



2018 Student Textbook and Course Materials Survey

Results and Findings



Office of Distance Learning & Student Services

March 8, 2019



Table of Contents

| | |
|---|----|
| Executive Summary | 3 |
| Summary of Key Findings | 4 |
| 2018 Student Textbook and Course Materials Survey | 6 |
| Appendix A: Survey Data | 20 |
| Appendix B: Resources | 34 |



Executive Summary

During March and April 2018, more than 21,000 students participated in a Student Textbook and Course Materials Survey conducted by the Florida Virtual Campus's (FLVC) Office of Distance Learning and Student Services. The survey examined textbook affordability and acquisition at Florida's public higher education institutions. Previous surveys were conducted in 2010, 2012, and 2016. In this survey, students were asked to use their recent personal experiences to provide insight on how the cost of textbooks and course materials impact their education, purchasing behaviors, academic completion and success, the study aids they find most beneficial to their learning, and their use of financial aid to address these costs.

The purpose of the 2018 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 Fall 2017 and Spring 2018 semesters;
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 surveys.

All of Florida's higher education institutions participated in the study. The Florida College System (FCS) sent requests for participation and reminder emails to college Chief Academic Officers. The Board of Governor's (BOG) sent requests to university Provosts to solicit participation. The requests for participation contained a link to the questionnaire, purpose, and request that the questionnaire be administered between March 1st, 2018, and April 30th, 2018. Institutions were asked to use their campus communication avenues to direct students to participate in a short survey.

The questionnaire included 14 multiple-choice, multiple-select, and constructed response items drawn from the 2016 cost related questions as well as additional response items that reflected the current legislative status and concerns in Florida. The goals, research questions, and questionnaire items were developed in consultation with the Board of Governors (BOG) of the State University System of Florida and the Florida College System (FCS). The estimated time to complete the questionnaire was 10 minutes. The first few items addressed basic demographics (e.g., degree, institution, area of study). The remainder of the questionnaire addressed money spent on texts, textbook use, academic impact of textbook costs, and perceived value of different study aids.

This report is intended to assist FLVC, the Florida Legislature, and higher education institutions in better understanding the significant impact that high textbook and course materials costs have on the state's public college and university students. It is also intended to support the development of recommendations, best practices, and legislative changes that result in an effective, statewide approach to textbook and course materials affordability.



Summary of Key Findings

Key Finding 1 For the first time since the 2012 survey, the overall textbook costs trended lower.

Close to half (45.8%) of students spent more than \$300 on textbooks during the Fall 2017 term, and 14.7% spent more than \$500. In Spring 2018, 43.8% students spent more than \$300 on textbooks and 13.8% spent over \$500. The finding suggests that students were spending less money on textbooks in Spring 2018 compared to Spring 2016. Compared to the 2016 survey (Spring 2018 vs. Spring 2016), there was a significant decrease in the cost categories above \$300 from 53.2% to 43.8%, while cost categories of below \$300 increased from 45.3% to 56.0%.

In addition to textbooks, 10.4% and 8.3% of students reported spending \$300 or more on required course materials in Spring 2017 and Spring 2018 respectively. Course materials include items such as handbooks, guides, course packets, and other print or digital learning materials. Overall, as reported for textbooks, there was a slight decline in instructional materials costs for students in the 2018 survey.

Key Finding 2 Florida students were reducing their textbook costs by a variety of means.

The most-used cost-saving measure reported by students was purchasing books from a source other than the campus bookstore (66.0%). Buy used copies from the campus bookstore (53.0%), rent printed textbooks (47.8%), and rent digital textbooks (41.4%) ranked second, third, and fourth respectively.

It is worth noting that there was an increase of using strategies to reduce cost in almost all categories when compared to the 2016 Survey. The top two increase categories were rent digital textbooks (increased by 11.8%) and buy used copies from the campus bookstore (increased by 4.2%).

Key Finding 3 The cost of textbooks continues to negatively impact student access, success, and completion.

The findings suggest that the cost of textbooks was negatively impacting student access to required materials and learning. The top 5 highest percentage answers as a result of the high cost of textbooks are: not purchasing the required textbook (64.2%); taking fewer courses (42.8%); not registering for a specific course (40.5%); earning a poor grade (35.6%); and dropping a course (22.9%).

Compared to the Spring 2016 Survey, it is worth noting that the percentage of each negative impact category was decreased by 2 to 5 percent. The result is in line with the trend of an overall decrease in the textbook costs and increase in the use of strategies to reduce textbook costs.

Key Finding 4 More required textbooks were purchased but not always used in course instruction.

The average survey participant purchased 3.6 textbooks that were not used during his or her academic career. That is a statistically significant increase from the 2.6 textbooks indicated in the 2016 survey. It is worth noting that in the 2012 Textbook Survey, students reported that 1.6 purchased textbooks were not used in their academic career. This may, in part, be due to faculty and students relying more on digital resources that accompany the purchase of textbooks or textbook and software bundles.

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

In Spring 2018, 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, 42.2%, 48.7% and 47.5%, respectively, reported having spent \$301 or more on textbooks. By comparison, 28.4% of students seeking a Master's degree, and 36.9% of students seeking a Doctorate degree, reported having spent \$301 or more. The trend holds similarly for the Fall 2017 term.

Key Finding 6 Students were more and more willing to rent print and digital textbooks.

We see trends of willingness to rent textbooks. The majority of students (59.0%) were willing to rent either print or digital textbooks, compared to 51.0% in the 2016 Survey. When asked the strategies to reduce textbook cost, rent digital textbooks jumped from 29.6% in the 2016 Survey to 41.4% in the 2018 Survey.

Key Finding 7 Students indicated that interactive practice questions were most beneficial in their learning.

Interactive practice questions were favored by 57.2% of students followed by PowerPoint slide decks (44.8%), videos (44.2%), and interactive "try it now" activities (32.2%) were reported as most beneficial to students in their learning.

Over the course of three administrations of the Florida Student Textbook and Course Materials Survey, the findings have been both enlightening and consistent with a few exceptions. For the first time, students reported a slight decline in the amount of money they were spending on textbooks. Despite the increased attention devoted to the textbook cost issue, the 2012, 2016, and 2018 Surveys showed an increase in the average number of textbooks required but not used as 1.6, 2.6, and 3.6 respectively. Informal exploration of this issue with college and university representatives suggests that there may be additional reasons for some of the reported responses involving the changing way textbooks are bundled and increased reliance on digital assets in courses. The Florida Virtual Campus will undertake its next student textbook survey in 2020.

2018 Student Textbook and Course Materials Survey

Introduction

Textbook costs remain high for U.S. college students. Students spend an average of \$1,298 on books and supplies every year according to The College Board. Based on data obtained in the annual financial survey of college stores by the National Association of College Stores, the average price of a new textbook increased from \$58 in 2011-12 to \$90 in 2016-17.

High textbook cost has a negative impact on college students. According to a study released by U.S. PIRG in 2014, 65% of students decided not to buy a textbook because it was too expensive. Among them, 94% reported that this choice made them concerned about their grade. The [2016 Florida Textbook Survey](#) showed that 66.6% of students did not purchase a required textbook because of the high cost. Students also 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%) because of textbook costs.

There has been a growing trend to provide open-access textbooks for college students. But, according to a 2018 CBS News article titled “What’s behind the soaring cost of college textbooks,” these OER programs, despite the comparable quality to the commercial textbooks, have been adopted at only 6 percent of schools in U.S. While OER efforts in Florida and across the country have made a positive impact on student overall textbook costs, there is more work that can be done.

This survey was conducted to help education leaders and policy makers form an understanding of student perceptions of how textbook and instructional material costs are impacting their academic decisions, progress, and perceived value of educational resources. All 40 of Florida’s higher education institutions were asked to invite their students to take part in the 2018 Student Textbook and Course Materials Survey. This online questionnaire is a follow-up to the 2010, 2012, and 2016 Student Textbook Surveys.

Methodology

The 2018 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, 2012, and 2016 Student Textbook Surveys.

A. Purpose

The purpose of the 2018 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 Fall 2017 and Spring 2018 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 surveys.

B. Participants

All of Florida's higher education institutions participated in the study. The Florida College System (FCS) sent requests for participation and reminder emails to college Chief Academic Officers. The Board of Governor's (BOG) sent requests to university Provosts to solicit participation. The requests for participation contained a link to the questionnaire, purpose, and request that the questionnaire be administered between March 1st, 2018, and April 30th, 2018. Institutions were asked to use their campus communication avenues to direct students to participate in a short survey.

C. Survey

The questionnaire included 14 multiple-choice, multiple-select, and constructed response items drawn from the 2016 cost related questions as well as additional response items that reflected the current legislative status and concerns in Florida. The goals, research questions, and questionnaire items were developed in consultation with the Board of Governors (BOG) of the State University System of Florida and the Florida College System (FCS).

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

D. Research Questions

- Question 1:** For Fall 2017 and Spring 2018, 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 2016 Student Textbook Survey, what are the differences in the money spent on textbooks?
- Question 6:** Compared to the results of the 2016 Student Textbook Survey, what are the differences in factors affected by cost of textbooks?
- Question 7:** Compared to the results of the 2016 Student Textbook Survey, what are the differences in student action taken to reduce cost of textbooks?
- Question 8:** Compared to the results of the 2016 Student Textbook Survey, what are

the differences in student wiliness to rent textbooks?

Question 9: Comparing university students and college students, what are the differences on the money spent on textbook.

Question 10: What are the differences on the money spent on textbooks for students in different degree levels?

Question 11: What are the differences on the money spent on textbooks for students in different major areas of study?

Question 12: What is the relationship between the number of courses taken and the cost of textbooks per semester?

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, frequencies and percentages were calculated for each category listed in the survey questions. Chi-square tests were used to test the statistical differences.

Key Finding 1

Textbook costs for Florida University and College students were still high. However, for the first time since the 2012 Survey, overall textbook costs trended lower.

Close to half (45.8%) of students spent more than \$300 on textbooks during the Fall 2017 term, and 14.7% spent more than \$500. In Spring 2018, 43.8% students spent more than \$301 on textbooks, and 13.8% spent over \$500. In addition to textbooks, 7.6% and 8.3% of students reported spending \$300 or more on required materials in Fall 2017 and Spring 2018 respectively.

The finding suggests that students were spending less money on textbooks in Spring 2018 compared to Spring 2016. Compared to the 2016 Survey (Spring 2018 vs. Spring 2016), there was a significant decrease in the cost categories above \$300 from 53.2% to 43.8%, while cost categories of below \$300 increased from 45.3% to 56.0%.

On Instructional materials, over 55% of students reported spending less than \$100 for instructional materials and over 35% spent between \$101 and \$300, in the Spring 2017 and Fall 2018 terms. In Spring 2016, 50.5% students reported spending less than \$100 for instructional materials and 38.3% spent between \$101 and \$300.

OVERALL

The following table shows the student spending on textbooks for the Fall 2017 and Spring 2018 terms. Textbook costs continue to be high for Florida University and College students. In Fall 2017, 45.8% students spent more than \$301 on textbooks, and 14.7% spent over \$500. In Spring 2018, 43.8% students spent more than \$301 on textbooks, and 13.8% spent over \$500.

| | Fall 2017 | | Spring 2018 | |
|----------------------|-----------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent |
| \$000 – 100 | 3305 | 15.4 | 2774 | 12.9 |
| \$101 – 200 | 3652 | 17 | 4337 | 20.2 |
| \$201 – 300 | 4649 | 21.7 | 4903 | 22.9 |
| \$301 – 400 | 4058 | 18.9 | 3925 | 18.3 |
| \$401 – 500 | 2607 | 12.2 | 2518 | 11.7 |
| \$501 – 600 | 1593 | 7.4 | 1532 | 7.1 |
| \$601 or more | 1566 | 7.3 | 1441 | 6.7 |
| Total | 21430 | 100.0 | 21430 | 100.0 |

On instructional materials, there are 7.6% of students that reported spending \$301 or more on the required instructional materials in Fall 2017. In Spring 2017, 8.3% of students spent \$301 or more on the required instructional materials.

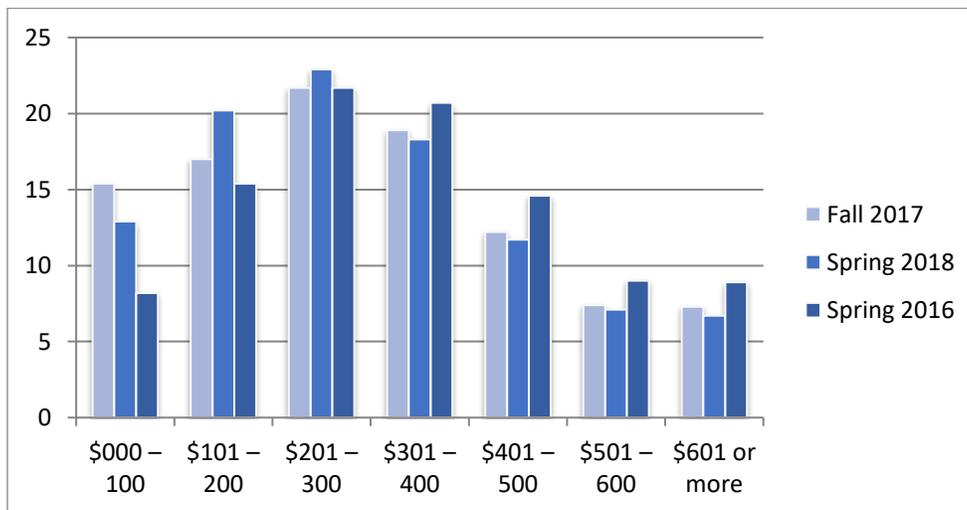
| | Fall 2017 | | Spring 2018 | |
|----------------------|-----------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent |
| \$000 – 100 | 12274 | 57.3 | 11862 | 55.4 |
| \$101 – 200 | 5339 | 24.9 | 5511 | 25.7 |
| \$201 – 300 | 2192 | 10.2 | 2269 | 10.6 |
| \$301 – 400 | 783 | 3.7 | 877 | 4.1 |
| \$401 – 500 | 350 | 1.6 | 393 | 1.8 |
| \$501 – 600 | 188 | 0.9 | 201 | 0.9 |
| \$601 or more | 304 | 1.4 | 317 | 1.5 |
| Total | 21430 | 100.0 | 21430 | 100.0 |

COMPARED TO THE 2016 SURVEY

When comparing to the 2016 Survey, the following tables show fewer students reported spending more than \$300 for textbooks for the Fall and Spring terms. Please refer to the bar chart below for a visual representation of the change.

| | Fall 2017 | | Spring 2018 | | Spring 2016 | |
|----------------------|-----------|---------|-------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| \$000 – 100 | 3305 | 15.4 | 2774 | 12.9 | 1688 | 8.2 |
| \$101 – 200 | 3652 | 17 | 4337 | 20.2 | 3174 | 15.4 |
| \$201 – 300 | 4649 | 21.7 | 4903 | 22.9 | 4465 | 21.7 |
| \$301 – 400 | 4058 | 18.9 | 3925 | 18.3 | 4258 | 20.7 |
| \$401 – 500 | 2607 | 12.2 | 2518 | 11.7 | 2993 | 14.6 |
| \$501 – 600 | 1593 | 7.4 | 1532 | 7.1 | 1844 | 9 |
| \$601 or more | 1566 | 7.3 | 1441 | 6.7 | 1830 | 8.9 |
| Total | 21430 | 100 | 21430 | 100 | 20252 | 98.5%* |

**2016 Survey had an “other” choice with 1.5% response rate.*



We grouped cost categories into below or equal to 300 and above 300 (see table below). When comparing the textbook costs with the 2016 Survey (Spring 2018 vs. Spring 2016), we can see an increase in the below or equal to \$300 categories (56.0% vs 45.3%) and a decrease in the above \$300 categories (43.8% vs. 53.2%).

| | Spring 2018 | | Spring 2016 | |
|----------------------|-------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent |
| \$000 – 100 | 2774 | 12.9 | 1688 | 8.2 |
| \$101 – 200 | 4337 | 20.2 | 3174 | 15.4 |
| \$201 – 300 | 4903 | 22.9 | 4465 | 21.7 |
| <= 300 | 12014 | 56.0 | 9327 | 45.3 |
| \$301 – 400 | 3925 | 18.3 | 4258 | 20.7 |
| \$401 – 500 | 2518 | 11.7 | 2993 | 14.6 |
| \$501 – 600 | 1532 | 7.1 | 1844 | 9.0 |
| \$601 or more | 1441 | 6.7 | 1830 | 8.9 |
| >300 | 9416 | 43.8 | 10925 | 53.2 |
| Total | 21430 | 100 | 20252 | 98.5%* |

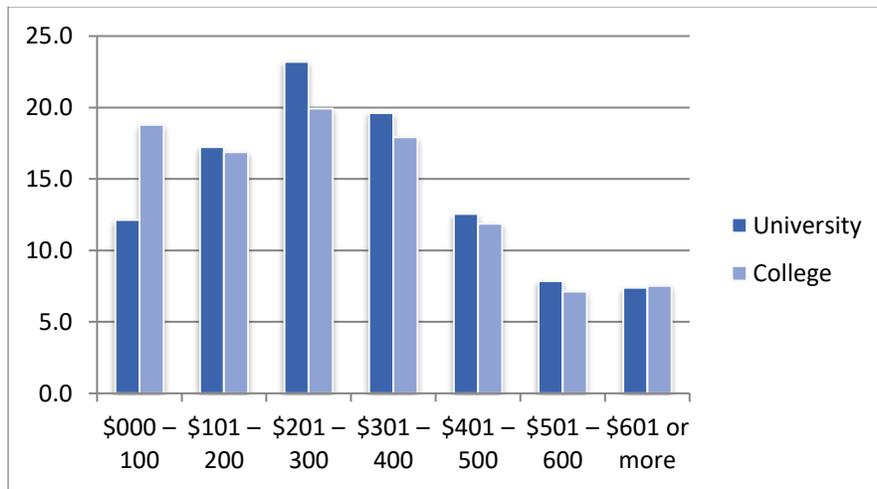
**2016 Survey had an “other” choice with 1.5% response rate.*

COLLEGE & UNIVERSITY

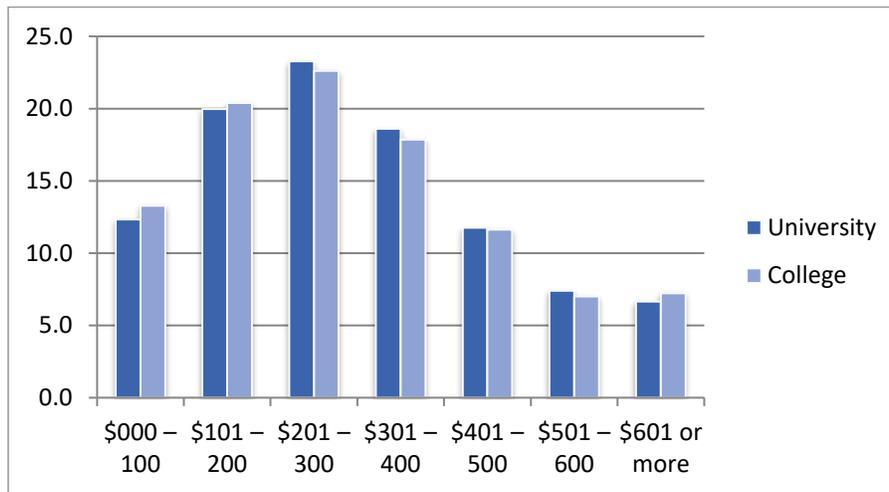
Please see the table below for comparison of textbook costs between the Universities and Colleges. In Fall 2017, 18.8% of college students spent \$0-100, compared to only 12.3% of university students in the same category. In Spring 2018, there was less of a difference in textbook costs between university and college students. The differences in money spent across each category are within one percentage point.

| | University | | | | College | | | |
|----------------------|------------|---------|-------------|---------|-----------|---------|-------------|---------|
| | Fall 2017 | | Spring 2018 | | Fall 2017 | | Spring 2018 | |
| | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| \$000 – 100 | 1461 | 12.1 | 1484 | 12.3 | 1943 | 18.8 | 1373 | 13.3 |
| \$101 – 200 | 2074 | 17.2 | 2405 | 20.0 | 1744 | 16.9 | 2109 | 20.4 |
| \$201 – 300 | 2792 | 23.2 | 2800 | 23.3 | 2060 | 19.9 | 2338 | 22.6 |
| \$301 – 400 | 2362 | 19.6 | 2239 | 18.6 | 1852 | 17.9 | 1846 | 17.9 |
| \$401 – 500 | 1511 | 12.6 | 1416 | 11.8 | 1227 | 11.9 | 1202 | 11.6 |
| \$501 – 600 | 947 | 7.9 | 891 | 7.4 | 737 | 7.1 | 725 | 7.0 |
| \$601 or more | 890 | 7.4 | 802 | 6.7 | 777 | 7.5 | 747 | 7.2 |
| Total | 12037 | 100.0 | 12037 | 100.0 | 10340 | 100.0 | 10340 | 100.0 |

Fall 2017 Cost by College and University



Spring 2018 Cost by College and University



The following tables show the comparison between the 2018 and the 2016 Surveys. One of the findings in the 2016 Survey was that college students were in worse shape than university students. In other words, college students in 2016 were spending more money for textbooks than university students. The trend did not hold true for the 2018 Survey. The percentage of textbook costs below or equal to \$300 and above \$300 were similar for college and university students.

| | University | | College | |
|----------------------|--------------|----------------|--------------|-----------------|
| | 2018 Percent | 2016 Percent * | 2018 Percent | 2016 Percent ** |
| \$000 – 100 | 12.3 | 9.6 | 13.3 | 6.6 |
| \$101 – 200 | 20.0 | 16.1 | 20.4 | 14.6 |
| \$201 – 300 | 23.3 | 22.5 | 22.6 | 20.8 |
| <=300 | 55.6 | 48.2 | 56.3 | 42.0 |
| \$301 – 400 | 18.6 | 19.9 | 17.9 | 21.7 |
| \$401 – 500 | 11.8 | 14.2 | 11.6 | 14.8 |
| \$501 – 600 | 7.4 | 8.7 | 7.0 | 9.3 |
| \$601 or more | 6.7 | 7.7 | 7.2 | 10.5 |
| >300 | 44.4 | 50.5 | 43.7 | 56.3 |

*2016 Survey had an "other" choice with 1.3% response rate. **2016 Survey had an "other" choice with 1.7% response rate.

Key Finding 2

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 (66.0%). Buy used copies from the campus bookstore (53.0%), rent printed textbooks (47.8%), and rent digital textbooks (41.4%) ranked second, third, and fourth respectively. It is worth noting that there was an increase of using strategies to reduce cost in almost all categories when compared to the 2016 Survey. The top two increase categories were rent digital textbooks (increased by 11.8%) and buy used copies from the campus bookstore (increased by 4.2%).

COMPARED TO THE 2016 SURVEY

The following table shows the percentage of students and the actions they reported to reduce textbook costs for the 2016 and 2018 Surveys. The actual percentages were higher in all categories when comparing the 2018 Survey with the 2016 Survey, with the exception of sell used textbooks. It is worth noting that the rent digital textbooks option jumped 11.8%.

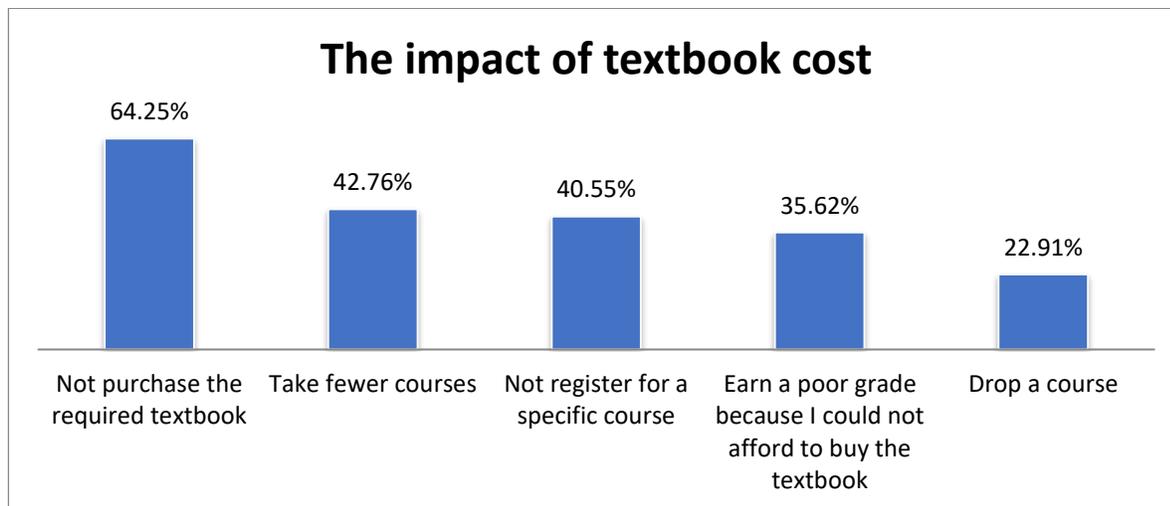
| | 2018 Percent | 2016 Percent | Difference (2018-2016) |
|--|--------------|--------------|------------------------|
| I do not attempt to reduce textbook costs | 4.4 | 3.2 | 1.2 |
| Buy used copies from the campus bookstore | 53.0 | 48.8 | 4.2 |
| Buy books from a source other than the campus bookstore | 66.0 | 63.8 | 2.2 |
| Rent digital textbooks | 41.4 | 29.6 | 11.8 |
| Buy lifetime access to a digital version of a textbook | 5.6 | 3.1 | 2.5 |
| Rent only the digital textbook chapters needed for the course | 7.7 | 5.4 | 2.3 |
| Rent printed textbooks | 47.8 | 47.0 | 0.8 |
| Use a reserve copy from the campus library | 11.7 | 10.4 | 1.3 |
| Share books with classmates | 27.1 | 23.7 | 3.4 |
| Sell used books | 37.4 | 39.0 | -1.6 |
| Other (please specify) | 10.0 | 9.5 | 0.5 |

Key Finding 3

The high cost of textbooks continues to negatively impact student access, success, and completion.

OVERALL

The survey findings suggest that the cost of textbooks continues to negatively impact student access to required materials and learning. The top 5 highest percentage answers reported by students when asked about the impact of textbook costs are: not purchasing the required textbook (64.2%); taking fewer courses (42.8%); not registering for a specific course (40.5%); earning a poor grade (35.6%); and dropping a course (22.9%).



COMPARED TO THE 2016 SURVEY

Compared to the Spring 2016 Survey, it is worth noting that the percentage of each negative impact category was decreased by 2 to 5 percent. The result is in line with the trend of overall decrease of the textbook cost and increase of the using strategies to reduce textbook cost.

| | 2018 Percent | 2016 Percent |
|--|--------------|--------------|
| Take fewer courses | 42.8 | 47.6 |
| Not register for a specific course | 40.5 | 45.5 |
| Drop a course | 22.9 | 26.1 |
| Withdraw from a course | 18.1 | 20.7 |
| Earn a poor grade because I could not afford to buy the textbook | 35.6 | 37.6 |
| Fail a course because I could not afford to buy the textbook | 17.2 | 19.8 |
| Not purchase the required textbook | 64.2 | 66.6 |
| Other | 35.6 | 23.9 |

Key Finding 4

More required textbooks are purchased but not always used in course instruction.

To be consistent with the 2016 Textbook Survey, answers greater than 15 were set as outliers. After taking out 868 outliers, the average participant purchased 3.6 textbooks that were not used during the participant's academic career. In the 2016 Survey, the average participant purchased 2.6 textbooks that were not used during the participant's academic career.

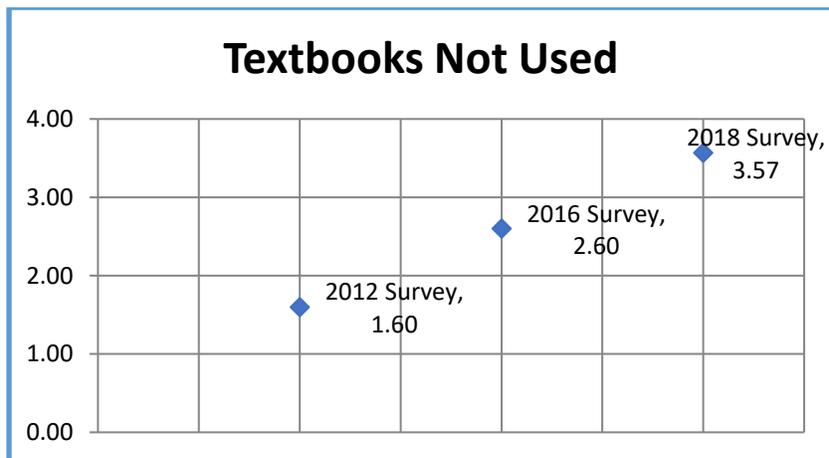
OVERALL

| Number of Textbook not used | Frequency | Percent |
|-----------------------------|--------------|------------|
| 0 | 4311 | 21 |
| 1 | 2038 | 9.9 |
| 2 | 3162 | 15.4 |
| 3 | 2713 | 13.2 |
| 4 | 1936 | 9.4 |
| 5 | 2185 | 10.6 |
| 6 | 1004 | 4.9 |
| 7 | 449 | 2.2 |
| 8 | 627 | 3 |
| 9 | 143 | 0.7 |
| 10 | 1259 | 6.1 |
| 11 | 28 | 0.1 |
| 12 | 199 | 1 |
| 13 | 37 | 0.2 |
| 14 | 33 | 0.2 |
| 15 | 438 | 2.1 |
| Total | 20562 | 100 |

COMPARED TO THE 2016 SURVEY

The average participant purchased 3.60 textbooks that were not used during the participant’s academic career. In the 2016 Survey, the average participant purchased 2.6 textbooks that were not used during the participant’s academic career. There was a significant difference for the 2018 Survey (M = 3.57, SD = 3.43) and the 2016 Survey (M = 2.60, SD = 2.84) and $t(-31.285) = 39584.368, p \leq .001, CI.95 -1.036, -.914$.

It is worth noting that in 2012 Textbook Survey, students reported that an average of 1.60 textbooks were not used in their academic career.



Key Finding 5

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

In Spring 2018, for those seeking an Associate degree, Bachelor's degree with 0-60 credit hours, or Bachelor's degree with 61 or more credit hours, 42.2%, 48.7%, and 47.5%, respectively, of students reported having spent \$301 or more on textbooks. By comparison, 28.4% of students seeking a Master's degree, and 36.9% of students seeking a Doctorate degree, reported having spent \$301 or more. The similar trend holds for the Fall 2017 term.

OVERALL

Spring 2018

| | Associate | Bachelor (I have earned 0 - 60 credit hours) | Bachelor (I have earned 61 -120+ credit hours) | Master's | Doctorate | Does not apply |
|----------------------|-----------|--|--|----------|-----------|----------------|
| \$000 – 100 | 13.8% | 9.0% | 10.9% | 20.7% | 26.1% | 30.1% |
| \$101 – 200 | 21.3% | 18.3% | 18.8% | 27.5% | 19.8% | 25.3% |
| \$201 – 300 | 22.7% | 24.0% | 22.9% | 23.4% | 17.3% | 20.5% |
| \$301 – 400 | 16.9% | 21.4% | 19.0% | 14.2% | 15.3% | 13.1% |
| \$401 – 500 | 11.7% | 13.2% | 12.6% | 6.6% | 9.3% | 6.5% |
| \$501 – 600 | 6.8% | 8.3% | 7.9% | 3.7% | 5.2% | 2.0% |
| \$601 or more | 6.8% | 5.8% | 8.0% | 3.9% | 7.1% | 2.6% |

| | Associate | Bachelor (I have earned 0 - 60 credit hours) | Bachelor (I have earned 61 -120+ credit hours) | Master's | Doctorate | Does not apply |
|--------------------|-----------|--|--|----------|-----------|----------------|
| 0-300 | 57.8% | 51.3% | 52.6% | 71.6% | 63.2% | 75.9% |
| 301 or more | 42.2% | 48.7% | 47.5% | 28.4% | 36.9% | 24.2% |

| | Associate | Bachelor (I have earned 0 - 60 credit hours) | Bachelor (I have earned 61 -120+ credit hours) | Master's | Doctorate | Does not apply |
|----------------------|-----------|--|--|----------|-----------|----------------|
| \$000 – 100 | 19.1% | 12.1% | 10.9% | 22.4% | 24.8% | 42.5% |
| \$101 – 200 | 17.3% | 15.9% | 15.6% | 25.0% | 18.9% | 17.4% |
| \$201 – 300 | 20.3% | 22.4% | 22.7% | 22.6% | 18.2% | 17.0% |
| \$301 – 400 | 18.1% | 20.9% | 20.1% | 14.6% | 14.8% | 12.2% |
| \$401 – 500 | 11.1% | 13.6% | 13.7% | 7.7% | 9.7% | 5.2% |
| \$501 – 600 | 6.9% | 8.6% | 8.3% | 4.2% | 5.2% | 2.8% |
| \$601 or more | 7.3% | 6.5% | 8.7% | 3.4% | 8.3% | 2.8% |

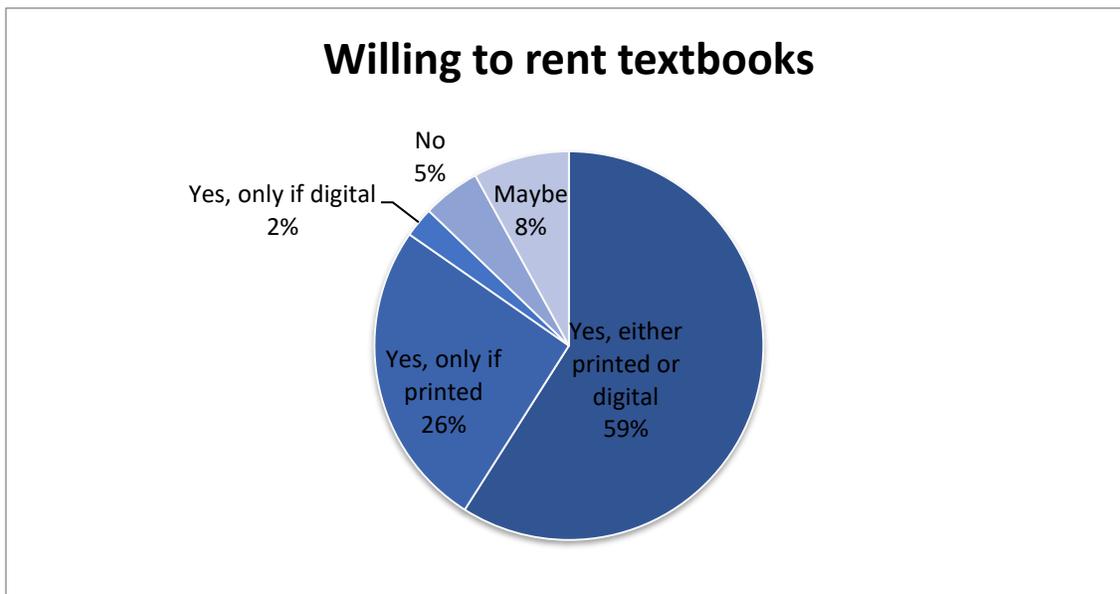
| | Associate | Bachelor (I have earned 0 - 60 credit hours) | Bachelor (I have earned 61 -120+ credit hours) | Master's | Doctorate | Does not apply |
|--------------------|-----------|--|--|----------|-----------|----------------|
| 0-300 | 56.7% | 50.3% | 49.2% | 70.0% | 61.9% | 76.9% |
| 301 or more | 43.3% | 49.7% | 50.8% | 30.0% | 38.1% | 23.1% |

Key Finding 6

Students were more willing to rent textbooks.

OVERALL

For the 2018 Survey, students reported an increased willingness to rent textbooks. The majority of students (59.0%) were willing to rent either print or digital textbooks.



COMPARED TO THE 2016 SURVEY

The majority of participating students (59.0%) were willing to rent either print or digital textbooks, compared to 51.0% in 2016 Survey. When asked about the strategies employed to reduce textbook costs, rent digital textbooks jumped from 29.6% in the 2016 Survey to 41.4% in the 2018 Survey.

| | 2018 | | 2016 | |
|---------------------------------------|-----------|---------|-----------|---------|
| | Frequency | Percent | Frequency | Percent |
| Yes, either printed or digital | 12635 | 59 | 10488 | 51 |
| Yes, only if printed | 5497 | 25.7 | 6377 | 31 |
| Yes, only if digital | 536 | 2.5 | 421 | 2 |
| No | 1039 | 4.8 | 1373 | 6.7 |
| Maybe | 1723 | 8 | 1898 | 9.2 |

Key Finding 7

Students indicated that interactive practice questions were most beneficial in their learning.

When asked about their preferences for certain types of study aids, interactive practice questions were favored by 57.2% of students followed by PowerPoint slide decks (44.8%), videos (44.2%), and interactive “try it now” activities (32.2%) were reported as most beneficial to students in their learning.

Digital Study Aids

| | 2018 | | 2016 | |
|---|-----------|---------|-----------|---------|
| | Frequency | Percent | Frequency | Percent |
| Interactive practice questions | 15995 | 57.2 | 15200 | 73.90 |
| Flash cards | 10304 | 36.9 | 9640 | 46.90 |
| PowerPoint slide shows | 12519 | 44.8 | 12002 | 58.40 |
| Video | 12370 | 44.2 | 11781 | 57.30 |
| Audio | 3616 | 12.9 | 3466 | 16.90 |
| Animations | 5029 | 18.0 | 4663 | 22.70 |
| Interactive ‘try it now’ activities | 8994 | 32.2 | 8543 | 41.60 |
| Online study groups | 2159 | 7.7 | 1808 | 8.80 |
| Online tutoring system provided by the college | 3287 | 11.8 | 2850 | 13.90 |

Conclusions and Directions for Further Study

Over the course of three administrations of the Florida Student Textbook and Course Materials Survey, the findings have been both enlightening and consistent with a few exceptions. For the first time, students reported a slight decline in the amount of money they were spending on textbooks. This result is consistent with the growing efforts by Florida institutions to help mitigate high textbook costs through alternative options like rental programs, used textbook sales, and increased efforts to utilize open education resources (OER) in courses and degree programs as a whole. Further, as educational affordability has become a major focus for Florida educators and policymakers, increased attention on the level of tuition, fees, and materials costs has resulted in a greater awareness among faculty, students and parents on available alternatives. As some of those options, such as rental programs, have matured student acceptance and usage seems to have increased. Despite this progress, a significant number of our survey participants report that students are: not purchasing the required textbook (64.2%); taking fewer courses (42.8%); not registering for a specific course (40.5%); earning a poor grade (35.6%); and

dropping a course (22.9%). Textbook costs remain a barrier to student progress and degree attainment for many.

One aspect of the 2018 Survey responses that is of increased concern involves the reported average number of textbooks required but not used. As noted in the findings, students have indicated that the number of textbooks required but not used in their academic career has increased with each administration of the survey. Despite the increased attention devoted to the textbook cost issue, the 2012, 2016, and 2018 student Surveys showed an increase in the average number of textbooks required but not used as 1.6, 2.6, and 3.6 respectively. Informal exploration of this issue with college and university representatives suggests that there may be additional reasons for some of the reported responses.

Traditional paper textbooks are often bundled with software codes or digital instructional products. In those cases, the digital products (simulations or online labs), may be heavily utilized in a course while the hard copy textbook remains in the shrink wrap. This digital substitution may account for some students indicating that the textbook was purchased but not used although the commercial content is consumed in another form. A second but related scenario involves an increased reliance and utilization of ancillary or supporting digital assets. Often the selection of a commercial textbook for a course comes along with faculty access to PowerPoint slide decks, text question banks, practice exercises or illustrated diagrams, and other graphics originally intended as support material. With the increased utilization of technology and learning management systems in both on-campus and online courses and programs, faculty have employed such digital assets in lectures, course shells, and as handouts for students. In many cases, students have likely come to rely heavily on those resources for learning and, correctly or incorrectly, may not use the textbook they purchased. As a result, some may feel the textbook they were required to purchase was not used while failing to make the connection between its selection or purchase and the access both the faculty and they (students) receive to the digital assets employed. Certainly, this question and changing licensing and instructional practices are worthy of further exploration as a part of the next administration of the survey.

The Florida Virtual Campus will undertake its next student textbook survey in 2020. As a result of the three administrations, survey items will be reviewed, and the overall instrument refined to consider new questions and the retirement of some that have not provided meaningful insight. For those interested in this continuing research effort, feedback and participation is encouraged.

A

Appendix A: Survey Data

Section 1: Participating Universities and Colleges

Over 24,000 public higher education students from all of Florida's 12 universities and 28 state and community colleges participated in the survey (n = 24,189). Of these respondents, 13,427 were attending universities, 11,886 were enrolled in a college, and 1,124 were enrolled in both a university and a college.

UNIVERSITY students: select your institution from the drop-down menu. If you attend a Florida college (community college, college, state college), skip to the next question.

| | Frequency |
|----------------------------------|-----------|
| Florida A&M University | 419 |
| Florida Atlantic University | 84 |
| Florida Gulf Coast University | 663 |
| Florida International University | 72 |
| Florida Polytechnic University | 91 |
| Florida State University | 2051 |
| New College of Florida | 206 |
| University of Central Florida | 4800 |
| University of Florida | 334 |
| University of North Florida | 1033 |
| University of South Florida | 2419 |
| University of West Florida | 1255 |
| Total | 13427 |

Florida college students: select your institution from the drop-down menu.

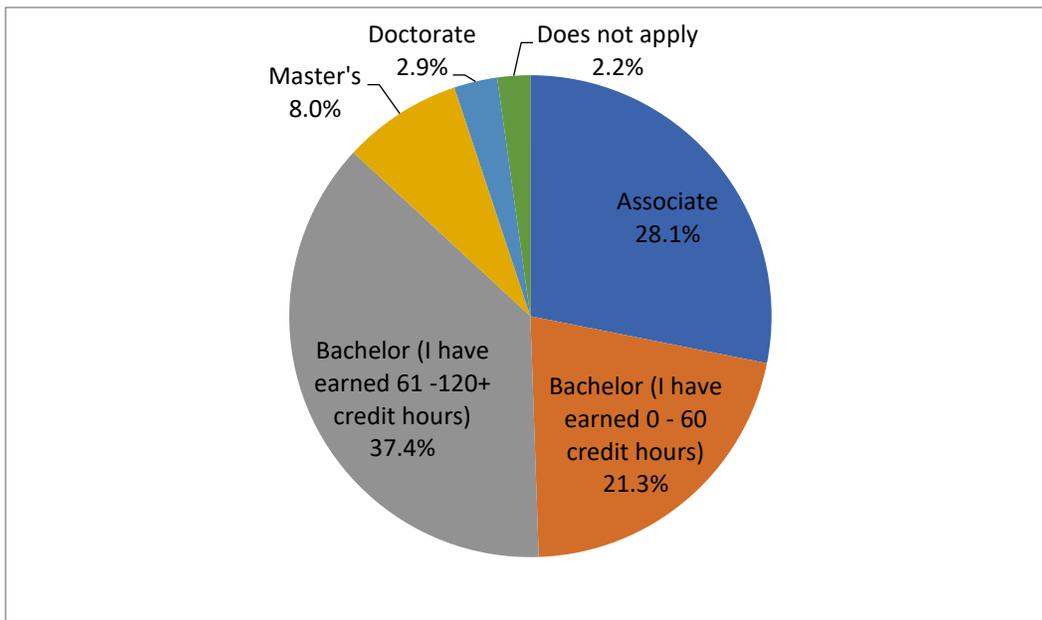
| | Frequency |
|--|-----------|
| Broward College | 848 |
| Chipola College | 163 |
| College of Central Florida | 420 |
| Daytona State College | 529 |
| Eastern Florida State College | 314 |
| Florida Gateway College | 80 |
| Florida Keys Community College | 41 |
| Florida SouthWestern State College | 295 |
| Florida State College at Jacksonville | 1678 |
| Gulf Coast State College | 15 |
| Hillsborough Community College | 709 |
| Indian River State College | 79 |
| Lake-Sumter State College | 117 |
| Miami Dade College | 1776 |
| North Florida Community College | 16 |
| Northwest Florida State College | 366 |
| Palm Beach State College | 312 |
| Pasco-Hernando State College | 235 |
| Pensacola State College | 17 |
| Polk State College | 415 |
| Santa Fe College | 451 |
| Seminole State College of Florida | 441 |
| South Florida State College | 108 |
| St. Johns River State College | 296 |
| St. Petersburg College | 275 |
| State College of Florida, Manatee-Sarasota | 752 |
| Tallahassee Community College | 142 |
| Valencia College | 976 |
| Total | 11866 |

Section 2: Degree Level

More than half of the students (58.7) indicated that they are pursuing a Bachelor's degree. Twenty-eight point one percent (28.1) of students were pursuing an Associate degree. About 10.9 of the students are pursuing Master's or Doctorate degrees. The 2018 Survey has a similar degree type composition as compared to the 2016 and 2012 Surveys.

Which degree are you seeking?

| | Frequency | Percent |
|--|-----------|---------|
| Associate | 6808 | 28.1 |
| Bachelor (I have earned 0 - 60 credit hours) | 5163 | 21.3 |
| Bachelor (I have earned 61 -120+ credit hours) | 9045 | 37.4 |
| Master's | 1924 | 8.0 |
| Doctorate | 711 | 2.9 |
| Does not apply | 538 | 2.2 |
| Total | 24189 | 100.0 |



Section 3: Number of Courses Require No Purchase of Textbook and Instructional Materials.

| During that semester, the number of courses that required no purchase of textbook and instructional materials | Fall 2017 | | Spring 2018 | |
|---|---------------|---------|---------------|---------|
| | Student Count | Percent | Student Count | Percent |
| .00 | 15129 | 65.1 | 13373 | 57.7 |
| 1.00 | 4649 | 20.0 | 5546 | 23.9 |
| 2.00 | 1950 | 8.4 | 2388 | 10.3 |
| 3.00 | 579 | 2.5 | 796 | 3.4 |
| 4.00 | 223 | 1.0 | 300 | 1.3 |
| 5.00 | 77 | 0.3 | 107 | 0.5 |
| 6.00 | 64 | 0.3 | 66 | 0.3 |
| 7.00 | 41 | 0.2 | 55 | 0.2 |
| 8.00 | 118 | 0.5 | 101 | 0.4 |
| 9.00 | 112 | 0.5 | 110 | 0.5 |
| >10.00 | 312 | 1.3 | 316 | 1.4 |

For those students who have at least one course, required no purchase of textbook and Instructional materials in both Fall 2017 and Spring 2018.

By Degree

| | Frequency | Percent |
|--|-----------|---------|
| Associate | 1250 | 21.5 |
| Bachelor (I have earned 0 - 60 credit hours) | 1379 | 23.7 |
| Bachelor (I have earned 61 -120+ credit hours) | 2497 | 43.0 |
| Master's | 394 | 6.8 |
| Doctorate | 237 | 4.1 |
| Does not apply | 56 | 1.0 |
| Total | 5813 | 100.0 |

By Institution

| | Frequency |
|----------------------------------|-----------|
| Florida A&M University | 191 |
| Florida Atlantic University | 11 |
| Florida Gulf Coast University | 142 |
| Florida International University | 20 |
| Florida Polytechnic University | 59 |
| Florida State University | 853 |
| New College of Florida | 67 |
| University of Central Florida | 1270 |
| University of Florida | 133 |
| University of North Florida | 226 |
| University of South Florida | 730 |
| University of West Florida | 271 |
| Total | 3973 |

| | Frequency |
|--|-----------|
| Broward College | 224 |
| Chipola College | 36 |
| College of Central Florida | 89 |
| Daytona State College | 93 |
| Eastern Florida State College | 31 |
| Florida Gateway College | 4 |
| Florida Keys Community College | 14 |
| Florida SouthWestern State College | 34 |
| Florida State College at Jacksonville | 201 |
| Gulf Coast State College | 2 |
| Hillsborough Community College | 151 |
| Indian River State College | 12 |
| Lake-Sumter State College | 22 |
| Miami Dade College | 419 |
| North Florida Community College | 5 |
| Northwest Florida State College | 43 |
| Palm Beach State College | 43 |
| Pasco-Hernando State College | 25 |
| Pensacola State College | 7 |
| Polk State College | 32 |
| Santa Fe College | 103 |
| Seminole State College of Florida | 39 |
| South Florida State College | 18 |
| St. Johns River State College | 36 |
| St. Petersburg College | 42 |
| State College of Florida, Manatee-Sarasota | 139 |
| Tallahassee Community College | 46 |
| Valencia College | 155 |
| Total | 2065 |

Section 4: Major Area of Study

Students from a wide range of the major areas of study responded to the survey. Excluding the “other” category, the top 5 major areas of study by percentages are: Business, Management, Marketing and Related Support services (13.6); Health Professions and Related Programs (12.3); Biological and Biomedical Sciences (7.4); Education (6.7); and Medical Sciences (5.7).

| Major | Count | Percent |
|--|-------|---------|
| Agriculture, Agriculture Operations, and Related Sciences | 129 | 0.5 |
| Architecture and Related Services | 128 | 0.5 |
| Area, Ethnic, Cultural, Gender and Group Studies | 81 | 0.3 |
| Biological and Biomedical Sciences | 2061 | 7.4 |
| Business, Management, Marketing and Related Support services | 3815 | 13.6 |
| Communication, Journalism, and Related Programs | 578 | 2.1 |
| Communications Technologies/Technicians and Support services | 151 | 0.5 |
| Computer and Information Sciences and Support services | 1443 | 5.2 |
| Construction Trades | 57 | 0.2 |
| Education | 1873 | 6.7 |
| Engineering | 1534 | 5.5 |
| Engineering Technologies and Engineering Related Fields | 309 | 1.1 |
| English Language and Literature/Letters | 423 | 1.5 |
| Family and Consumer Sciences/Human Sciences | 99 | 0.4 |
| Foreign Languages, Literatures, and Linguistics | 177 | 0.6 |
| Health Professions and Related Programs | 3446 | 12.3 |
| History | 275 | 1.0 |
| Homeland Security, Law Enforcement, Firefighting and Related Protective Services | 376 | 1.3 |
| Legal Professions and Studies | 536 | 1.9 |
| Liberal Arts and Sciences, General Studies and Humanities | 711 | 2.5 |
| Library Science | 55 | 0.2 |
| Mathematics and Statistics | 334 | 1.2 |
| Mechanic and Repair Technologies/Technicians | 17 | 0.1 |
| Medical Science | 1586 | 5.7 |
| Multi/Interdisciplinary Studies | 121 | 0.4 |
| Natural Resources and Conservation | 105 | 0.4 |
| Parks, Recreation, Leisure and Fitness Studies | 45 | 0.2 |
| Personal and Culinary Services | 21 | 0.1 |
| Philosophy and Religious Studies | 85 | 0.3 |
| Physical Sciences | 320 | 1.1 |
| Precision Production | 5 | 0.0 |
| Psychology | 1562 | 5.6 |
| Public Administration and Social Service Profession | 406 | 1.5 |
| Social Sciences | 900 | 3.2 |
| Theology and Religious Vocations | 15 | 0.1 |
| Transportation and Materials Moving | 54 | 0.2 |
| Visual and Performing Arts | 550 | 2.0 |
| Technology Education/Industrial Arts | 122 | 0.4 |
| Other | 3711 | 13.3 |

By Meta Majors

| Meta Majors | Count | Percent |
|---|-------|---------|
| Arts Humanities Communication Design | 2835 | 10.1 |
| Business | 3815 | 13.6 |
| Education | 1984 | 7.1 |
| Industry Manufacturing and Construction | 126 | 0.5 |
| Health Sciences | 4812 | 17.2 |
| Public Safety | 376 | 1.3 |
| Science Technology Engineering Math | 5897 | 21.1 |
| Social Behavioral Sciences and Human Services | 3418 | 12.2 |

Section 5: Textbook Cost

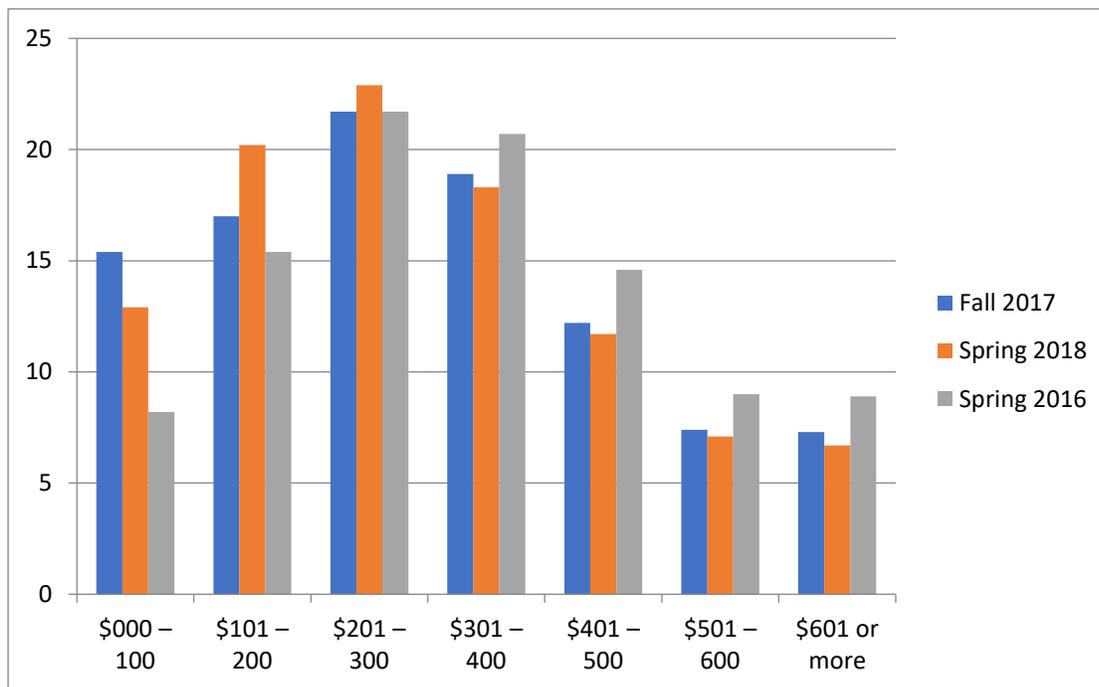
Forty-five point eight percent (45.8) of students spent more than \$300 on textbooks during the Fall 2017 term and 14.7 spent over \$500.

In Spring 2018, 43.8% of students spent more than \$300 on textbooks during the Fall 2017 term and 13.8% spent over \$500.

We see a decline in both percentages for both terms when compared to Spring 2016. In Spring 2016, 53.2% of students spent more than \$300 on textbooks during the Fall 2017 term and 17.9% spent over \$500.

| | Fall 2017 | | Spring 2018 | | Spring 2016 | |
|---------------|-----------|---------|-------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| \$000 – 100 | 3305 | 15.4 | 2774 | 12.9 | 1688 | 8.2 |
| \$101 – 200 | 3652 | 17 | 4337 | 20.2 | 3174 | 15.4 |
| \$201 – 300 | 4649 | 21.7 | 4903 | 22.9 | 4465 | 21.7 |
| \$301 – 400 | 4058 | 18.9 | 3925 | 18.3 | 4258 | 20.7 |
| \$401 – 500 | 2607 | 12.2 | 2518 | 11.7 | 2993 | 14.6 |
| \$501 – 600 | 1593 | 7.4 | 1532 | 7.1 | 1844 | 9.0 |
| \$601 or more | 1566 | 7.3 | 1441 | 6.7 | 1830 | 8.9 |
| Total | 21430 | 100 | 21430 | 100.0 | 20252 | 98.5* |

*2016 Survey had an "other" choice with 1.5 response rate.

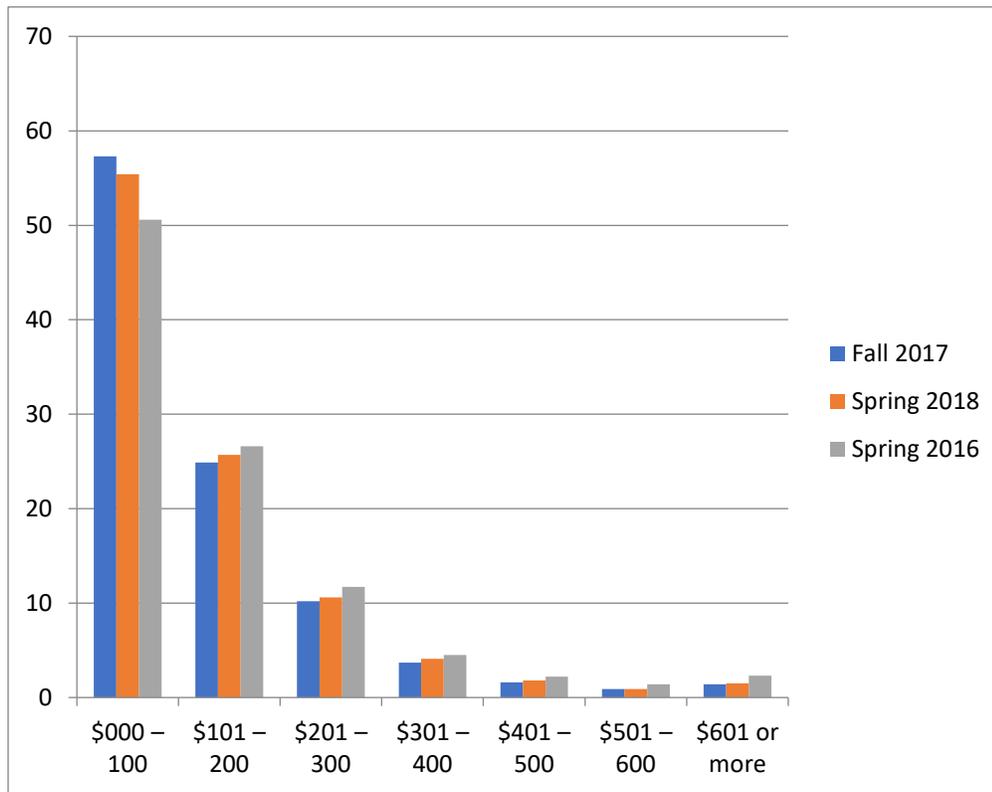


Section 6: Instructional Materials Cost

We see similar cost decline trends in instructional material cost as the textbook cost.

| | Fall 2017 | | Spring 2018 | | Spring 2016 | |
|---------------|-----------|---------|-------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| \$000 – 100 | 12274 | 57.3 | 11862 | 55.4 | 10405 | 50.6 |
| \$101 – 200 | 5339 | 24.9 | 5511 | 25.7 | 5469 | 26.6 |
| \$201 – 300 | 2192 | 10.2 | 2269 | 10.6 | 2415 | 11.7 |
| \$301 – 400 | 783 | 3.7 | 877 | 4.1 | 926 | 4.5 |
| \$401 – 500 | 350 | 1.6 | 393 | 1.8 | 442 | 2.2 |
| \$501 – 600 | 188 | 0.9 | 201 | 0.9 | 294 | 1.4 |
| \$601 or more | 304 | 1.4 | 317 | 1.5 | 482 | 2.3 |
| Total | 21430 | 100.0 | 21430 | 100.0 | 20433 | 99.4* |

*2016 Survey had an "other" choice with .6% response rate.



Section 7: Percentage of Textbook Covered by Financial Aid

| | Fall 2017 | | Spring 2018 | | Spring 2016 | |
|--------------------------------|-----------|---------|-------------|---------|-------------|---------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| I do not receive financial aid | 7499 | 35.0 | 7259 | 33.9 | 6030 | 29.3 |
| None | 4974 | 23.2 | 4912 | 22.9 | 6007 | 29.2 |
| Less than 25 | 1412 | 6.6 | 1401 | 6.5 | 1487 | 7.2 |
| 26 to 50 | 1057 | 4.9 | 1111 | 5.2 | 984 | 4.8 |
| 51 to 75 | 801 | 3.7 | 816 | 3.8 | 688 | 3.3 |
| 76 to 99 | 878 | 4.1 | 949 | 4.4 | 784 | 3.8 |
| All of my textbook costs | 4809 | 22.4 | 4982 | 23.2 | 4227 | 20.6 |
| Total | 21430 | 100.0 | 21430 | 100.0 | 20207 | 98.2* |

*2016 Survey had an "other" choice with 1.8% response rate.

Section 8: Measure to Reduce Textbook Cost

| | 2018 Survey | | 2016 Survey | |
|---|-------------|------|-------------|------|
| I do not attempt to reduce textbook costs | 937 | 4.4 | 659 | 3.2 |
| Buy used copies from the campus bookstore | 11363 | 53.0 | 10030 | 48.8 |
| Buy books from a source other than the campus bookstore | 14137 | 66.0 | 13109 | 63.8 |
| Rent digital textbooks | 8873 | 41.4 | 6083 | 29.6 |
| Buy lifetime access to a digital version of a textbook | 1207 | 5.6 | 647 | 3.1 |
| Rent only the digital textbook chapters needed for the course | 1657 | 7.7 | 1116 | 5.4 |
| Rent printed textbooks | 10249 | 47.8 | 9668 | 47.0 |
| Use a reserve copy from the campus library | 2513 | 11.7 | 2128 | 10.4 |
| Share books with classmates | 5816 | 27.1 | 4875 | 23.7 |
| Sell used books | 8005 | 37.4 | 8025 | 39.0 |
| Other (please specify) | 2136 | 10.0 | 1955 | 9.5 |

Section 9: Textbook not used

To be consistent with the 2016 Textbook Survey, answers greater than 15 were set as outliers. After taking out 868 outliers, the average participant purchased 3.6 textbooks that were not used during the participant's academic career. In the 2016 Survey, the average participant purchased 2.6 textbooks that were not used during the participant's academic career.

| | Frequency | Percent |
|-------|-----------|---------|
| .00 | 4311 | 21.0 |
| 1.00 | 2038 | 9.9 |
| 2.00 | 3162 | 15.4 |
| 3.00 | 2713 | 13.2 |
| 4.00 | 1936 | 9.4 |
| 5.00 | 2185 | 10.6 |
| 6.00 | 1004 | 4.9 |
| 7.00 | 449 | 2.2 |
| 8.00 | 627 | 3.0 |
| 9.00 | 143 | .7 |
| 10.00 | 1259 | 6.1 |
| 11.00 | 28 | .1 |
| 12.00 | 199 | 1.0 |
| 13.00 | 37 | .2 |
| 14.00 | 33 | .2 |
| 15.00 | 438 | 2.1 |
| Total | 20562 | 100.0 |

Section 10: Actions Taken As a Result of Textbooks Costs

| Answer Options | 2018 | | | | 2016 | | | |
|--|-------|------|-------|------|-------|------|-------|------|
| | Never | | Some | | Never | | Some | |
| Take fewer courses | 12262 | 57.2 | 9159 | 42.8 | 10822 | 52.4 | 9849 | 47.6 |
| Not register for a specific course | 12734 | 59.5 | 8684 | 40.5 | 11196 | 54.5 | 9342 | 45.5 |
| Drop a course | 16492 | 77.1 | 4901 | 22.9 | 15163 | 73.9 | 5354 | 26.1 |
| Withdraw from a course | 17517 | 81.9 | 3867 | 18.1 | 16252 | 79.3 | 4249 | 20.7 |
| Earn a poor grade because I could not afford to buy the textbook | 13779 | 64.4 | 7624 | 35.6 | 12812 | 62.4 | 7726 | 37.6 |
| Fail a course because I could not afford to buy the textbook | 17722 | 82.8 | 3670 | 17.2 | 16440 | 80.2 | 4063 | 19.8 |
| Not purchase the required textbook | 7615 | 35.8 | 13683 | 64.2 | 6824 | 33.4 | 13613 | 66.6 |
| Other | 13779 | 64.4 | 7624 | 35.6 | 3649 | 76.1 | 1145 | 23.9 |

The following is the breakdown of each action.

Take fewer courses

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 12262 | 57.2 |
| Seldom | 3239 | 15.1 |
| Occasionally | 4090 | 19.1 |
| Frequently | 1830 | 8.5 |
| Total | 21421 | 100.0 |

Not register for a specific course

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 12734 | 59.5 |
| Seldom | 2970 | 13.9 |
| Occasionally | 3796 | 17.7 |
| Frequently | 1918 | 9.0 |
| Total | 21418 | 100.0 |

Drop a course

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 16492 | 77.1 |
| Seldom | 2390 | 11.2 |
| Occasionally | 1648 | 7.7 |
| Frequently | 863 | 4.0 |

| | | |
|-------|-------|-------|
| Total | 21393 | 100.0 |
|-------|-------|-------|

Withdraw from a course

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 17517 | 81.9 |
| Seldom | 2070 | 9.7 |
| Occasionally | 1160 | 5.4 |
| Frequently | 637 | 3.0 |
| Total | 21384 | 100.0 |

Earn a poor grade because I could not afford to buy the textbook

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 13779 | 64.4 |
| Seldom | 3801 | 17.8 |
| Occasionally | 2739 | 12.8 |
| Frequently | 1084 | 5.1 |
| Total | 21403 | 100.0 |

Fail a course because I could not afford to buy the textbook

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 17722 | 82.8 |
| Seldom | 1982 | 9.3 |
| Occasionally | 1065 | 5.0 |
| Frequently | 623 | 2.9 |
| Total | 21392 | 100.0 |

Not purchase the required textbook

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 7615 | 35.8 |
| Seldom | 3417 | 16.0 |
| Occasionally | 5164 | 24.2 |
| Frequently | 5102 | 24.0 |
| Total | 21298 | 100.0 |

Other

| | Frequency | Percent |
|--------------|-----------|---------|
| Never | 7487 | 85.0 |
| Seldom | 358 | 4.1 |
| Occasionally | 364 | 4.1 |
| Frequently | 603 | 6.8 |
| Total | 8812 | 100.0 |

Section 11: Willingness to Rent Textbooks

| | 2018 | | 2016 | |
|--------------------------------|-----------|---------|-----------|---------|
| | Frequency | Percent | Frequency | Percent |
| Yes, either printed or digital | 12635 | 59.0 | 10488 | 51.0 |
| Yes, only if printed | 5497 | 25.7 | 6377 | 31.0 |
| Yes, only if digital | 536 | 2.5 | 421 | 2.0 |
| No | 1039 | 4.8 | 1373 | 6.7 |
| Maybe | 1723 | 8.0 | 1898 | 9.2 |

Section 12: Digital Study Aids

| | 2018 | | 2016 | |
|--|-----------|---------|-----------|---------|
| | Frequency | Percent | Frequency | Percent |
| Interactive practice questions | 15995 | 57.2 | 15200 | 73.90 |
| Flash cards | 10304 | 36.9 | 9640 | 46.90 |
| PowerPoint slide shows | 12519 | 44.8 | 12002 | 58.40 |
| Video | 12370 | 44.2 | 11781 | 57.30 |
| Audio | 3616 | 12.9 | 3466 | 16.90 |
| Animations | 5029 | 18.0 | 4663 | 22.70 |
| Interactive 'try it now' activities | 8994 | 32.2 | 8543 | 41.60 |
| Online study groups | 2159 | 7.7 | 1808 | 8.80 |
| Online tutoring system provided by the college | 3287 | 11.8 | 2850 | 13.90 |

B

Appendix B: Resources

2018 Florida Student Textbook & Course Materials Survey

CITATION

Florida Virtual Campus. (2019). 2019 Florida Student Textbook & Course Materials Survey. Tallahassee, FL.

CONTRIBUTING AUTHORS

Robin Donaldson, Ph.D.

John Opper, Ph.D.

E Shen, Ph.D.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

2017 OER State Legislation Roundup (2017). <https://sparcopen.org/news/2017/2017-oer-state-legislation-roundup/>

CSU Students and Affordable Learning Solutions (AL\$) <https://als.csuprojects.org/students>

Florida Distance Learning Consortium. Open Access Textbook Task Force Report. (2010). Retrieved from https://florida.theorangevillage.org/og/file/a83149bc-c972-ed56-67ae-b2952115ef08/1/OATTF_Final_Report_All_sections.pdf

Florida Virtual Campus. (2012). 2012 Florida Student Textbook Survey. Tallahassee, FL: Author. Retrieved from http://www.openaccesstextbooks.org/pdf/2012_Florida_Student_Textbook_Survey.pdf

Florida Virtual Campus. (2016). 2016 Student Textbook and Course Materials Survey http://www.openaccesstextbooks.org/pdf/2016_Florida_Student_Textbook_Survey.pdf

Heiman, J. & Kuhn, J. The 2016-17 Budget: Assessing the governor's zero-textbook-cost proposal. (2016, March). Retrieved from <http://www.lao.ca.gov/reports/2016/3392/zero-textbook-cost-031416.pdf>.

Indiana University's eTexts Initiative <https://etexts.iu.edu/>
Higher Education Retail Market Facts & Figures. (2017).
<https://www.nacs.org/research/HigherEdRetailMarketFactsFigures.aspx>

OER Adoption Study: Using Open Educational Resources in the College Classroom (2016). California

Open Educational Resources Council <https://docs.google.com/document/d/1sHrLOWEiRs-fgzN1TZUlmjF36BLGnICNMbTZIP69WTA/edit#heading=h.p3lnix87d9l2>

Quick Guide: College Costs. (2018). <https://bigfuture.collegeboard.org/pay-for-college/college-costs/quick-guide-college-costs>

REPORT: MAKE HIGHER EDUCATION AFFORDABLE. (2014). <https://uspirg.org/reports/usp/fixing-broken-textbook-market>

What's behind the soaring cost of college textbooks. (2018). <https://www.cbsnews.com/news/whats-behind-the-soaring-cost-of-college-textbooks/>