. The study aids ranked highest by students as most supportive of their learning were: Interactive practice questions (73.9%), PowerPoint slide shows (58.4%), and video (57.3%)

Table A-18: Most Useful Study Aids

Q: From the types of study aids listed below, select the top three digital study aids you find to be most useful to support your learning.

<u>Answer Options</u>	<u>Responses</u>	<u>Percentage</u>
Interactive practice questions	15,200	73.9%
Flash cards	9,640	46.9%
PowerPoint slide shows	12,002	58.4%
Video	11,781	57.3%
Audio	3,466	16.9%
Animations	4,663	22.7%
Interactive 'try it now' activities	8,543	41.6%
Online study groups	1,808	8.8%
Online tutoring system provided by the college	2,850	13.9%
Other (please specify)	528	2.5%

Note: n = 20,557

B

Appendix B: Resources

2016 Florida Student Textbook & Course Materials Survey

CITATION

Florida Virtual Campus. (2016). 2016 Florida Student Textbook & Course Materials Survey. Tallahassee, FL.

CONTRIBUTING AUTHORS

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