

Student Textbook Survey Results February 2020

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Executive Summary

In the 2018-2019 academic year, several conversations with key administrators and staff were held on textbook affordability and the need to address it at William & Mary. These meetings served as the start of a cross-campus discussion. An effort had begun a few years earlier with the Library which presented Open Textbook Network (OTN) workshops sponsored by the Virtual Library of Virginia (VIVA) with the goal of increasing awareness of Open Education Resources (OER) and exposure to them.

As seen in conversations held at higher education institutions across the country, the increasing cost of attending W&M has become a significant challenge and a major policy issue at the highest level of W&M governance for the past several years. Textbooks play an important role in this cost challenge. National estimates of textbook costs indicate that students pay on average \$1,200 annually, with implications as barriers to student success, particularly college completion. This effort to understand more about W&M textbook spending was closely aligned with the larger conversation on costs and how they impact student success.

The main objectives for issuing the textbook survey in fall 2019 were to understand the textbook spending practices as well as related preferences of W&M students so that the campus administrators would have information useful for programs designed to increase course materials affordability. Specifically, survey objectives were to:

- Understand current costs of textbooks and course materials for W&M students
- Understand methods W&M students take to lower textbook costs
- Understand the viability of implementing an “inclusive access” textbook pilot
- Identify student suggestions for reducing textbook costs

Summary of Key Findings

Key Finding 1 | Spending (textbooks + course materials)

Overall, students are not purchasing all of the textbooks required for their classes. Overall, 48.3% of students (46% of undergraduates, 53% of graduates) reported that their textbooks cost more than \$300, whereas only 24.2% of total respondents (20% of undergraduates, 35% of graduates) reported actually spending that much. Course materials (excluding textbooks) were an additional layout. Over 30% of respondents indicated that they spent more than \$100 on required course materials that semester. Further, while a majority (56%) indicated that for the past year, they “always” (80% of the time or more) purchased the required textbooks assigned, a surprising 39.2% of students indicated that they purchased required materials less than 80% of the time.

Key Finding 2 | Financial aid

Of those indicating that they received financial aid, only 9% of them said that it covered all of their textbook and course materials costs. Nearly 36% said that financial aid did not cover *any* of their textbook and course materials costs.

Key Finding 3 | Repercussions of high textbook costs

Students acted in a variety of ways to deal with high textbook and course materials costs. More than a third (37.1 %) indicated that in their academic career, they did not purchase a required textbook due to the cost. A surprising amount (11.7%) indicated that they did not even register for a specific course due to textbook costs. Further, 7.8% dropped a course, 6.6% earned a poor grade, and 3.4% of students indicated that they took fewer courses due to textbook costs.

Key Finding 4 | Strategies students take to deal with costs

W&M students reported that in the past year, only 55.4% “always” (more than 80% of the time or more) purchased the required textbooks and course materials. As for strategies for addressing textbook costs, students’ most commonly reported method (20.3%) was purchasing their textbooks from a source other than the campus bookstore. This was followed by purchasing used copies (12.8%), downloading books from the Internet (12.9%), and renting printed textbooks (12.5%).

Key Finding 5 | Print preference

Repeatedly, W&M students indicated a strong preference for print format. When asked, 78.4% of students said that they prefer a “physical hard copy” when accessing required textbooks. This trend was less pronounced for optional textbooks (48.3%). Half of undergraduates stated that they had no preference between print or digital formats for a textbook rental program if it saved them money, but graduate students were again strongly in favor of print format if they were even open to a rental program in the first place (Undergraduates stated that 82% of them would be willing to rent whereas only 47% of graduate or professional students would be willing to rent.).

Key Finding 6 | Student suggestions for reducing textbook costs

Students offered a number of suggestions for ways to bring down textbook costs. The top 5 categories of suggestions reported were (in order from most to least mentioned):

- Faculty reconsideration of content marked as required (Distinguish between “essential” vs “useful”)
- More faculty adoption of Open Educational Resources (OER)
- Faculty acceptance of use of older textbook editions
- Greater availability of inexpensive options at the campus bookstore
- Use of library services (course reserves and general circulating collection, interlibrary loan)

Full Report

Background

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The main objectives for issuing the survey in fall 2019 were to understand the textbook spending practices of W&M students so that the campus administrators would have information useful for programs designed to increase course materials affordability. Specifically, they were to:

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- Understand methods W&M students take to lower textbook costs
- Understand the viability of implementing an inclusive access pilot
- Identify student suggestions for reducing textbook costs

The survey was compiled with input from several groups in spring 2019. In order to benchmark our findings with others, some of the questions were adapted from the [2016 Florida Student Textbook Survey](#). The W&M survey was distributed in several ways, including via the W&M Student Assembly newsletter, the Student Happenings newsletter, the Arts & Sciences Graduate Newsletter, electronic signboards around campus, email from various faculty within Arts & Sciences, the Mason School of Business and the School of Education, the First Generation/Low Income (FGLI) group listserv, the Textbook Affordability Task Force, the W&M Graduate Council and the W&M Libraries student employee listserv. It was also linked in the W&M Libraries blog and tweeted from the W&M Libraries and W&M Scholarly Communications Twitter accounts.

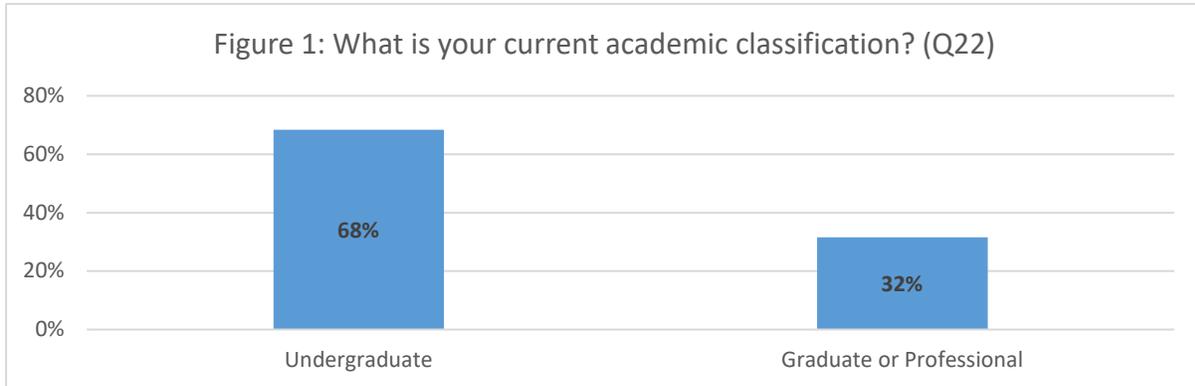
In order to preserve the anonymity of the respondents, researchers did not require participants to log-in to complete the survey. Thus, there is the possibility that the survey was taken more than once by a student and this is a possible limitation to the interpretation of the survey results. All survey analysis was done using descriptive analysis and chi square where appropriate to further explore findings.

Demographics (Questions 19 – 28)

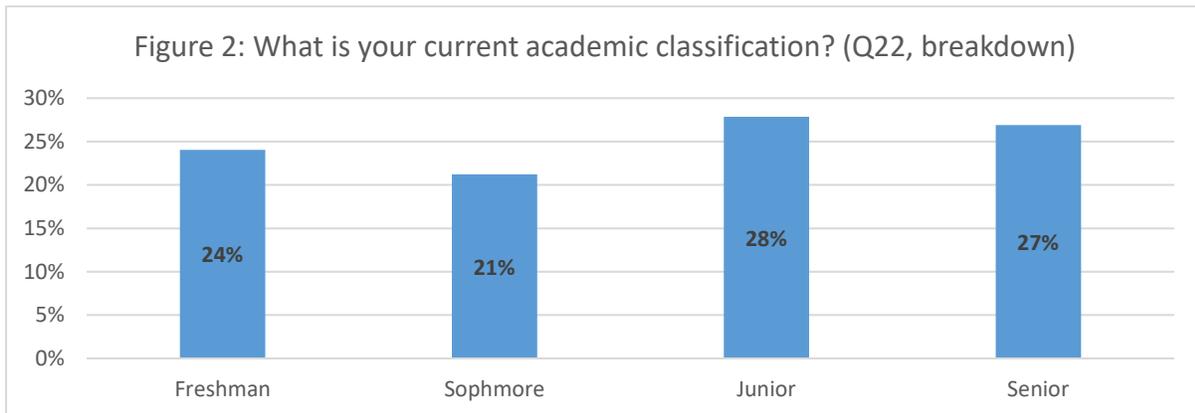
Undergraduate vs. Graduate Status

Several demographic questions were asked at the end of the survey and provide a general sense of the sample. William & Mary has a total population of 8,773 for the 2019-2020 academic year with 6,256 undergraduates and 2,517 graduate students. Given the distribution method, there is no way to guarantee how many students received the survey. Therefore, the response rate of 7% should be understood within this context. There were 596 total survey respondents, with 462 students (316

undergraduate; 146 graduate) completing the questionnaire for a completion rate of 78%. Of those, 68% indicated they were undergraduate and 32% indicated graduate academic classification. It is worth noting that graduate students only make up 29% of the W&M population so the graduate population was slightly oversampled. (Figure 1). The start dates for students ranged from fall 2013 to fall 2019.



Of the undergraduates, 24% identified as freshmen, 21% as sophomore, 28% as junior and 27% as senior. (Figure 2). Even though different levels of academic classification are listed for undergraduates, for the purposes of this report “undergraduate” will be used to reference all four classes of those seeking bachelor’s degrees.



Undergraduate Primary Majors: STEM vs. Non-STEM

Within the undergraduate population, identification of their primary majors was solicited to provide a general understanding of the sample. (Figure 3) The top four majors for undergraduate respondents were Biology (19%), Neuroscience (15%), Psychological Sciences (9%), and Undeclared (9%). All of the majors classified as STEM are emphasized in boldface and represent 68% of the total primary majors listed.

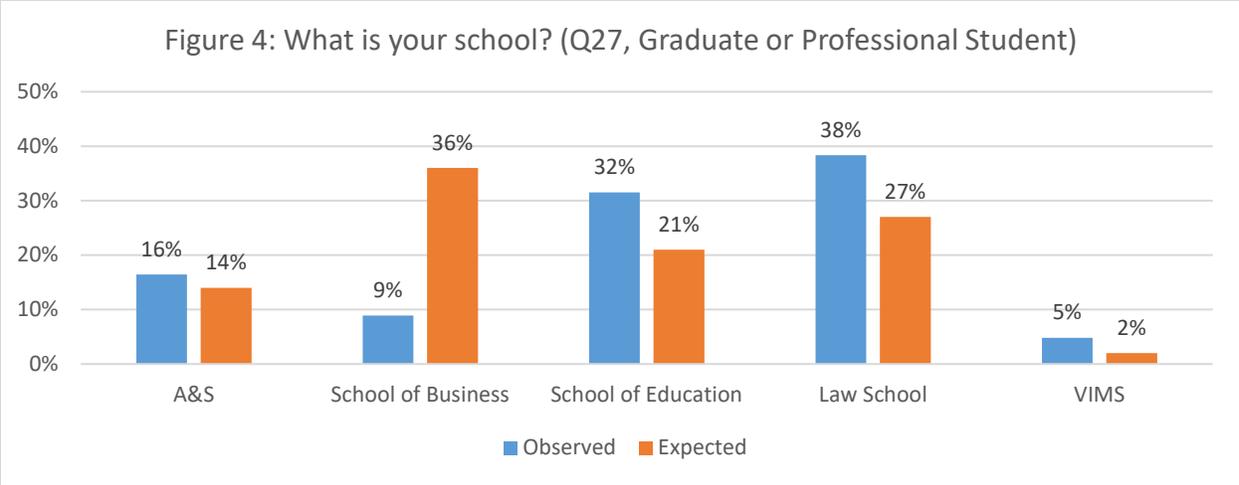
Primary Major (Q24, Bachelor’s Degree Only)	# of Responses	Percentage
American Studies	2	1%
Anthropology	3	1%
Art & Art History	1	0%
Biology	57	19%

Business: Accounting	5	2%
Business: Analytics	3	1%
Business: Finance	5	2%
Business: Marketing	5	2%
Chemistry	11	4%
Classical Studies	2	1%
Computational & Applied Mathematics & Statistics	1	0%
Computer Science	6	2%
Economics	5	2%
English	10	3%
Environmental Science & Policy	3	1%
French & Francophone Studies	1	0%
Geology	3	1%
Global Studies	5	2%
Government	13	4%
Hispanic Studies	1	0%
History	7	2%
International Relations	11	4%
Kinesiology & Health Sciences	6	2%
Linguistics	8	3%
Mathematics	7	2%
Music	2	1%
Neuroscience	45	15%
Physics	4	1%
Psychological Sciences	27	9%
Public Policy	6	2%
Self-Designed	7	2%
Sociology	4	1%
Undeclared	26	9%
Did Not Disclose	14	5%

Figure 3: Undergraduate Major

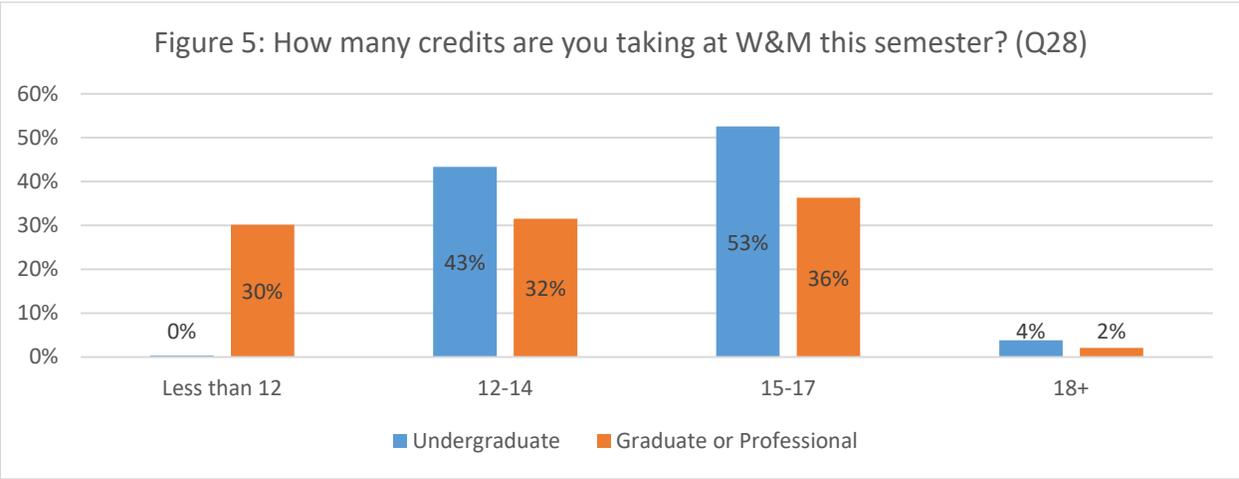
Graduate Level School Breakdown

The sample and expected breakdown between the various graduate level schools of the university was as follows: Arts & Sciences 16.4% (expected 14%), Mason School of Business 8.9% (expected 36%), School of Education 31.5% (expected 21%), Law School 38.4% (expected 27%) and the Virginia Institute of Marine Science (VIMS) 4.8% (expected 2%). (Figure 4). Of the fall 2018 distribution of graduate level students, 42% identified themselves as master’s level, 33% as doctoral, and 25% as other. A majority of those under the “other” category included that they were seeking a juris doctorate. For this analysis, all graduate level students will be referred to as “graduate or professional” students.



Fall 2019 Credit Hours

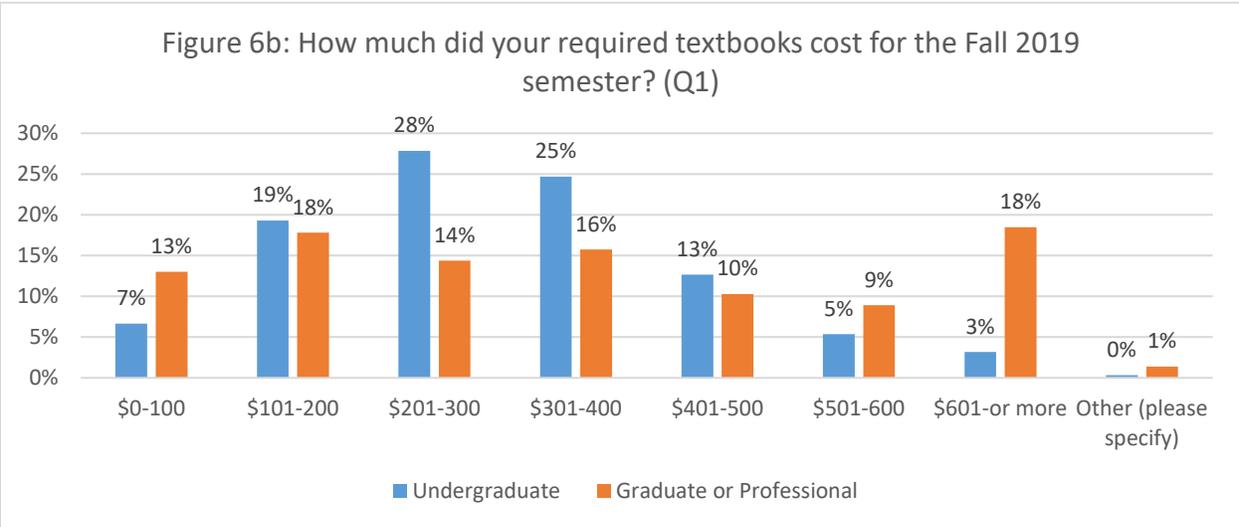
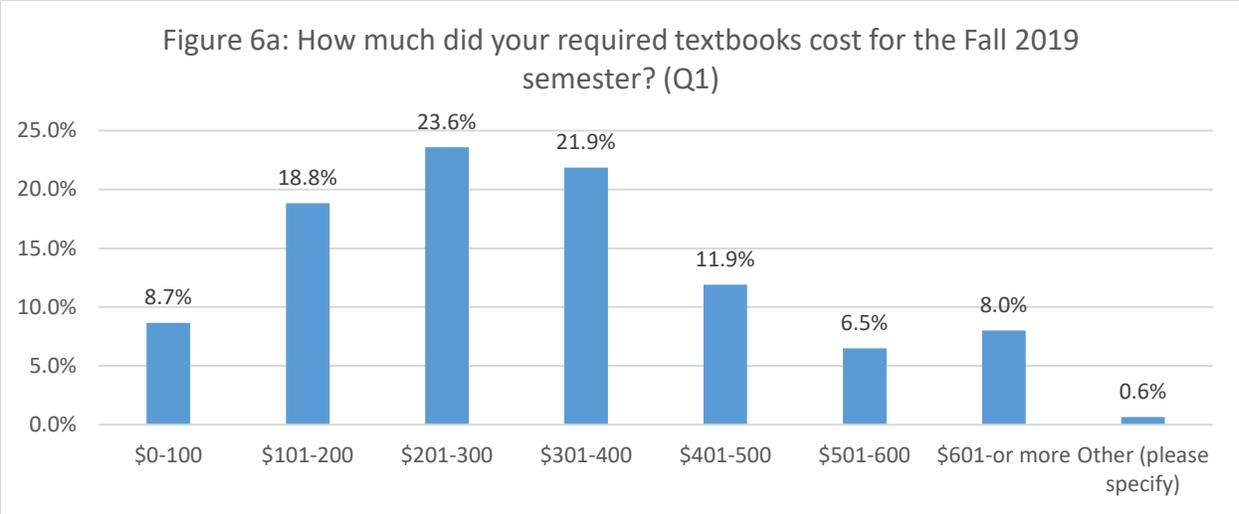
Most students who took the survey indicated that they were taking 15-17 credit hours. The second most common response was 12-14 credit hours. (Figure 5). The course load at the graduate level has different full-time requirements which is reflective in 30% of graduate or professional students taking less than 12 credit hours. Unsurprisingly then, most students overall (94.8%) indicated a full-time status. Furthermore, most students were not transfer students as only 5.7% indicated a transfer student status.



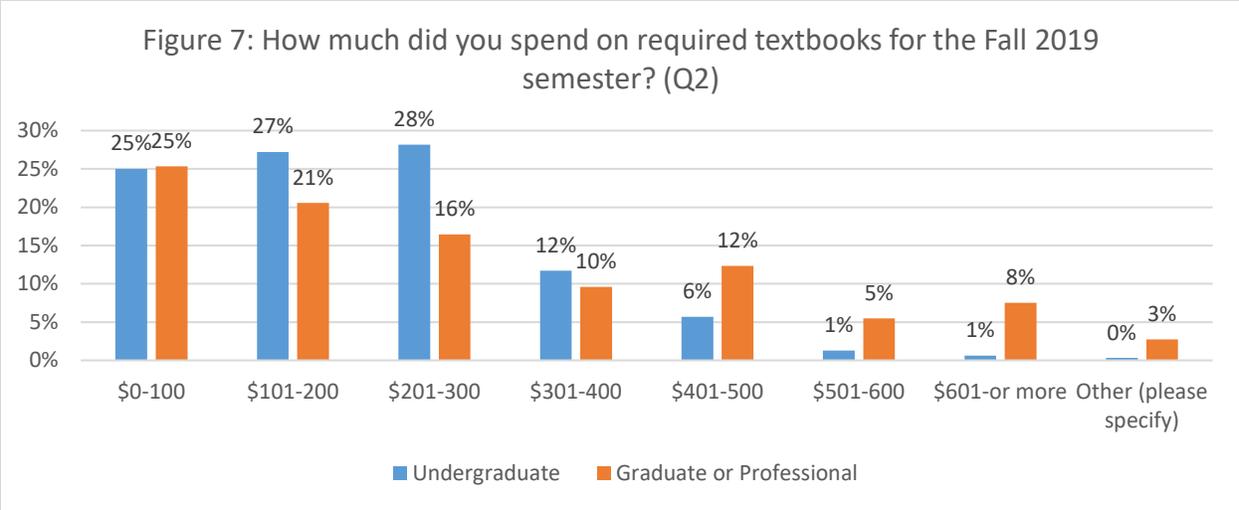
Costs, Spending, and Financial Aid Support: (Questions 1 – 6)

Textbooks: Cost vs. Spending

During the fall 2019 semester, 26% of students (21% undergraduates, 37% graduates) indicated that their required textbooks cost more than \$400 for the fall 2019 semester. Overall, 48.3% of students (46% of undergraduates, 53% of graduates) reported that their textbooks cost more than \$300 (Figure 6a & 6b).

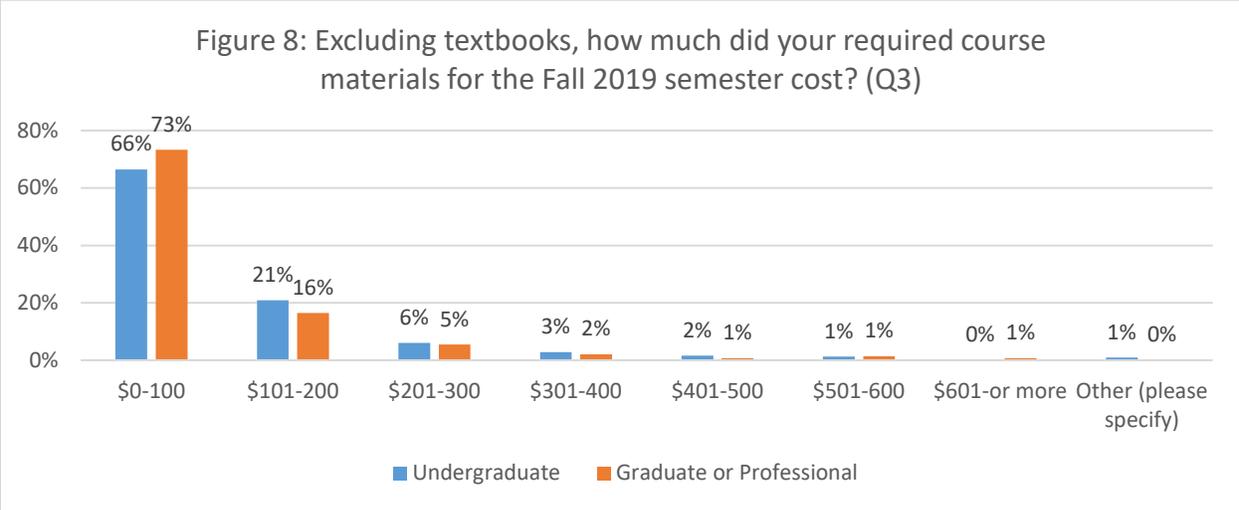


The difference between the cost of required textbooks and the amount actually spent trended downward, demonstrating evidence that students implemented cost saving measures. Thus, 24.2% of total respondents (20% of undergraduates, 35% of graduates) reported actually spending over \$300 on textbooks. (Figure 7) More on strategies students used to reduce costs appears below.

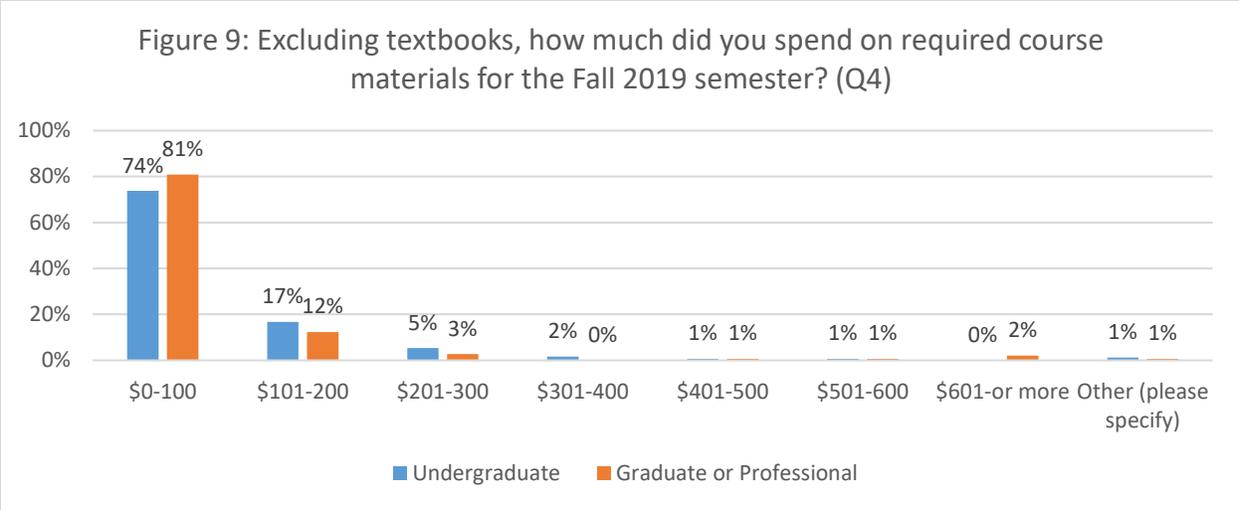


Course Materials: Cost vs. Spending

Course materials not including textbooks, defined as including “lab materials, art supplies, handbooks, guides, course packets, and other print or digital learning materials” represent additional expenses for college students. Overall, 30.7% of respondents reported their materials cost more than \$100 during the fall 2019 semester (33% of undergraduates, 26% graduates) (Figure 8).

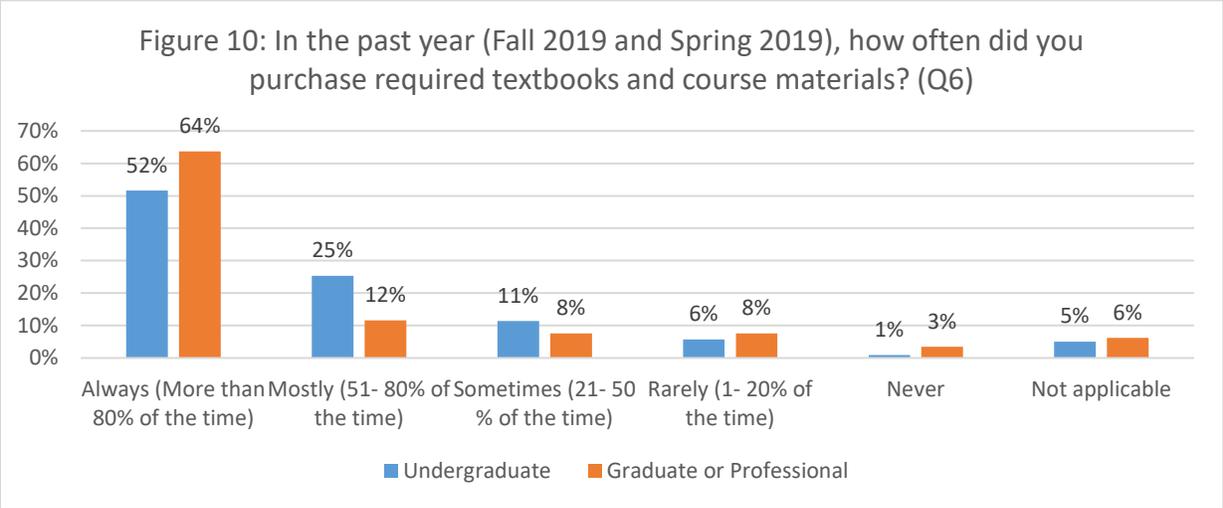


As was the case with textbooks, students spent less than the required costs for course materials. Overall, 22.8% of students (26% of undergraduates, 19% of graduate or professional students) reported spending more than \$100 on their course materials (Figure 9).



Purchase Habits

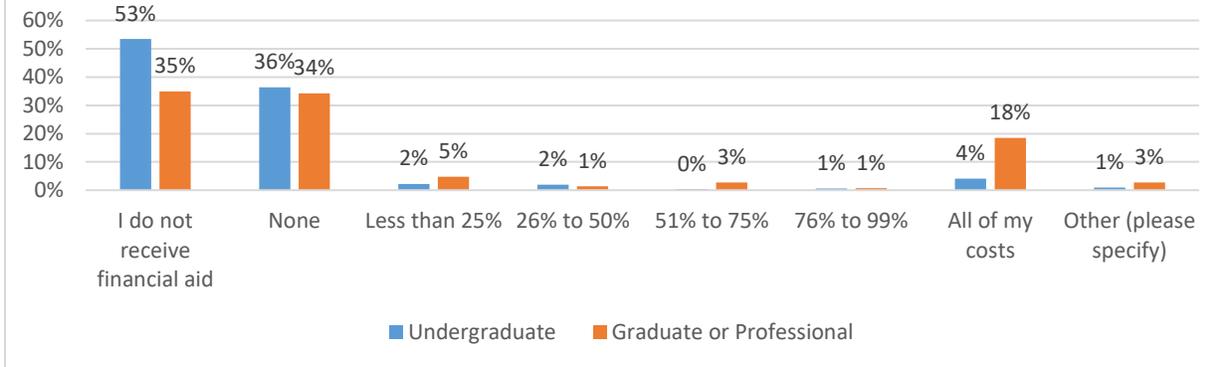
To further understand student spending habits, study investigators asked them to estimate how often they purchased their textbooks and course materials. Fifty-two percent of undergraduates and 64% of graduates indicated that they purchased their required textbooks and course materials “always,” or 80% of the time or more (Figure 10).



Financial Aid Support for Textbooks and Course Materials

Overall, 48% of students reported that they received no financial aid. For those who did report receiving financial aid, 36% of students stated that it covered none of their textbook and course materials costs for the fall semester. Only 4% of undergraduates and 18% of graduate or professional students stated that all of these costs were covered (Figure 11).

Figure 11: What percentage of your required textbook and course materials costs are covered by financial aid for the Fall 2019 semester? (Q5)



Impact of Costs

When asked how textbook costs have affected them, students indicated that access to materials and courses was negatively impacted by cost. Both undergraduate and graduate students indicated that high textbook costs have caused them to forgo purchase of required material (37.1% overall). High cost also affected student enrollment and registration. Overall, 24.1% of responses indicated students have taken fewer courses, not registered for specific courses, dropped a course, or even chose their major based on textbook costs. A smaller number of students reported that high costs negatively affected their grades: 7.6% of responses indicated that students have withdrawn from a course, earned a poor grade because they could not afford the textbook, or failed the course because they could not afford the textbook. (Figure 12a & 12b)

Figure 12a: In your academic career, has the cost of required textbooks caused you to (Check all that apply): (Q10)

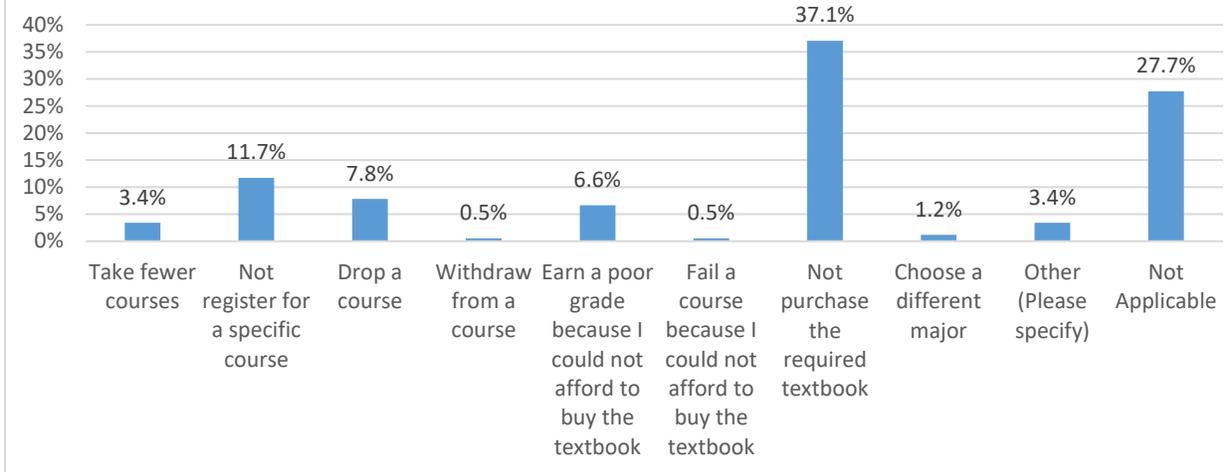
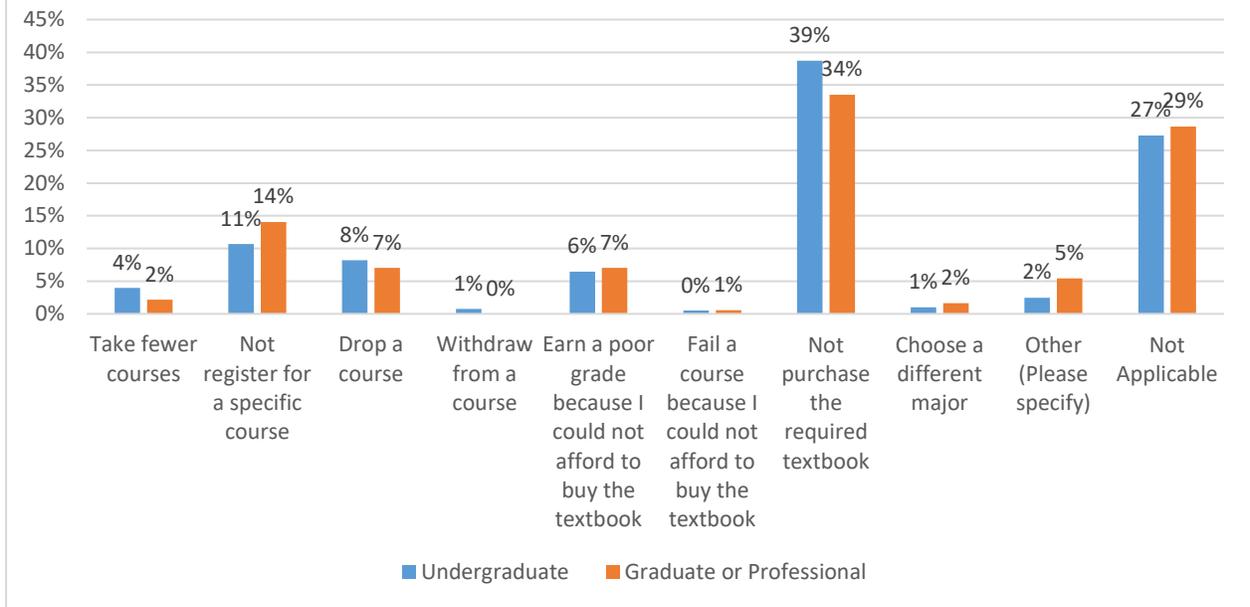


Figure 12b: In your academic career, has the cost of required textbooks caused you to (Check all that apply): (cont'd)



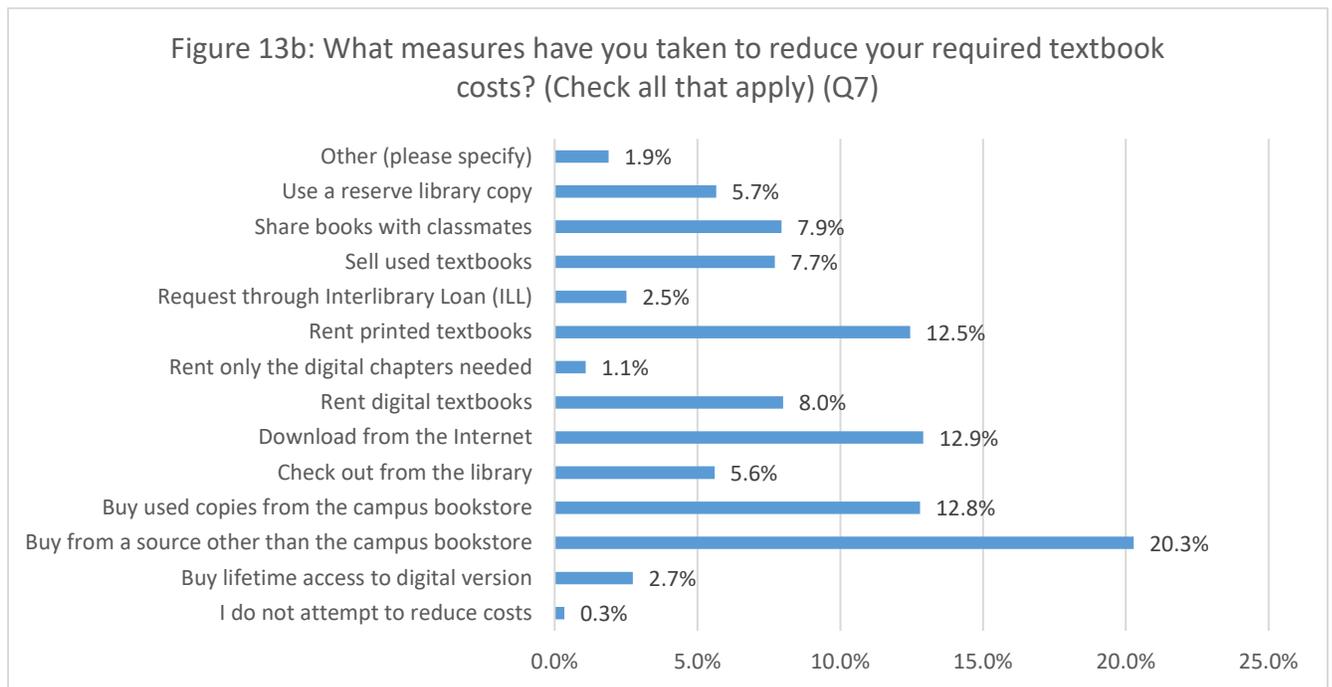
Strategies to Reduce Costs

Survey results indicate nearly all students took measures to minimize textbook expenses. The single most common strategy used to minimize cost was buying textbooks from a source other than the campus bookstore (19.4% of undergraduates, 22.5% of graduates). Undergraduates and graduate students both indicated using rental options to help mitigate cost (22.7% and 18.8% respectively). Rental options included renting printed books, renting digital textbooks, and renting required textbook chapters. Undergraduates were more likely to buy used copies of textbooks from the bookstore (14% vs. 9.5% of graduates). Graduate students were more likely to sell their textbooks (9.9% vs. 6.8% of undergraduates). In addition, students reported using various library services to mitigate cost (13.8% overall). Library services included checking out textbooks from the library, requesting textbooks through interlibrary loan, and using copies on course reserves in the library. Graduate students were more likely to use a library service to minimize expense (17.6% of graduates vs. 12.1% of undergraduates). Overall, only 0.3% of students indicate they did not attempt to reduce textbook costs (Figure 13a & 13b).

What measures have you taken to reduce your required textbook costs? (Check all that apply). (Q7)	Overall Responses	% of Total	Undergraduates	% of UG Responses	Graduate or Professional Students	% of GoP Responses
I do not attempt to reduce textbook costs	6	0.3%	1	0.1%	5	1.0%
Buy lifetime access to a digital version of a textbook	48	2.7%	36	2.9%	12	2.4%
Buy textbooks from a source other than the campus bookstore	355	20.3%	244	19.4%	111	22.5%

Buy used copies from the campus bookstore	224	12.8%	177	14.1%	47	9.5%
Check out the textbook from the library	98	5.6%	59	4.7%	39	7.9%
Download textbook from the Internet	226	12.9%	174	13.8%	52	10.5%
Rent digital textbooks	140	8.0%	108	8.6%	32	6.5%
Rent only the digital textbook chapters needed for the course	19	1.1%	16	1.3%	3	0.6%
Rent printed textbooks	218	12.5%	160	12.7%	58	11.7%
Request book through Interlibrary Loan (ILL)	44	2.5%	26	2.1%	18	3.6%
Sell used textbooks	135	7.7%	86	6.8%	49	9.9%
Share books with classmates	139	7.9%	101	8.0%	38	7.7%
Use a reserve copy from the library	99	5.7%	69	5.5%	30	6.1%
Other (please specify)	33	1.9%	22	1.8%	11	2.2%
Total	1751		1279		505	

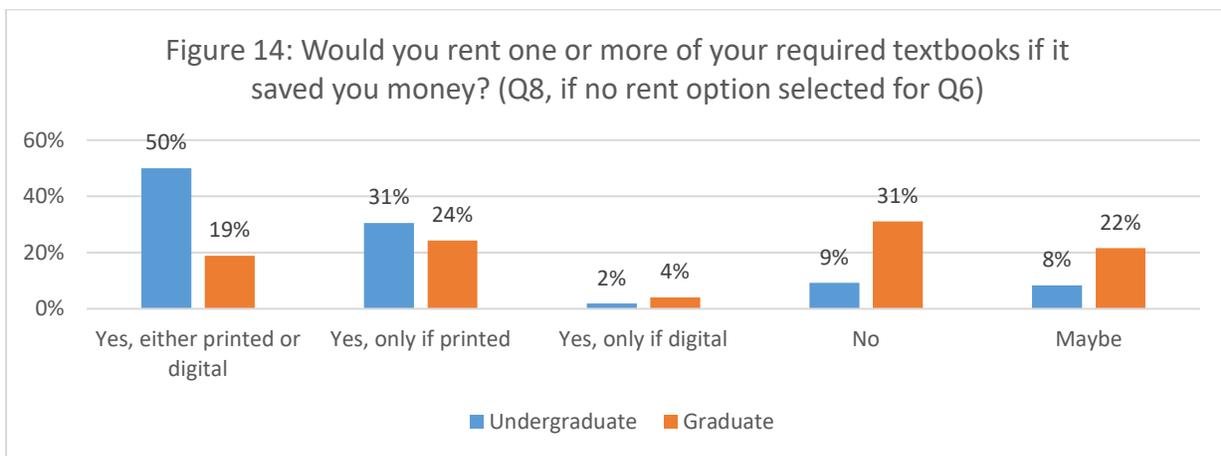
Figure 13a



Textbook Format Preferences, Study Aids, and a Textbook Accessibility Pilot (Questions: 8-9, 11 – 18)

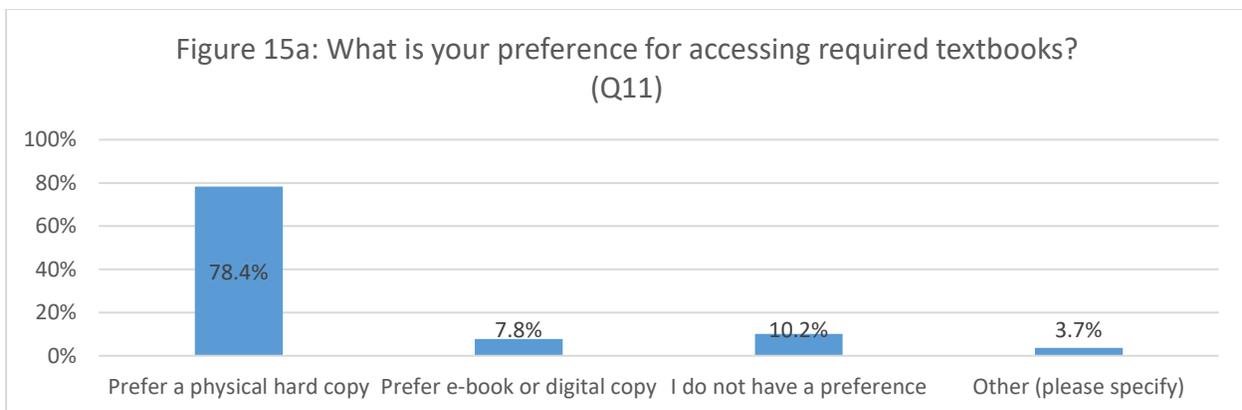
Attitudes Toward Textbook Rentals for Saving Money

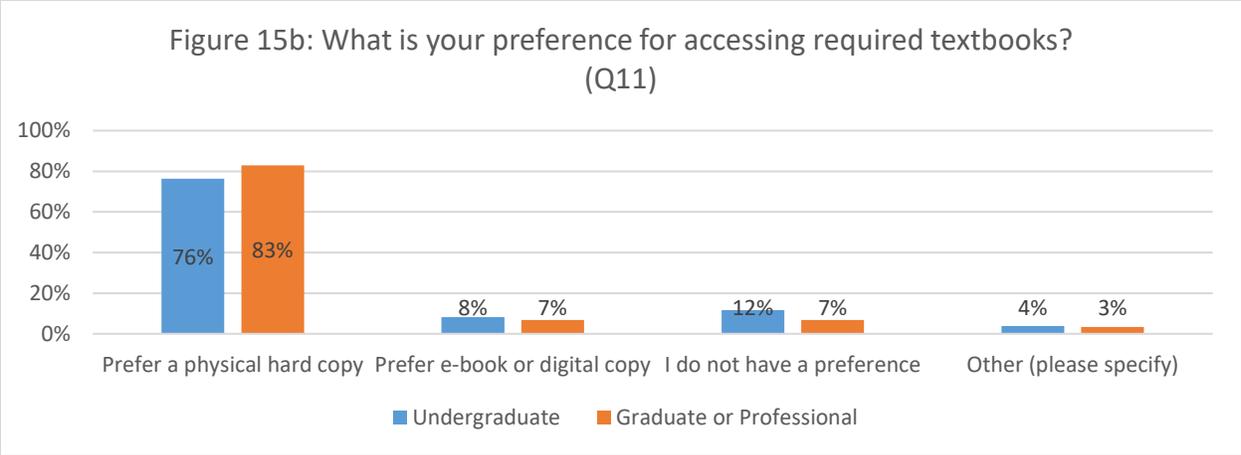
Students who did not select a rental option as a measure they had used in the past to contain textbook costs were asked if they would consider a rental option *if it saved them money*. Overall, 68% of students who indicated that they had not rented textbooks stated that they would be willing to rent their *required* textbooks if it saved them money. Undergraduates stated that 82% of them would be willing to rent whereas only 47% of graduate or professional students would be willing to rent. Half of undergraduates stated that they had no preference between print or digital formats for a textbook rental program if it saved them money, but graduates were more hesitant about renting, particularly if the books were not in print. The difference with regards to academic classification and rental preference is significant ($X^2(4) = 29.915, p < .05$) and is worth taking into consideration when exploring a textbook affordability pilot program. (Figure 14)



Format Preferences: Required Textbooks

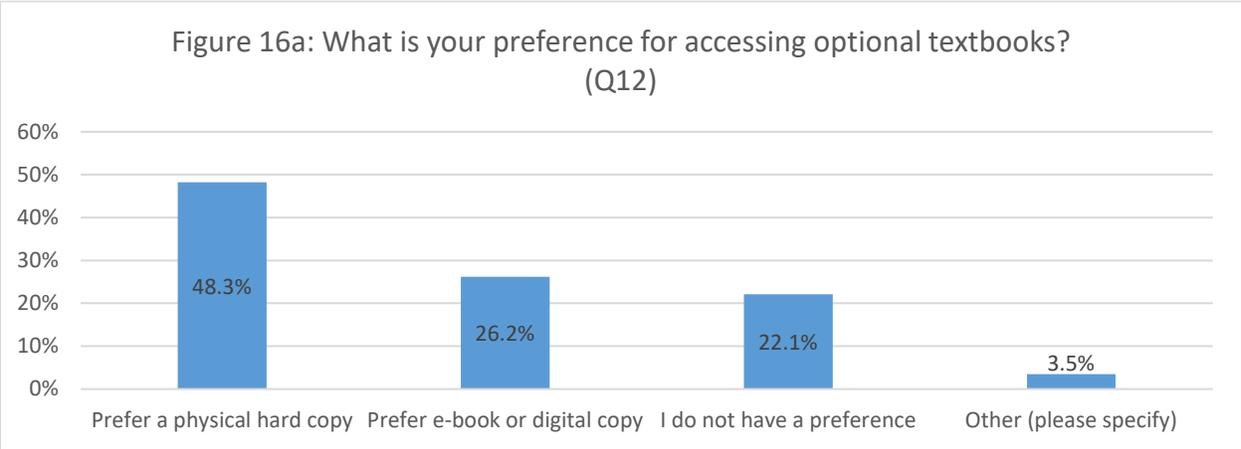
One potential area of a textbook affordability program requires administrators to understand format preferences *for required textbooks*. Student preference with regards to physical hard copies and/or e-books was asked, and a striking majority, 78.4% of respondents (76% of undergraduates, 83% of graduates), reported a preference for physical hard copy for their required textbooks (Figure 15a & 15b).

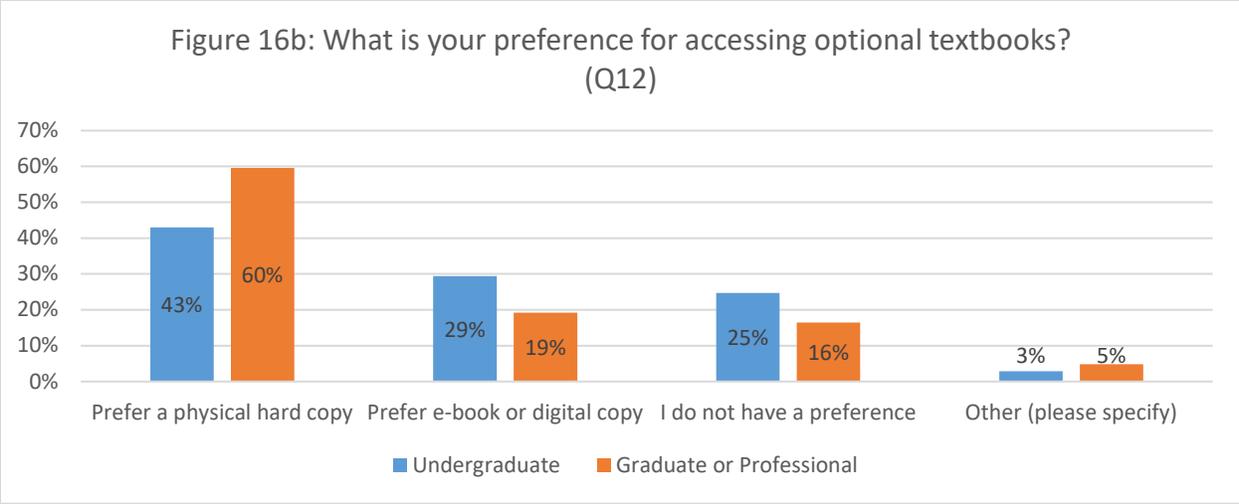




Format Preferences: Optional Textbooks

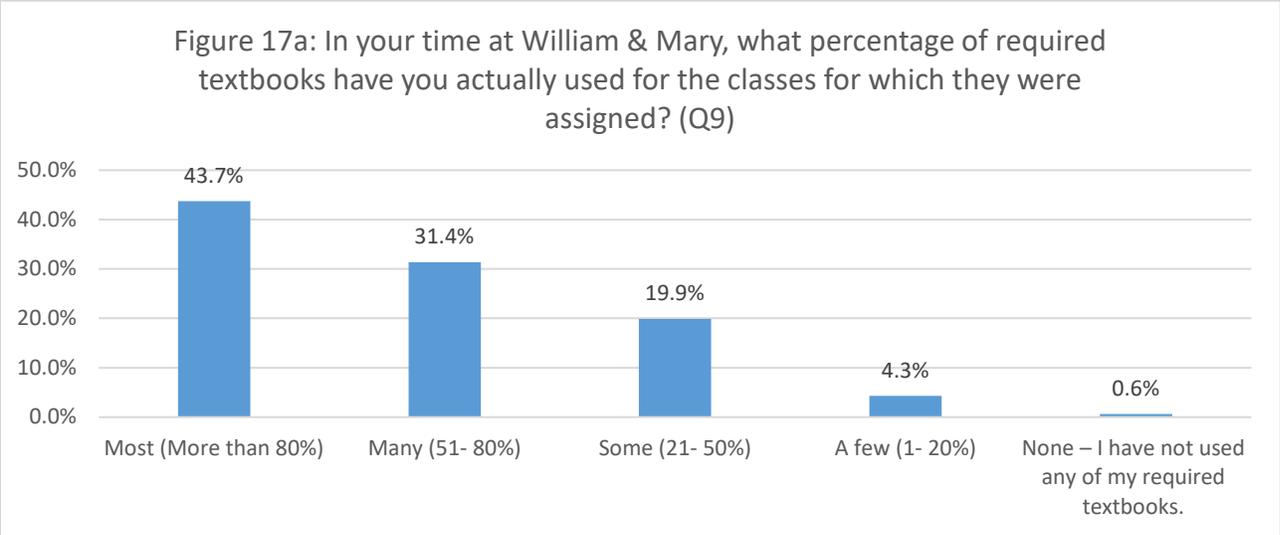
However, when asked about optional textbooks, there was a shift towards either an e-book or digital copy or no preference at all with an overall 48.3% of students (43% of undergraduates, 60% of graduates) declaring a preference for physical hard copy of any optional texts. With regard to the format of optional textbooks, there is a significant difference between undergraduate and graduate student preferences ($\chi^2(3) = 13.843, p < .05$) (Figure 16a & 16b).





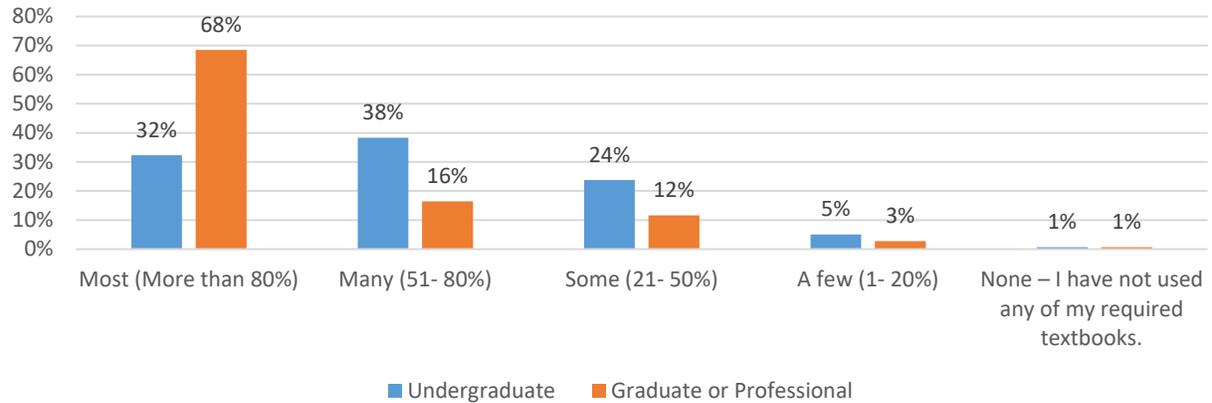
Textbook Usage

Students were asked to discuss the percentage of required books actually used for their classes. Forty-three percent of students stated that they used “most” of them, or that they used more than 80% of their required textbooks in their time at W&M (Figure 17a).



Upon reviewing the significance between undergraduates and graduate or professional students, there was a statistically significant difference in the percentage indicating use of their required textbooks ($X^2(4) = 53.729, p < .05$) and upon further examination (Figure 17b) graduate students reported using 68% of their required books most of the time whereas undergraduates reported the same only 32% of the time.

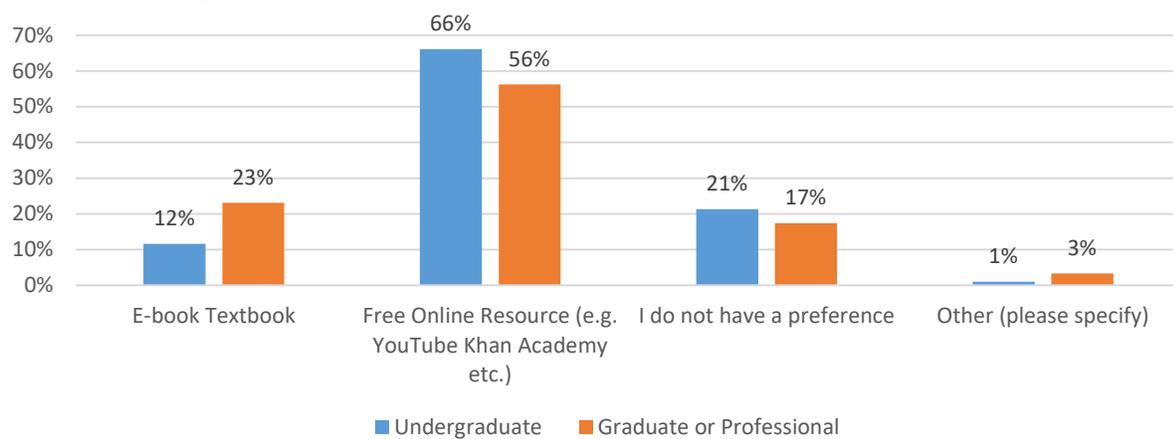
Figure 17b: In your time at William & Mary, what percentage of required textbooks have you actually used for the classes for which they were assigned? (Q9)



Digital Study Aid Preference

Students were asked about their preferences for digital study aids and 63.3% of students (66% of undergraduates, 56% of graduate students) expressed a preference for free online resources. One possible limitation of the results of this question is the assumption that students have used e-book textbooks with digital study aids included; therefore, caution should be exercised when discussing the effectiveness of those aids. (Figure 18)

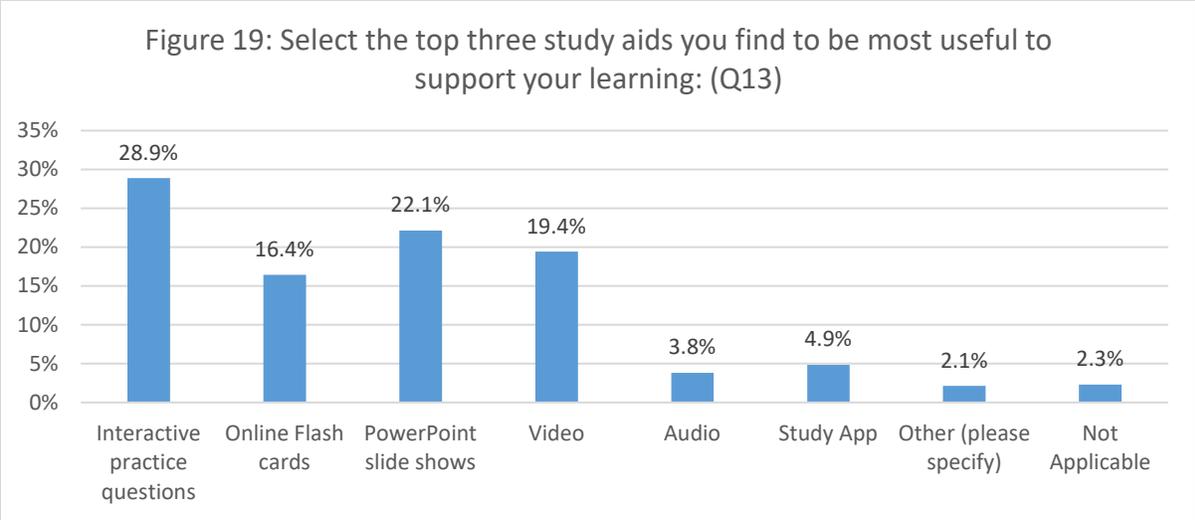
Figure 18: Which source for digital study aids do you prefer? (Q14)



Top Study Aids

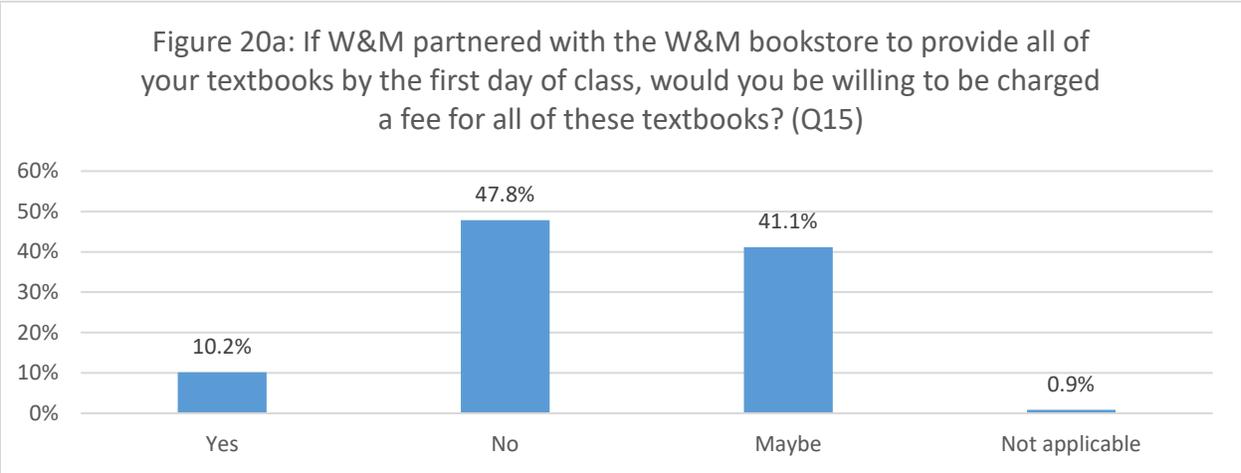
(Figure 19)

Students were asked about their preferences for study aids and selected interactive practice questions (28.9%), PowerPoint slides (22.1%), and video (19.4%) as their preferred aids.



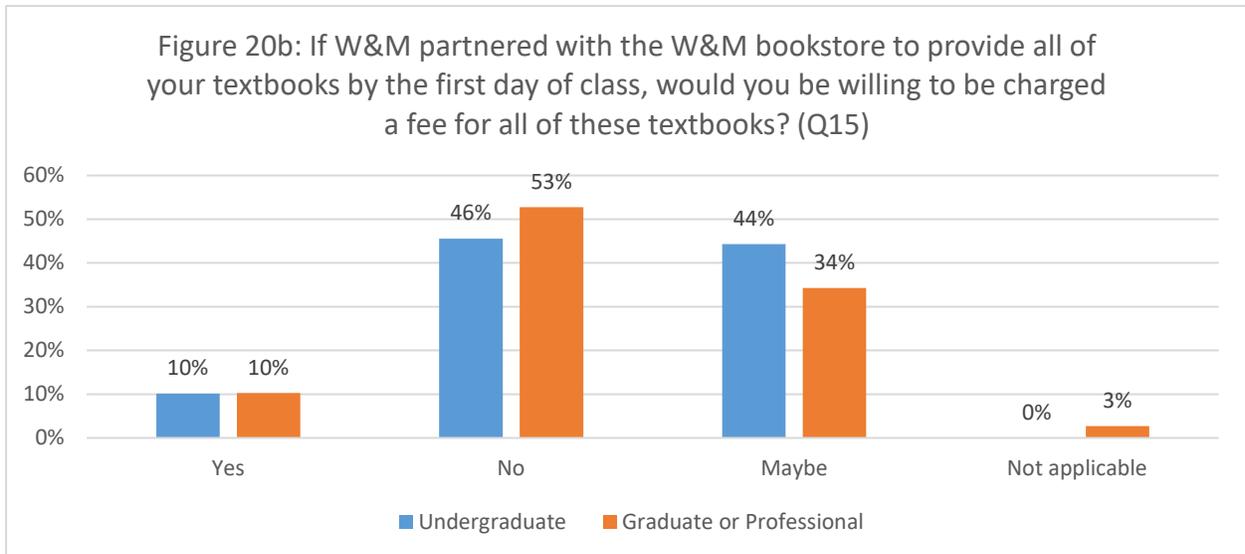
Textbook Affordability Pilot Interest

As part of the effort to understand spending on textbooks and other course materials at William & Mary and to identify potential solutions for reducing those costs, the principal investigators posed additional questions. They asked, “If W&M partnered with the W&M bookstore to provide all of your textbooks by the first day of class, would you be willing to be charged a fee for all of those textbooks?” The most common response was “no” (47.8%) followed by “maybe” (41.4%) responses. Given the limited amount of information available to students regarding the potential pilot program, subsequent questions aimed to explore questions students had about the program. (Figure 20a)



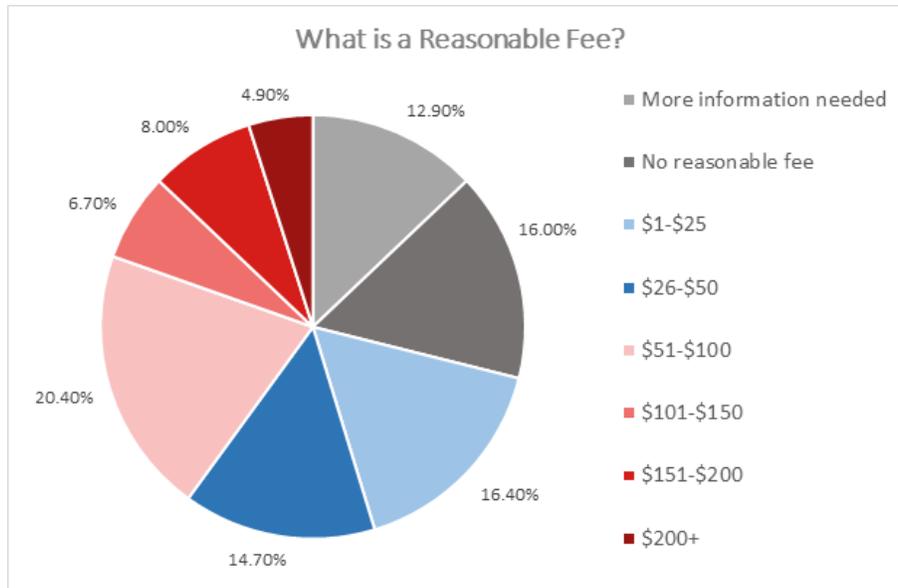
There was no statistically significant association between academic classification and pilot preference ($\chi^2(2) = 3.492, p > .05$). On an overall level, there is also no statistically significant difference between the “no” and “maybe” ($\chi^2(2) = 2.338, p > .05$) responses which is also representative of the undergraduate responses ($\chi^2(1) = .056, p > .05$). However, there was a significant difference in graduate student responses ($\chi^2(1) = 5.740, p < .05$) (Figure 20b). One possible explanation for the difference is graduate or professional students may believe that such a pilot would not benefit them financially. Either way, there was a lack of firm details about the textbook pilot program, currently marketed as

“First Day Complete,” and it had not been rolled out on other campuses. Without having details beyond the text included in the question, there was ample reason for students to have concerns or questions about the service. Responses to Q17 provide additional information on the questions students had about such a program.



Service Fee (Q16)

The qualitative data obtained through question 16, “What would be a reasonable fee to pay for such as a service?” revealed flaws in the wording of the question. Almost 13% of responses indicated that there was not enough information about the program to answer the question. Some responses indicated confusion about whether the fee would be an additional cost assessed on top of the cost of the textbooks themselves, whether the fee would be for rented textbooks or for books owned in perpetuity, and uncertainty on why an inclusive access program would be more beneficial than purchasing from sources other than the bookstore. Because so many responses expressed confusion, it is likely that other students were experiencing confusion and uncertainty as well when answering this question. Thus, the responses that identified a dollar amount are useful to a point, but should not be considered definitive. Students also used this open response question as an opportunity to express their disinterest in any inclusive access program; 16% of respondents said they would not be willing to pay any amount to participate.



Textbook Affordability Pilot: Student Questions (Q17)

Students were asked to include questions they have about the service discussed in Q15. Ninety-seven responses were eligible for qualitative coding. There were 124 questions identified in those 97 responses. Students' questions fell into five broad categories:

- Questions about how fees are determined
- Questions about the logistical processing of fees
- Questions about the format of texts and materials
- Questions about opting out of the service
- Questions about the logistical processing of physical materials

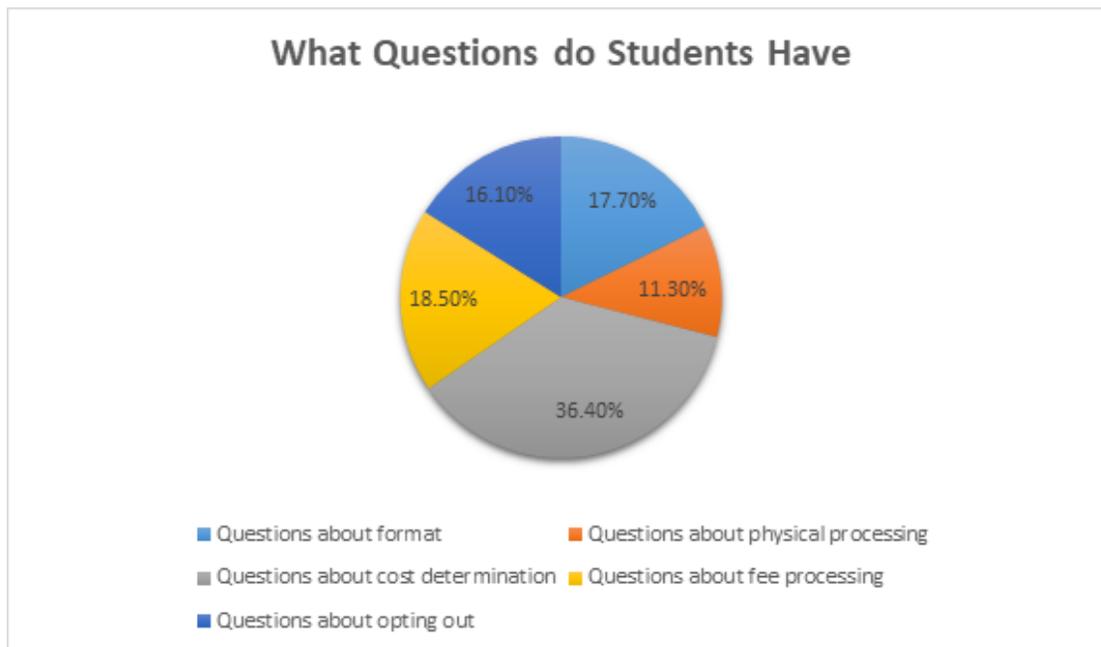
Students most frequently asked questions related to how fees for the service would be determined (36.3% of questions asked). Some sample questions from this category include, "Would the same fee apply to all students at W&M or would it be major/financial aid dependent?" and "Would it be the same price for all students no matter how many textbooks they get?" The frequency in which these questions appeared indicated students were concerned about fair pricing.

Students were also curious about how fees would be processed (18.5% of questions). Questions in this category related to fee collection, returns, and the impact of add/drop. Some sample questions included "Will this service be waived through Financial Aid?" and "What happens with adding/dropping a class?"

Over 17% of questions asked related to the format of material included in the service. This included questions about condition (new or used), format (print or digital), and perpetual access (own or rent). Students' concern about format was consistent with the results from question eleven, where 78.4% of students indicated a preference for physical copies.

Students also wanted to know if participation in the pilot service would be mandatory. Just over 16% of questions asked pertained to the possibility of opting out of it.

A smaller subset of questions related to the physical processing of textbooks and materials (11.3%). Students indicated concern about the bookstore’s ability to process the quantity of order: “How could they guarantee that the books would get there on time?” “How would I be able to get my textbooks i.e. will lines at the bookstore be long?” “Is this working to solve the problem of back-orders?” Questions in this category also related to last minute changes made to syllabi; “What if a professor changes a book requirement?”



Student Ideas to Address Textbook Affordability (Q18)

Students were asked for their suggestion on how to address textbook affordability. One hundred and twenty-six responses were eligible for qualitative coding. There were 176 suggestions identified in those 126 responses. Suggestions fell into twelve narrowly-focused areas. The specificity of these areas allowed for a greater appreciation for the variety of students’ suggestions. Textbook affordability will not be solved by a single solution and the following students’ suggestions (in order of most to least mention) reflected that reality:

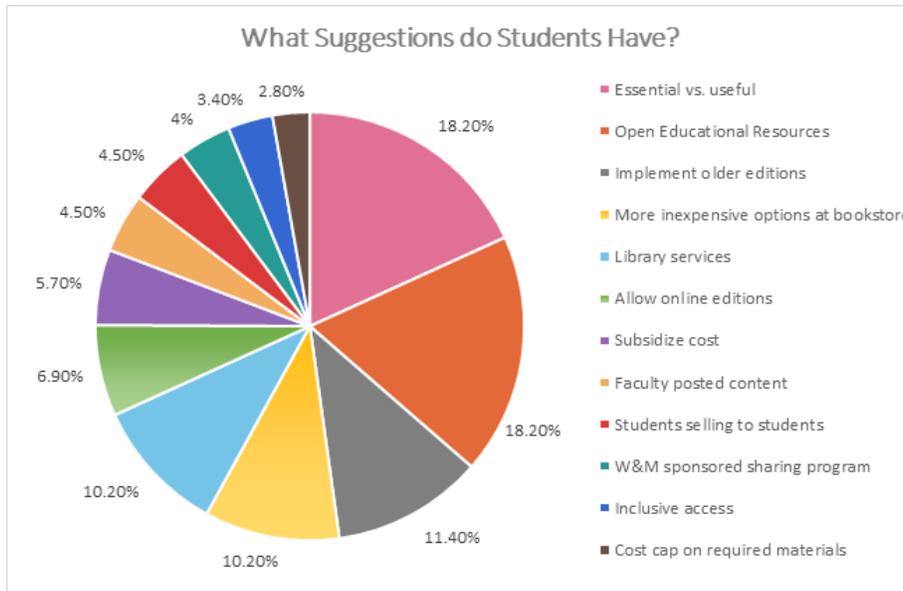
- Reconsideration of content marked as required (“essential” vs “useful”)
- Open Educational Resources (OER)
- Implementing older editions
- More inexpensive options at bookstore
- Library services
- Allowance for online editions
- Subsidized costs
- Faculty-posted content
- Students selling to students
- W&M-sponsored sharing program
- Inclusive access
- Cost cap on required materials

Students most frequently identified suggestions related to faculty reconsidering required content (18.2%) and using more OER's (18.2%). Suggestions related to reconsidering required content encouraged faculty to communicate in a timely way required vs. optional textbooks/materials. Suggestions in this area also encouraged faculty to consider how much of a required text they would actually be using for the course. Some sample suggestions include "Better communication of how necessary the textbooks are for classes" and "I think that professors should also rethink their definition of required textbooks. Required textbooks should be things that you absolutely will need in order to get the information that is relevant to the class." The high number of suggestions in this area is consistent with the results from question nine, in which 39.2% of students indicate they did not always use the required textbooks assigned.

Suggestions related to OER's encouraged administrators and faculty to seek out content that is free to students. Many suggestions included OER platforms such as OpenStax that students have encountered before. Some sample suggestions included "Work with professors to find free online alternatives" and "Have teachers use sources such as OpenStax that are free and accessible to all students."

Students were also interested in seeing more faculty allow for older editions of textbooks (11.4%), more access to inexpensive options, including rentals and used copies, at the bookstore (10.2%), and a larger textbook collection in the library (10.2%). Many of these suggestions presented unique challenges that students may not have been aware of; older editions of textbooks become difficult to acquire when a newer edition supersedes them, high availability of used copies relies on early textbook adoption by faculty, and textbook collections in the library are constrained by physical space and collections budgets.

Suggestion areas with smaller numbers included sanctioned student resale events/organization (4.5%) and a W&M sponsored book-share (4%). Students were interested in seeing a sponsored event where students could sell their old textbooks directly to other students. Students also told us about a Facebook group where they buy and sell their old textbooks: <https://www.facebook.com/groups/147262375412641/>. Suggestions related to a W&M sponsored book-share articulate the need for a place on campus where students who could not afford to buy a required textbook, could go get the textbooks they needed for the semester. This might be similar to a food pantry, but for required textbooks.



Conclusion

The topic of course materials affordability impacts the entire William & Mary community. As but one of the many efforts to make education more affordable for our students, the results from this survey as well as efforts of the faculty listening tour and the Textbook Affordability Task Force will help improve the experience for all students in William & Mary’s community.

APPENDIX A

Survey Questions

Section: Fall 2019

1. How much did your required textbooks cost for the Fall 2019 semester?
 - a) \$0-100
 - b) \$101-200
 - c) \$201-300
 - d) \$301-400
 - e) \$401-500
 - f) \$501-600
 - g) \$601 or more
 - h) Other (please specify)

2. How much did you spend on required textbooks for the Fall 2019 semester?
 - a) \$0-100
 - b) \$101-200
 - c) \$201-300
 - d) \$301-400
 - e) \$401-500
 - f) \$501-600
 - g) \$601 or more
 - h) Other (please specify)

3. Excluding textbooks, how much did your required course materials for the Fall 2019 semester cost? (*Required course materials may include: lab materials, art supplies, handbooks, guides, course packets, and other print or digital learning materials*)
 - a) \$0-100
 - b) \$101-200
 - c) \$201-300
 - d) \$301-400
 - e) \$401-500
 - f) \$501-600
 - g) \$601 or more
 - h) Other (please specify)

4. Excluding textbooks, how much did you spend on required course materials for the Fall 2019 semester?
 - a) \$0-100
 - b) \$101-200
 - c) \$201-300
 - d) \$301-400
 - e) \$401-500

- f) \$501-600
 - g) \$601 or more
 - h) Other (please specify)
5. What percentage of your required textbook and course materials are covered by financial aid for the Fall 2019 semester?
- a) I do not receive financial aid
 - b) None
 - c) Less than 25%
 - d) 26% to 50%
 - e) 51% to 75%
 - f) 76% to 99%
 - g) All of my costs
 - h) Other (please specify)

Section: Spending

6. In the past year (Fall 2019 and Spring 2019), how often did you purchase required textbooks and course materials?
- a. Always (More than 80% of the time)
 - b. Mostly (51- 80% of the time)
 - c. Sometimes (21- 50 % of the time)
 - d. Rarely (1- 20% of the time)
 - e. Never
 - f. Not applicable
7. What measures have you taken to reduce your required textbook costs? Check all that apply.
- I do not attempt to reduce textbook costs
 - Buy lifetime access to a digital version of a textbook
 - Buy textbooks from a source other than the campus bookstore
 - Buy used copies from the campus bookstore
 - Check out the textbook from the library
 - Download textbook from the Internet
 - Rent digital textbooks
 - Rent only the digital textbook chapters needed for the course
 - Rent printed textbooks
 - Request book through Interlibrary Loan (ILL)
 - Sell used textbooks
 - Share books with classmates
 - Use a reserve copy from the library
 - Other (please specify)

8. Would you rent one or more of your required textbooks if it saved you money? (Show logic if no “rent” option was selected for #6)
- a) Yes, either printed or digital
 - b) Yes, only if printed
 - c) Yes, only if digital
 - d) No
 - e) Maybe
9. In your time at William & Mary, what percentage of required textbooks have you actually used for the classes for which they were assigned?
- a) Most (More than 80%)
 - b) Many (51- 80%)
 - c) Some (21- 50%)
 - d) A few (1- 20%)
 - e) None – I have not used any of my required textbooks.
10. In your academic career, has the cost of required textbooks caused you to:
- Take fewer courses
 - Not register for a specific course
 - Drop a course
 - Withdraw from a course
 - Earn a poor grade because I could not afford to buy the textbook
 - Fail a course because I could not afford to buy the textbook
 - Not purchase the required textbook
 - Choose a different major
 - Other (Please specify)
 - Not Applicable

Section: Format Preferences

11. What is your preference for accessing required textbooks?
- a) Prefer a physical hard copy
 - b) Prefer e-book or digital copy
 - c) I do not have a preference
 - d) Other (please specify)
12. What is your preference for accessing optional textbooks?
- a) Prefer a physical hard copy
 - b) Prefer e-book or digital copy
 - c) I do not have a preference
 - d) Other (please specify)
13. Select the top three study aids you find to be most useful to support your learning:

- Interactive practice questions
- Online Flash cards
- PowerPoint slide shows
- Video
- Audio
- Study App
- Other (please specify)
- Not Applicable

14. Which source for digital study aids do you prefer? (Show logic for #13 if “Not Applicable” is not selected)

- a) E-book Textbook
- b) Free Online Resource (e.g. YouTube, Khan Academy, etc.)
- c) I do not have a preference
- d) Other (please specify)

15. If W&M partnered with the W&M bookstore to provide all of your textbooks by the first day of class, would you be willing to be charged a fee for all of these textbooks?

- a) Yes
- b) No
- c) Maybe
- d) Not applicable

16. What fee would be reasonable to pay per semester for this service (for all of your textbooks)? (open response)

17. What questions do you have about such a textbook service? (open response)

18. What ideas do you have to address the issue of textbook affordability at William & Mary? (open response)

Section: Demographic Questions

19. What degree are you seeking?

- a) Bachelor’s
- b) Master’s
- c) Doctorate
- d) Other (please specify)
- e) Not applicable

20. What is your enrollment status?

- a) Full-time
- b) Part-time

- c) Non-Degree Seeking
 - d) Co-Enrolled (at another institution)
21. Are you a transfer student? (show logic if they selected bachelor's & FT/PT)
- a) Yes
 - b) No
22. What is your current academic classification?
- a) Freshman
 - b) Sophomore
 - c) Junior
 - d) Senior
 - e) Graduate or Professional Student
 - f) Other (please specify)
23. In what semester and year did you begin coursework at William & Mary? (e.g. Fall 2018)
(open response)
24. What is your primary major? (Show logic if Bachelor's is selected)
- a) List of different major areas of study.
25. What is your secondary major? (Show logic if Bachelor's is selected)
- a) Not applicable
 - b) Add education and environmental studies
 - c) List of different major areas of study.
26. What is your minor? (Show logic if Bachelor's is selected)
- a) Not applicable
 - b) List of different minor areas of study.
27. What is your school? (Show logic if Graduate or Professional Student is selected)
- a) Arts & Sciences
 - b) Law School
 - c) School of Business
 - d) School of Education
 - e) VIMS
28. How many credits are you taking at W&M this semester?
- a. Less than 12
 - b. 12-14
 - c. 15-17
 - d. 18+