



DRAFT

2016 Student Textbook and Course Materials Survey

Results and Findings



Office of Distance Learning & Student Services

July 15, 2016



Table of Contents

2016 Student Textbook and Course Materials Survey	3
Appendix A: Research Questions	17
Research Questions	33
Appendix B: Survey Data	36
Resources	41



Executive Summary

In 2016, more than 22,000 students participated in a Student Textbook and Course Materials Survey conducted by the Florida Virtual Campus' Office of Distance Learning and Student Services. The survey examined textbook affordability and acquisition in Florida's higher education institutions. Previous iterations of this survey were conducted in [2010](#) and again in [2012](#). Students were asked to use recent personal experiences to provide insight on how the cost of instructional materials and textbooks impact their education, purchasing behaviors, academic completion and success, the study aids they find to be most beneficial to their learning, and their use of financial aid to address these costs.

Most recently, in 2016, the Office of Distance Learning and Student Services within the statewide Florida Virtual Campus conducted a Student Textbook and Course Materials Survey with more than 22,000 students of Florida's public colleges and universities. The purpose of the 2016 Student Course Materials Survey was to identify:

1. The amount of money that Florida students spent on textbooks during the spring 2016 semester
2. The frequency with which students buy textbooks that are not used
3. How students are affected by the cost of textbooks
4. Which study aids students perceive to be the most beneficial to their learning
5. Identify any changes over time in student responses from previous iterations of the survey

The results of that survey are sobering as the findings suggest the high cost of textbook and instructional materials are forcing many Florida higher education students to make decisions that compromise their academic success.

This report is intended to assist the Florida Legislature and higher education institutions in better understanding the significant impact that high textbook and instructional material costs have on our state's college and university students, and to support the development of recommendations, best practices, and legislative change that results in an effective, statewide approach to textbook and materials affordability.

The research questions addressed were as follows:

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



Summary of Key Findings

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

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

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

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

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

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

Key Finding 4 **In terms of the cost of the textbook and other instructional materials, college students were in even worse shape than university students.**

Of the college students surveyed 56.3% spent \$301 or more on textbooks, versus 50.5% for university students.

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

For those students seeking an Associate degree, Bachelor degree with 0-60 credit hours, and or Bachelor degree with 61 or more credit hours, 54.6%, 57.8% and 55.0% of the students, respectively, reported having spent \$301 or more on textbooks. This is compared to 38.0% of students seeking a Master's degree and 45.0% seeking a Doctorate degree who reported spending \$301 or more.

Key Finding 6 **Florida students are reducing cost 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 (63.8%). Compared with the 2012 survey, this indicates an increased willingness of students to rent textbooks. A majority (84.0%) of the participants reported willingness to rent textbooks to reduce cost; this is up from 73.5% in the 2012 survey. In addition, more students reported they chose to use the cost saving strategy of "renting digital textbook" (29.6%) rather than "buying lifetime access to a digital version of a textbook" (3.1%) as a cost-saving strategy.

Introduction

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

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

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

Methodology

The 2016 Student Textbook Costs Survey was conducted to help education leaders and policy makers better understand how textbook and instructional material costs are impacting student's 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 questionnaire (survey), which was a follow-up to the [2010](#) and [2012 Student Textbook Surveys](#). Findings from the 2012 Student Textbook Survey continue to be used throughout the country in support of legislative decision-making and reports ([2016, Taylor, M.](#)), and in Florida to help support requests for institution or legislative action.

A. Purpose

The purpose of the 2016 Student Course Materials Survey is to identify:

1. The amount of money that Florida students spent on textbooks during the spring 2016 semester
2. The frequency with which students buy textbooks that are not used
3. How students are affected by the cost of textbooks
4. Which study aids students perceive to be the most beneficial to their learning
5. Identify any changes over time in student responses from previous iterations of the survey

B. Participants

All 40 public colleges and universities in Florida participated in the study. Included in those 40 was the newly created Florida Polytechnic University, which opened after the 2012 survey, and thus was not part of the [2012 Student Textbook Survey](#).

The Florida College System (FCS) sent requests for participation to Chief Academic Officers at all colleges; the university Board of Governors (BOG) sent requests for participation to university Provosts. The requests for participation contained a link to the questionnaire and its purpose, and instructed that the questionnaire be administered between March 24, 2016 and April 29, 2016. Institutions were asked to use campus communication channels to solicit student participation in the 10-minute survey.

C. Questionnaire

The questionnaire included 11 multiple choice, multiple select, and constructed response items drawn from the 2012 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 with consultation with the BOG and FCS.

The estimated time required 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 textbooks, textbook use, academic impact of textbook costs, and perceived value of different study aids.

D. Research Questions

Data findings from research questions can be found in Appendix A.

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

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 question 1–4, frequencies and percentages were calculated for each category. For research question 5–9, Chi square tests were used to test the statistical differences.

Key Findings

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

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

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

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

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

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

Key Finding 4 **In terms of the cost of the textbook and other instructional materials, college students were in even worse shape than university students.**

Of the college students surveyed 56.3% spent \$301 or more on textbooks, versus 50.5% for university students.

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

For those students seeking an Associate degree, Bachelor degree with 0-60 credit hours, and or Bachelor degree with 61 or more credit hours, 54.6%, 57.8% and 55.0% of the students, respectively, reported having spent \$301 or more on textbooks. This is compared to 38.0% of students seeking a Master's degree and 45.0% seeking a Doctorate degree who reported spending \$301 or more.

Key Finding 6 **Florida students are reducing cost 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 (63.8%). Compared with the 2012 survey, this indicates an increased willingness of students to rent textbooks. A majority (84%) of the participants reported willingness to rent textbooks to reduce cost; this is up from 73.5% in the 2012 survey. In addition, more students reported they chose to use the cost saving strategy of "renting digital textbook" (29.6%) rather than "buying lifetime access to a digital version of a textbook" (3.1%) as a cost-saving strategy.

Results

Section 1: Textbook Cost

OVERALL

During the spring 2016 term 53.2% of students spent more than \$301 on textbooks, and 17.9% spent more than \$500. The most-frequently selected response reflecting students' textbook cost was the \$201-300 range for the spring 2016 term (21.7%), which was followed closely by \$301-400 range (20.7%). Approximately 75% of the respondents reported spending more than \$200 on textbooks during the spring 2016 term. Additional details can be found in Table 1.1: 2016 Textbook Costs in Appendix B.

COMPARED TO THE 2012 SURVEY

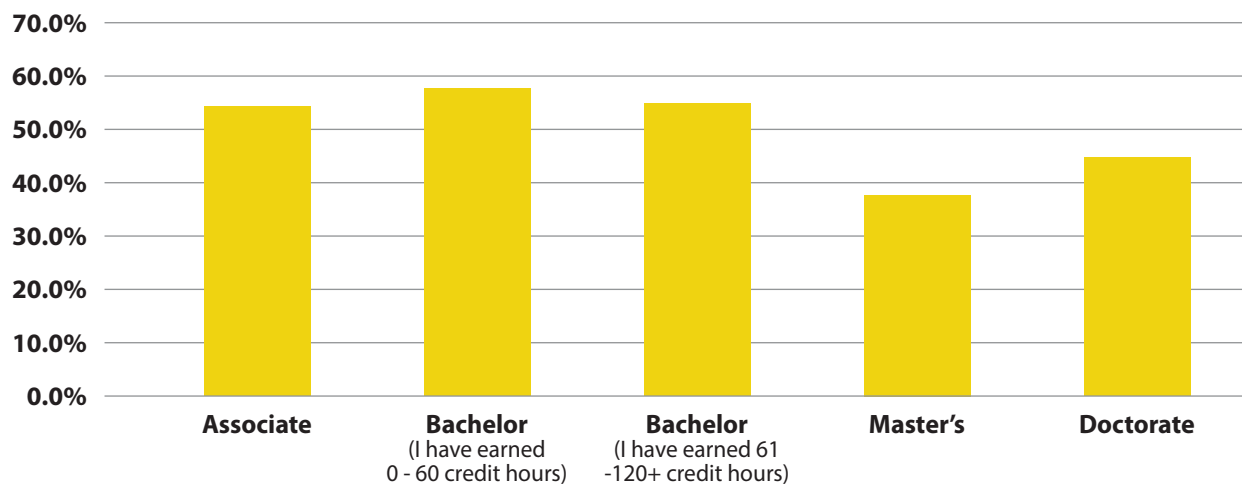
Compared with the 2012 survey, there was a decrease of the cost category \$0-\$100 from 9.8% to 8.2% in the 2016 survey. The cost category of \$601 or more increased from 8.5% to 8.9%. Additional details can be found in Table 1.2: 2012 Textbook Costs in Appendix B.

COLLEGE & UNIVERSITY

Compared to university students, there is a higher percentage of college students in high-cost categories. Of the college students surveyed, 56.3% spent \$301 or more on textbooks, versus 50.5% for university students. Additional details can be found in Chart 1.1: 2016 Textbook Cost by University and College in Appendix B.

DEGREE LEVEL

Chart 1.2: Percentage of Students Spent \$301 or More by Degree



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

2016 semester. For students seeking a Master's degree, 38.0% percent of the students reported they spent \$301 or more while 45.0% percent of students in a Doctorate degrees reported they spent \$301 or more. Additional details can be found in Table 1.3: Textbook Costs by Degree Level in Appendix B.

Section 2: Textbooks Purchased but not Used

OVERALL

To be consistent with the 2012 textbook survey, answers greater than 15 were set as outliers. After removing outliers, the 2016 survey participant purchased an average of 2.6 textbooks that were not used during the participant's academic career (See Appendix A).

COMPARED TO THE 2012 SURVEY

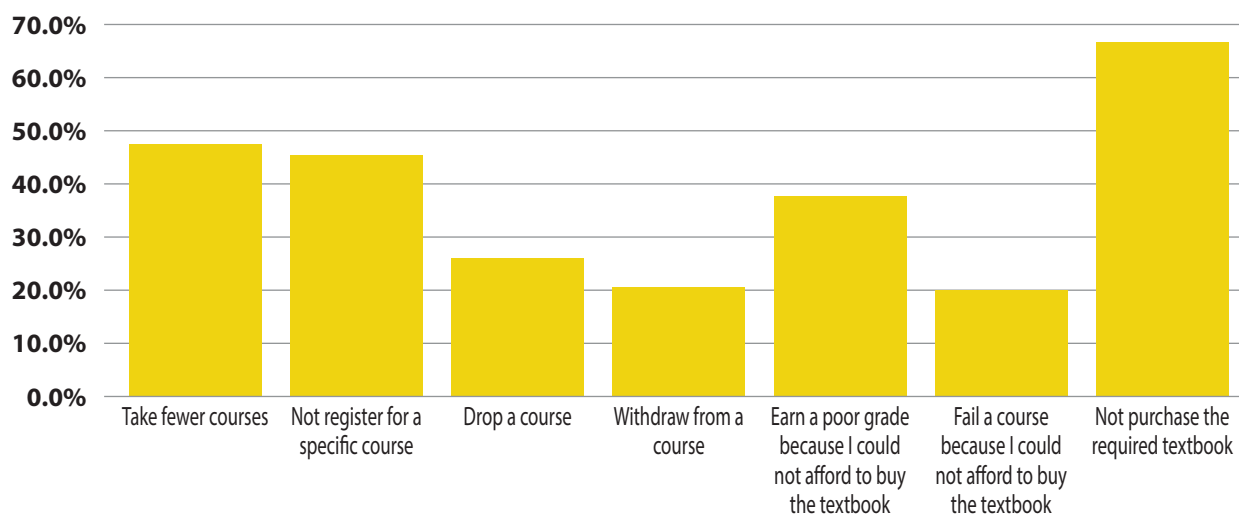
In the 2012 survey, the participant purchased an average of 1.6 textbooks that were not used during the participant's academic career. The difference is statistically significant.

COLLEGE & UNIVERSITY

See Chart 2.1: 2016 Textbook Purchased but Not Used in Appendix B, for a breakdown on the number of textbooks purchased, but not used, by university and college.

Section 3: Impact of Cost

Chart 3.3: Percentage of Textbook Cost Impact on Students



OVERALL

Students reported the high cost of textbooks impacted their learning and academic choices in a variety of ways. Additional details can be found in Table 3.1 and Table 3.2: 2016 Impact of Textbook Cost in Appendix B.

COMPARED TO THE 2012 SURVEY

- Take fewer courses (47.6%, down from 49.1% in 2012 survey)
- Not register for a course (45.5%, up from 45.1% in the 2012 survey)
- Drop a course (26.1% down from 26.7% in 2012 survey)
- Withdraw from a course (20.7%, slightly up from with 20.6% in the 2012 survey)
- Earn a poor grade (37.6%, up from 34.0% in 2012 survey)
- Fail a course (19.8%, up from 17.0% in the 2012 survey)
- Not purchase the required textbook (66.5%, up from 63.6% in the 2012 survey)

Additional details can be found in Table 3.2: 2016 and 2012 Impact of Textbook Cost in Appendix B.

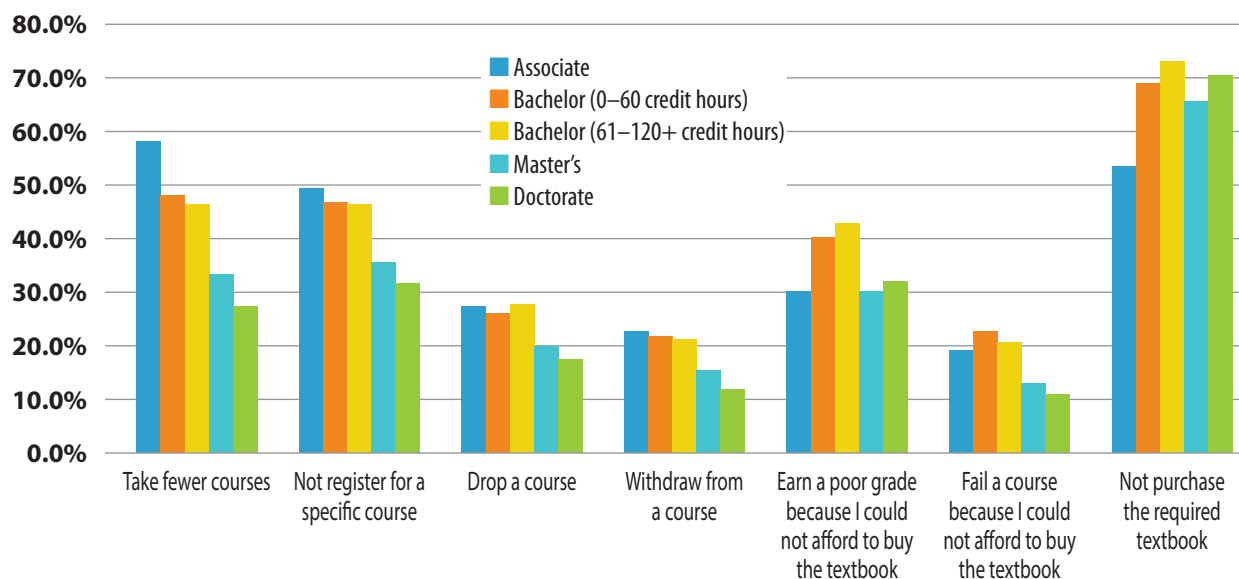
COLLEGE & UNIVERSITY

College students responded that they are more likely than university students to take fewer courses, not register for a specific course, drop a course, or withdraw from a course. University students reported that they are more likely to not purchase a required textbook, earn a poor grade, and fail a course than college students. See Chart 3.1: 2016 and 2012 Impact of Textbook Cost in Appendix B.

DEGREE LEVEL

Students in Associate degree programs reported the highest percentage of taking fewer courses (58.0%), not registering a specific course (49.2%), and withdrawing from a course (22.5%). Students in Bachelor degree with 0–60 credit hours reported the highest percentage of failing a course (22.8%). Students in Bachelor degree programs with 61 or more credits reported the highest percentage of dropping a course (27.6%), earning a poor grade (42.9%) and not purchasing the required textbook (72.8%). It is worth noting that none of the highest percentage category were reported by students in graduate degree programs (master's and doctorate).

Chart 3.2: 2016 Impact of Textbook Cost by Degree Level



Note: Associate $n = 4904$; Bachelor (0-60 credit hours) $n = 4213$; Bachelor (61-120+ credit hours) $n = 8463$; Master's $n = 1781$; Doctorate $n = 784$;

Section 4: Measures to Reduce Cost

OVERALL

Students reported using a variety of measures to reduce their textbook costs, and almost all students (96.8%) reported using one or more approaches to reduce the costs of their textbooks. The most-used cost-saving measure reported by students was having purchased books from a source other than the campus bookstore (63.8%). Almost one-half of the students reported buying used copies from the campus bookstore (48.8%) and renting printed textbooks (47.0%). Some students (39.0%) reported selling used books to save money. Additional details can be found in Table 4.1: Measures to Reduce Cost in Appendix A.

COMPARED TO THE 2012 SURVEY

"Rent digital textbooks" was added to the 2016 survey as a new category. Some students (29.6%) reported that they had rented digital textbooks for cost savings. A shift can be seen from buying lifetime access to buying digital textbooks (decreased from 28.5% to 3.1%) in the 2012 survey to renting digital textbooks in 2016. Additional details can be found in Table 4.2: Measures to Reduce Textbook Costs in Appendix B.

COLLEGE & UNIVERSITY

See Table 4.3: 2016 and 2012 Measures to Reduce Textbook Costs in Appendix B.

Section 5: Willingness to Rent Textbooks

OVERALL

Renting textbooks is a popular option for the majority of students. Among the students who are willing to rent textbooks, a little more half (51.0%) are willing to rent either printed or digital textbooks. It is worth noting that 31.0% of students reported that they will only rent printed textbooks. Table 5.1: 2016 Willingness to Rent Textbooks breaks down the response percentage and the response count. Table 5.1 can be found in Appendix B.

COMPARED TO THE 2012 SURVEY

Compared to the 2012 survey, students are increasingly willing to rent textbooks. The No and Maybe category decreased from the 2012 survey (26.5% to 15.9%). A significant number (84.0%) of the participants reported willingness to rent textbooks to reduce cost. This is up from 73.5% in the 2012 survey. Table 5.2: 2012 Willingness to Rent Textbooks compares the 2012 and 2016 survey results. Table 5.2 can be found in Appendix B.

A

Appendix A: Research Questions

Section 1: Participating Universities and Colleges

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

Section 2: Degree Level

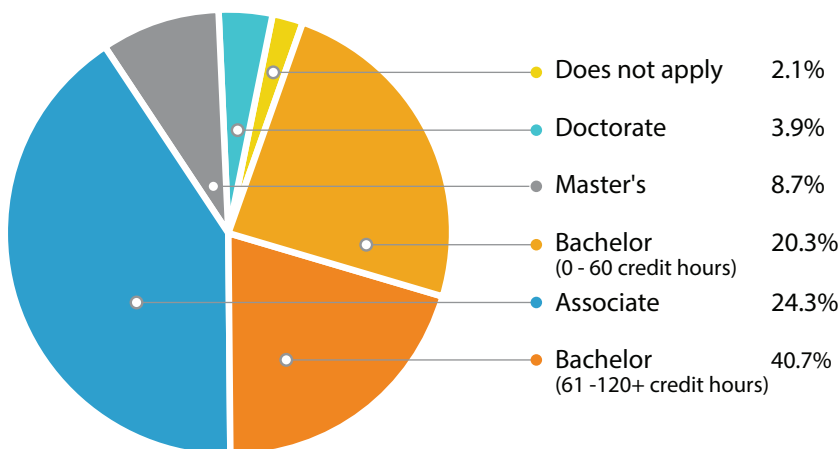
More than half of the students (61%) indicated that they are pursuing a Bachelor's degree. 24.3% of students are pursuing an Associate degree, and 12.6% of the students are pursuing Master's or Doctorate degree. The 2016 survey has a similar degree type composition as compared to the 2012 survey.

Table 6.1

Which degree are you seeking?

Answer Options	Response Percent	Response Count
Associate	24.3%	5566
Bachelor (0-60 credit hours)	20.3%	4639
Bachelor (61-120+ credit hours)	40.7%	9326
Master's	8.7%	1982
Doctorate	3.9%	903
Does not apply	2.1%	479

Note: n = 22895



Section 3: Major Area of Study

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

Table 7.1

What is your major area of study?

Answer Options	Response %	Count	
Agriculture, Agriculture Operations, and Related Sciences	0.4%	100	<div></div>
Architecture and Related Services	0.4%	100	<div></div>
Area, Ethnic, Cultural, Gender and Group Studies	0.5%	112	<div></div>
Biological and Biomedical Sciences	8.8%	2005	<div></div>
Business, Management, Marketing and Related Support services	16.9%	3879	<div></div>
Communication, Journalism, and Related Programs	3.1%	707	<div></div>
Communications Technologies/Technicians and Support services	0.9%	196	<div></div>
Computer and Information Sciences and Support services	6.2%	1416	<div></div>
Construction Trades	0.2%	55	<div></div>
Education	7.6%	1751	<div></div>
Engineering	6.0%	1366	<div></div>
Engineering Technologies and Engineering Related Fields	1.2%	268	<div></div>
English Language and Literature/Letters	1.7%	390	<div></div>
Family and Consumer Sciences/Human Sciences	0.7%	155	<div></div>
Foreign Languages, Literatures, and Linguistics	1.0%	227	<div></div>
Health Professions and Related Programs	13.7%	3147	<div></div>
History	1.2%	277	<div></div>
Homeland Security, Law Enforcement, Firefighting and Related	1.5%	332	<div></div>
Legal Professions and Studies	2.4%	557	<div></div>
Liberal Arts and Sciences, General Studies and Humanities	2.6%	595	<div></div>
Library Science	0.4%	91	<div></div>
Mathematics and Statistics	1.5%	350	<div></div>
Mechanic and Repair Technologies/Technicians	0.1%	22	<div></div>
Medical Science	5.7%	1296	<div></div>
Multi/Interdisciplinary Studies	0.4%	95	<div></div>
Natural Resources and Conservation	0.5%	118	<div></div>
Parks, Recreation, Leisure and Fitness Studies	0.3%	64	<div></div>
Personal and Culinary Services	0.1%	19	<div></div>
Philosophy and Religious Studies	0.5%	108	<div></div>
Physical Sciences	1.6%	376	<div></div>
Precision Production	0.1%	13	<div></div>
Psychology	6.7%	1543	<div></div>
Public Administration and Social Service Profession	2.0%	453	<div></div>
Social Sciences	4.5%	1031	<div></div>

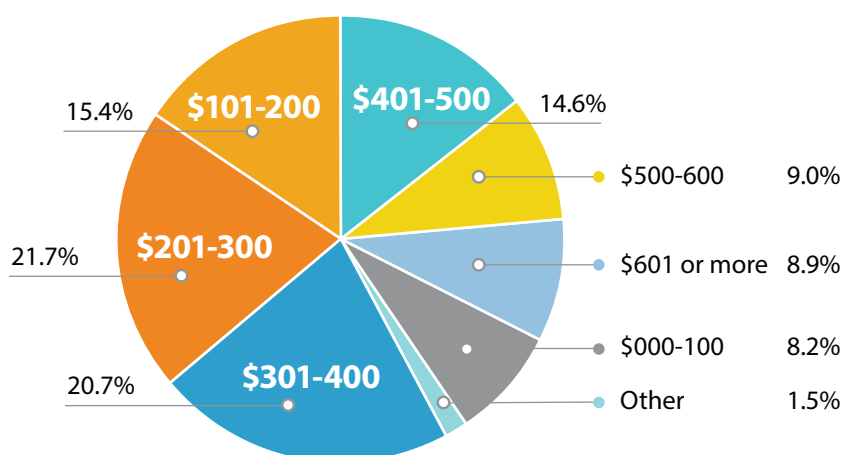
Answer Options	Response %	Count
Theology and Religious Vocations	0.1%	25
Transportation and Materials Moving	0.4%	85
Visual and Performing Arts	1.9%	428
Technology Education/Industrial Arts	0.5%	104
Other (please specify)	14.3%	3276

Note: n = 22895

Section 4: Textbook Cost

During the spring 2016 term 53.2% of students spent more than \$300 on textbooks, and 17.9% spent more than \$500. The most-frequently selected response reflecting students' textbook cost was the \$201-300 range for the spring 2016 term (21.7%), followed closely by \$301-400 range (20.7%). The majority of (75.0%) respondents reported spending more than \$200 on textbooks during the spring 2016 term.

Chart 4.1: Measures to Reduce Cost



Note: n = 20557

Table 8.1

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

Answer Options	Response Percent	Response Count
\$000 – 100	8.2%	1688
\$101 – 200	15.4%	3174
\$201 – 300	21.7%	4465
\$301 – 400	20.7%	4258
\$401 – 500	14.6%	2993
\$501 – 600	9.0%	1844
\$601 or more	8.9%	1830
Other (please specify)	1.5%	305

Table 8.2 compares the textbook cost with the 2012 survey.

Table 8.2

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

2016 n = 20557; 2012 n = 19608

Table 8.3 breaks down the textbook cost by university and college.

Table 8.3

Answer Options	University		College	
	Response Percent	Response Count	Response Percent	Response Count
\$000 – 100	9.6%	1087	6.6%	548
\$101 – 200	16.1%	1827	14.6%	1218
\$201 – 300	22.5%	2543	20.8%	1734
\$301 – 400	19.9%	2248	21.7%	1806
\$401 – 500	14.2%	1611	14.8%	1229
\$501 – 600	8.7%	983	9.3%	773
\$601 or more	7.7%	877	10.5%	871
Other (please specify)	1.3%	148	1.7%	143

Note: University n = 11324; College n = 8322; Students in both university and college are not included

Table 8.4 breaks down the textbook cost by degree level.

Table 8.4

	Degree Level										
	Associate		Bachelor (I have earned 0–60 credit hours)		Bachelor (I have earned 61 –120+ credit hours)		Master's		Doctorate		Other
Other (please specify)	1.8%	88	0.8%	35	1.2%	103	2.3%	41	3.2%	25	13
\$000 – 100	6.5%	319	5.2%	217	7.7%	655	14.9%	265	19.4%	152	80
\$101 – 200	15.4%	754	13.9%	587	14.7%	1246	20.9%	373	15.2%	119	95
\$201 – 300	21.8%	1068	22.3%	938	21.3%	1801	23.9%	425	17.3%	136	97
\$301 – 400	22.0%	1078	22.7%	958	20.4%	1729	17.6%	313	15.3%	120	60
\$401 – 500	14.5%	709	16.1%	679	15.2%	1288	10.9%	195	11.0%	86	36
\$501 – 600	9.1%	447	10.5%	442	9.5%	801	4.9%	87	6.8%	53	14
\$601 or more	9.0%	441	8.5%	357	9.9%	840	4.6%	82	11.9%	93	17

Note: Associate n = 4904; Bachelor (I have earned 0–60 credit hours) n = 4213 Bachelor (I have earned 61–120+ credit hours) n = 8463; Master's n = 1781; Doctorate n = 784; Other n = 412

Section 5: Instructional Materials Cost

For the spring 2016 term 77.2% percent spent \$200 or less on required instructional materials. Whereas 10.6% of students reported spending \$300 or more on the required instructional material.

Table 9.1

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

Answer Options	Response Percent	Response Count
\$000 – 100	50.6%	10405
\$101 – 200	26.6%	5469
\$201 – 300	11.7%	2415
\$301 – 400	4.5%	926
\$401 – 500	2.2%	442
\$501 – 600	1.4%	294
\$601 or more	2.3%	482
Other (please specify)	0.6%	124

Note: n = 20557

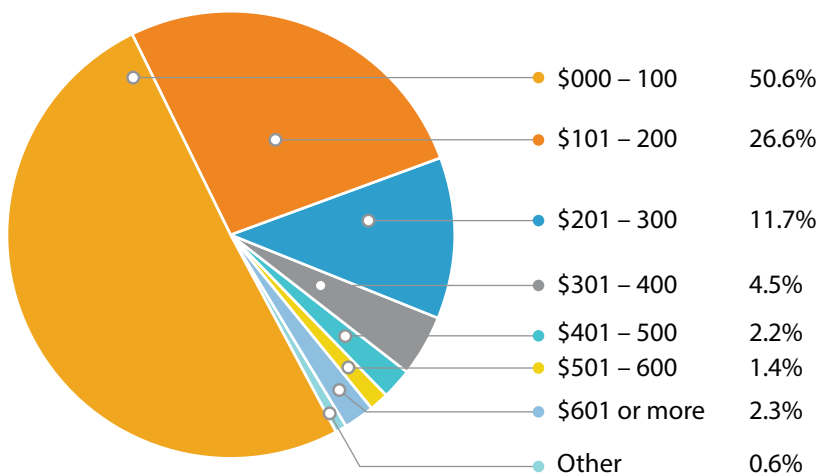


Table 9.2 breaks down instructional materials cost by university and college.

Table 9.2

Answer Options	University		College	
	Response Percent	Response Count	Response Percent	Response Count
\$000 – 100	51.7%	5859	50.0%	4165
\$101 – 200	26.7%	3025	26.2%	2181
\$201 – 300	11.6%	1319	11.7%	974
\$301 – 400	4.2%	477	4.8%	397
\$401 – 500	1.9%	220	2.3%	188
\$501 – 600	1.2%	139	1.6%	137
\$601 or more	2.0%	232	2.6%	219
Other (please specify)	0.5%	53	0.7%	61

Note: University n = 11324; College n = 8322; Students in both university and college are not included

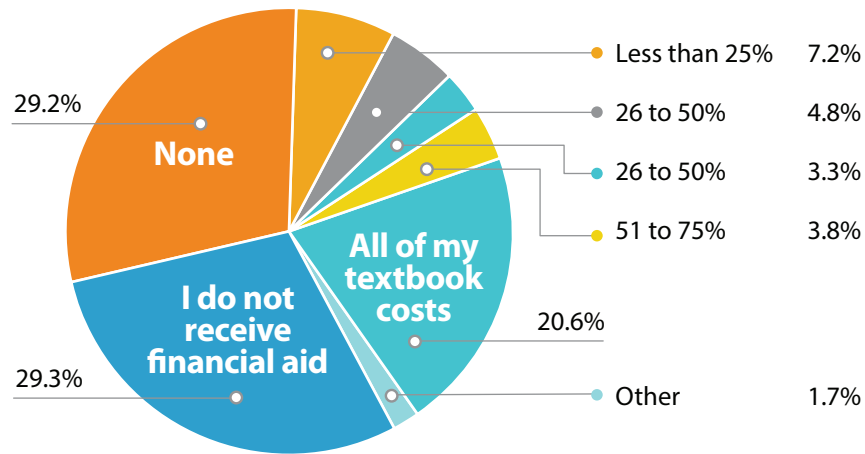
Section 6: Percentage of Textbook Covered by Financial Aid

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

Answer Options	Response Percent	Response Count
I do not receive financial aid	29.3%	6030
None	29.2%	6007
Less than 25%	7.2%	1487
26% to 50%	4.8%	984
51% to 75%	3.3%	688
76% to 99%	3.8%	784
All of my textbook costs	20.6%	4227
Other (please specify)	1.7%	350

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

Chart 10.1



Note: n = 20687

The following table breaks down the percentage of the textbook financial aid coverage by university and college.

Table 10.2

Answer Options	University		College	
	Frequency	Percent	Frequency	Percent
I do not receive financial aid	2844	25.1	2916	35.0
None	4399	38.8	1346	16.2
Less than 25%	974	8.6	431	5.2
26% to 50%	575	5.1	356	4.3
51% to 75%	367	3.2	278	3.3
76% to 99%	356	3.1	397	4.8
All of my textbook costs	1639	14.5	2439	29.3
Other (please specify)	170	1.5	159	1.9












Note: University n = 11324; College n = 8322; Students in both university and college are not included

Section 7: Measures to Reduce Textbook Cost

Students reported a variety of measures to reduce their textbook cost, and almost all students (96.8%) reported using one or more approaches to reduce the costs of their textbooks. The most-used cost-saving measure reported by students was having purchased books from a source other than the campus bookstore (63.8%). Almost half of the students reported buying used copies from the campus bookstore (48.8%) and renting printed textbooks (47.0%). Of the responses received, 39.0% of students reported selling used books to save money, and 29.6% reported that they had rented digital textbooks for cost saving. This is a big jump from the 2012 survey's 10.0% reported usage of rented digital textbooks. Table 11.1 below compares the response percent and response count for each answer.

Table 11.1

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

Answer Options	Response Percent	Response Count	
I do not attempt to reduce textbook costs	3.2%	659	
Buy used copies from the campus bookstore	48.8%	10030	
Buy books from a source other than the campus bookstore	63.8%	13109	
Rent digital textbooks	29.6%	6083	
Buy lifetime access to a digital version of a textbook	3.1%	647	
Rent only the digital textbook chapters needed for the course	5.4%	1116	
Rent printed textbooks	47.0%	9668	
Use a reserve copy from the campus library	10.4%	2128	
Share books with classmates	23.7%	4875	
Sell used books	39.0%	8025	
Other (please specify)	9.5%	1955	

Note: $n = 20557$

Table 11.2 following table breaks down the measure to reduce cost by university and college.

Table 11.2

	College		University	
I do not attempt to reduce textbook costs	5.2%	431	1.6%	184
Buy used copies from the campus bookstore	51.6%	4298	46.7%	5283
Buy books from a source other than the campus bookstore	54.0%	4493	71.6%	8106
Rent digital textbooks	25.6%	2130	32.3%	3654
Buy lifetime access to a digital version of a textbook	2.2%	179	3.9%	444
Rent only the digital textbook chapters needed for the course	4.5%	374	5.9%	673
Rent printed textbooks	44.4%	3695	49.4%	5593
Use a reserve copy from the campus library	5.7%	474	13.9%	1574
Share books with classmates	15.9%	1322	29.5%	3338
Sell used books	33.7%	2807	43.1%	4885
Other (please specify)	7.3%	607	11.2%	1265

Table 4.1: Measures to Reduce Cost

What measures have you taken to reduce your required textbook costs?

Check all that apply.

Answer Options	Response Percent	Response Count
I do not attempt to reduce textbook costs	3.2%	659
Buy used copies from the campus bookstore	48.8%	10030
Buy books from a source other than the campus bookstore	63.8%	13109
Rent digital textbooks	29.6%	6083
Buy lifetime access to a digital version of a textbook	3.1%	647
Rent only the digital textbook chapters needed for the course	5.4%	1116
Rent printed textbooks	47.0%	9668
Use a reserve copy from the campus library	10.4%	2128
Share books with classmates	23.7%	4875
Sell used books	39.0%	8025

Note: $n = 20557$.

Section 8: Textbooks not used

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

Table 12.1

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

Number of Textbook not used	Response Count	Response Percent
.00	5350	26.6%
1.00	2921	14.5%
2.00	3845	19.1%
3.00	2796	13.9%
4.00	1540	7.7%
5.00	1470	7.3%
6.00	532	2.6%
7.00	191	.9%
8.00	298	1.5%
9.00	97	.5%
10.00	726	3.6%
11.00	22	.1%
12.00	110	.5%
13.00	17	.1%
14.00	17	.1%
15.00	176	.9%
Total	20108	100.0%

Note: $n = 20108$

Table 12.2 breaks down the number of textbook not used by university and college.

Table 12.2

	Response Count	Mean	Std. Deviation
College	8200	2.11	2.491
University	11018	2.96	3.011

Section 9: Actions Taken As a Result of Textbooks Costs

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

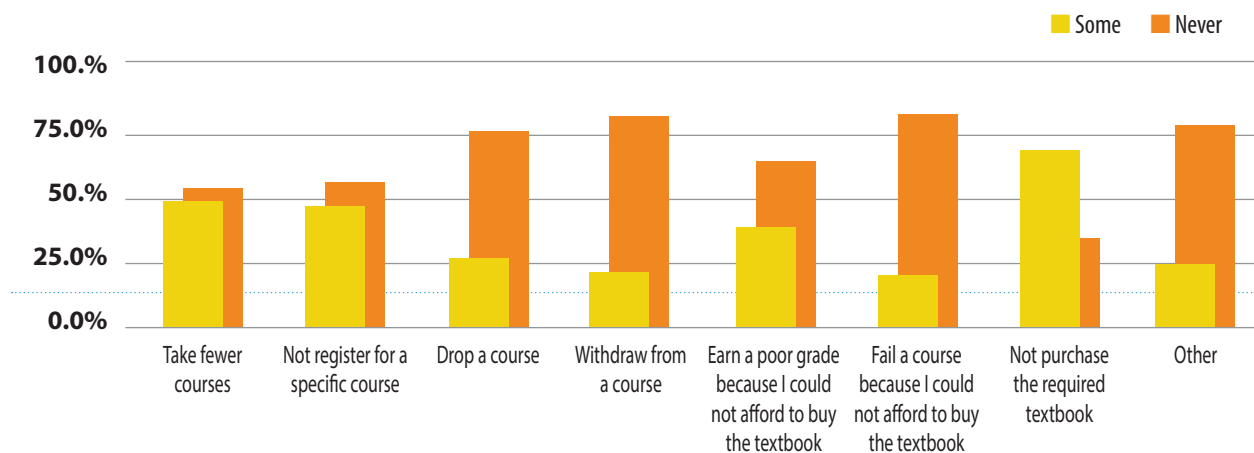
- Not purchase the required textbook (66.6%, up from 64.0% in the 2012 survey)
- Not register for a course (45.5%, up from 45.0% in the 2012 survey)
- Take fewer courses (47.6%, down from 49.0% in 2012 survey)
- Drop a course (26.1% down from 27.0% in 2012 survey)
- Withdraw from a course (20.7%, slightly down from with 21.0% in the 2012 survey)
- Fail a course (19.8%, up from 17.0% in the 2012 survey)

Table 13.1 reviews the answers provided by participants.

Table 13.1

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

Answer Options	Never		Some	
Take fewer courses	52.4%	10822	47.6%	9849
Not register for a specific course	54.5%	11196	45.5%	9342
Drop a course	73.9%	15163	26.1%	5354
Withdraw from a course	79.3%	16252	20.7%	4249
Earn a poor grade because I could not afford to buy the textbook	62.4%	12812	37.6%	7726
Fail a course because I could not afford to buy the textbook	80.2%	16440	19.8%	4063
Not purchase the required textbook	33.4%	6824	66.6%	13613
Other	76.1%	3649	23.9%	1145



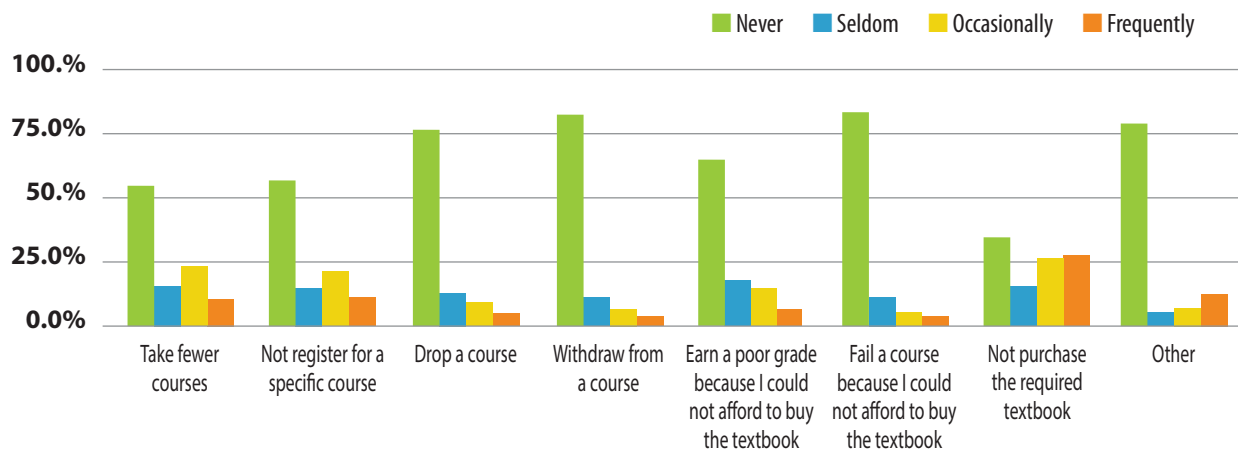
Note: n = 20557

Table 13.2 reviews the answers provided by participants.

Table 13.2

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

Answer Options	Never	Seldom	Occasionally	Frequently
Take fewer courses	10822 52.4%	3126 15.1%	4603 22.3%	2120 10.2%
Not register for a specific course	11196 52.4%	2945 15.1%	4193 22.3%	2204 10.2%
Drop a course	15163 74.0%	2560 12.5%	1833 9.0%	961 4.7%
Withdraw from a course	16252 79.3%	2195 10.7%	1313 6.4%	741 3.6%
Earn a poor grade because I could not afford to buy the textbook	12812 62.4%	3540 17.2%	2895 14.1%	1291 6.3%
Fail a course because I could not afford to buy the textbook	16440 80.2%	2234 10.9%	1072 5.2%	757 3.7%
Not purchase the required textbook	6824 33.4%	3016 14.7%	5172 25.3%	5425 26.5%
Other	3649 76.1%	243 5.1%	325 6.8%	577 12.0%



Note: n = 20557

Table 13.3 breaks down the cost impact by college and university.

Table 13.3

Answer Options		Never		Some	
Take fewer courses	College	40.4%	3357	59.6%	4958
	University	62.2%	7039	37.8%	4276
Not register for a specific course	College	49.1%	4082	50.9%	4233
	University	59.2%	6701	40.8%	4612
Drop a course	College	71.1%	5902	28.9%	2397
	University	76.8%	8682	23.2%	2629
Withdraw from a course	College	76.5%	6348	23.5%	1948
	University	82.2%	9281	17.8%	2016
Earn a poor grade because I could not afford to buy the textbook	College	68.8%	5721	31.2%	2594
	University	58.6%	6634	41.4%	4679
Fail a course because I could not afford to buy the textbook	College	80.8%	6712	19.2%	1590
	University	80.6%	9106	19.4%	2188
Not purchase the required textbook	College	44.9%	3710	55.1%	4561
	University	25.2%	2839	74.8%	8421
Other	College	77.5%	1605	22.5%	465
	University	75.9%	1865	24.1%	591

Section 10: Willingness to Rent Textbooks

Renting textbooks is a popular option for the majority of students. 84.0% of the participants reported willingness to rent textbooks to reduce cost. This is up from 73.5% in the 2012 survey. Among the students who are willing to rent textbooks, a little more than half (51.0%) are willing to rent either printed or digital. It is worth noting that 31.0% of students reported that they will only rent printed textbooks.

Table 14.1

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

Answer Options	Response Percent	Response Count
Yes, either printed or digital	51.0%	10488
Yes, only if printed	31.0%	6377
Yes, only if digital	2.0%	421
No	6.7%	1373
Maybe	9.2%	1898

Note: n = 20557

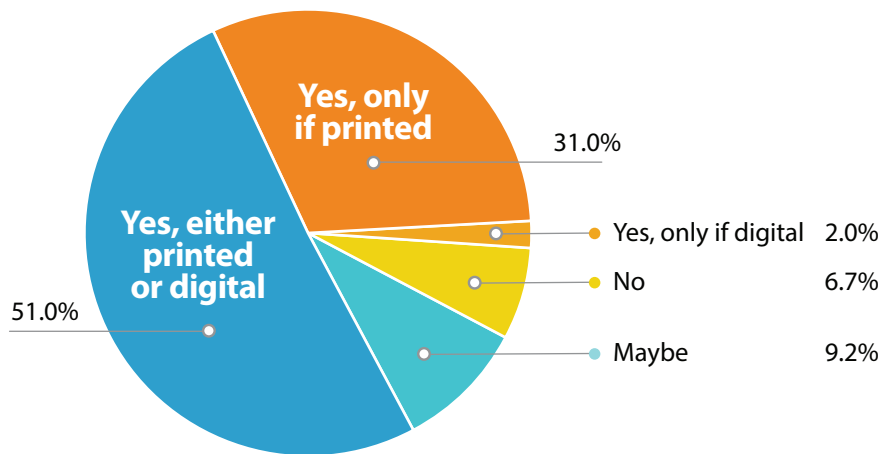


Table 14.2 breaks down willingness to rent textbook by the major

Table 14.2










	STEM		Education		Healthcare and Medical Sciences		Law		Visual and Performing Arts		Others	
Yes, either printed or digital	50.3%	2148	48.5%	720	49.4%	1873	45.7%	231	57.1%	210	52.3%	5306
Yes, only if printed	28.3%	1210	31.3%	465	33.9%	1284	37.8%	191	23.4%	86	31.0%	3141
Yes, only if digital	2.4%	102	1.8%	27	1.4%	54	0.6%	3	1.9%	7	2.2%	228
No	8.6%	369	8.1%	120	6.2%	234	6.9%	35	4.9%	18	5.9%	597
Maybe	10.4%	444	10.3%	153	9.1%	343	8.9%	45	12.8%	47	8.5%	866

Section 11: Digital Study Aids

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

Table 15.1

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

Answer Options	Response Percent	Response Count	
Interactive practice questions	73.9%	15200	
Flash cards	46.9%	9640	
PowerPoint slide shows	58.4%	12002	
Video	57.3%	11781	
Audio	16.9%	3466	
Animations	22.7%	4663	
Interactive 'try it now' activities	41.6%	8543	
Online study groups	8.8%	1808	
Online tutoring system provided by the college (please specify)	13.9%	2850	

Note: n = 20557

Research Questions

Research Question 1: How much do students spend on textbooks and other instructional materials?

Textbook costs continue to be high for Florida university and college students. During the spring 2016 term, 53.2% of students spent more than \$301 on textbooks, and 17.9% spent more than \$500. For instructional materials, 10.6% students reported spending \$301 or more on the required instructional material.

Research Question 2: How many times do students buy textbooks that are not used?

The average participant purchased 2.6 textbooks that were not used during the participant's academic career. In the 2012 survey, the average participant purchased 1.6 textbooks that were not used during the participant's academic career. The difference is statistically significant. Two independent sample T test show that 2016 Survey ($M = 2.60$, $SD = 2.84$) and 2012 Survey ($M = 1.60$, $SD = 2.11$), $t(-39.251) = 37035.180$, $p \leq .001$, $CI_{.95} = -1.044, -.945$.

Research Question 3: How are students affected by the cost of textbooks?

The top five highest percentage answer as a result of high cost of textbooks are: not purchasing the required textbook" (66.6%); taking fewer course (47.6%); not registering for a specific course (45.5%); earning a poor grade (37.6%); and dropping a course (26.1%). Comparison with the 2012 survey is explained in research question 6.

Research Question 4: What digital study aids do students perceive to be most beneficial to their grades?

The study aids most frequently ranked highest by students as most supportive of their learning were: interactive practice questions (73.9%), PowerPoint slide shows (58.4%), and video (57.3%).

Research Question 5: Compared to the results of 2012 Student Text Book Survey, what are the differences on the money spent on textbooks?

The Chi Square A chi-square test of goodness-of-fit was performed to determine the difference between 2016 survey results and the 2012 survey results. The chi-square revealed a significant difference between 2016 and 2012 distribution, $\chi^2(7) = 134.8$, $p < .0001$.

Compared to the 2012 survey, there was a decrease of the cost category "\$0-\$100" from 9.8% to 8.2% in the 2016 survey. We also see the cost category of "\$601 or more" increased from 8.5% to 8.9%. There was a slight increase of the cost category "\$101-\$200," "\$201-\$300," and "\$301-\$400." The percentage of cost category of "\$401-\$500" and "\$501-\$600" decreased slightly. Table 5.3 compares the surveys.

Table 5.3

Category	Observed #	2016%	2012%
\$0–\$100	1688	8.2%	9.8%
\$101–\$200	3174	15.4%	14.4%
\$201–\$300	4465	21.7%	20.6%
\$301–\$400	4258	20.7%	19.9%
\$401–\$500	2993	14.6%	15.3%
\$501 – \$600	1844	9.0%	10.2%
\$601 or more	1830	8.9%	8.5%
Other	305	1.5%	1.3%

Research Question 6: Compared to the results of the 2012 Student Textbook Survey, what are the differences on factors affected by cost of textbooks?

The Chi Square test of goodness-of-fit was used to compare the 2016 survey and the 2012 survey. Compared with the 2012 survey, there is a statistically significant increase in “Fail a course” and “Not purchase the required textbook” category from the 2012 survey. There is a drop from the “Take fewer course” and “Drop a course” category from the 2012 survey. Table 5.4 reviews the data.

Table 5.4

Category	Observed #	2016%	2012%
Fail a course*	4087	19.8%	17.0%
Not purchase the required textbook **	13683	66.5%	63.6%
Take fewer courses***	9849	47.6%	50.8%
Drop a course****	5387	26.1%	26.7%
\$401–\$500	2993	14.6%	15.3%
\$501 – \$600	1844	9.0%	10.2%
\$601 or more	1830	8.9%	8.5%
Other	305	1.5%	1.3%

* $\chi^2(1) = 115.4, p < .0001$. ** $\chi^2(1) = 75.9, p < .0001$. *** $\chi^2(1) = 82.2, p < .0001$. **** $\chi^2(1) = 3.9, p < .05$.

Research Question 7: Is there a statistically significant relationship between money spent on textbooks and the type of student.

TEXTBOOK COST

A chi-square test of independence was performed to examine the relation between textbook cost and type of student (university vs. college). The relation between these variables was significant. $\chi^2(7) = 121.4, p < .0001$. There is a higher percentage of college students than university students in the high cost category. For example, 10.5% of college students spent \$601 or more on textbooks in spring 2016

semester, while only 7.7% of university students spent \$601 or more on textbook in the same semester. Using \$300 dollar as a cut-off point, 56.2% of college students spent \$300 dollars or more on textbook compared to 50.5% of university students. This suggests that college student spent more on textbook than university students in the spring 2016 semester.

INSTRUCTIONAL MATERIALS COST

A chi-square test of independence was performed to examine the relation between instructional materials cost and type of student (university vs. college). The relation between these variables was significant. $\chi^2 (7) = 27.7, p < .0001$.

Overall, there is a similar trend as the textbook costs question. There is a higher percentage of college students than university students in high cost category. Using \$300 as a cut-off point, 11.3% of college students spent \$301 or more on instructional materials in the spring 2016 semester, while only 9.4% of university students spent \$301 or more on textbook in the same semester.

PERCENTAGE OF TEXTBOOKS COVERED BY FINANCIAL AID

A chi-square test of independence was performed to examine the relation between financial aid and the type of student (university vs. college). The relation between these variables was significant. $\chi^2 (7) = 1636.0, p < .0001$. Overall, there is a higher percentage of university students who did not receive any type of financial aid (63.9%) than college students (51.2%) not receiving aid. Among the students that received any financial aid for textbooks in the spring 2016 semester, 34.1% of college students had more than half of the textbook costs covered by financial aid. Only 20.8% of university students had more than half of the textbook costs covered by financial aid.

TEXTBOOKS PURCHASED BUT NOT USED

The average university student has an average of 2.96 required textbooks that were never used during his or her academic life. College students have an average of 2.11 required textbooks that were never used during their academic careers. The difference is statistically significant. The two independent sample T test shows that university students ($M = 2.96, SD = 3.01$) have more required textbook not used than college students ($M = 2.11, SD = 2.49$), $t(19002.6) = 21.4, p < .0001$.

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

A chi-square test of independence was performed to examine the relation between textbook cost and degree levels. The relation between these variables was significant, $\chi^2 (35) = 681.8, p < .0001$. Overall, in the spring 2016 term, graduate students spent less on textbook than students in associate and bachelor degree level. Using \$301 as a cut-off point, the percentage of students that spent \$301 or more in Associate, Bachelor (I have earned 0–60 credit hours), Bachelor (I have earned 61–120+ credit hours), Master's, and Doctorate is 54.6%, 57.8%, 55.0%, 38.0% and 45.0%, respectively.

B

Appendix B: Survey Data

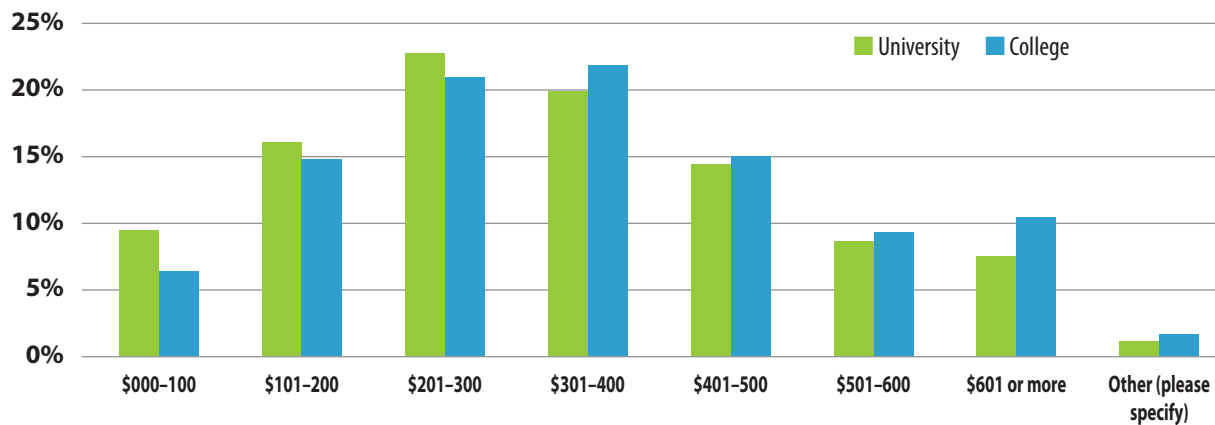
Table 1.1: 2016 Textbook Costs

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

Answer Options	Response Percent	Response Count
\$000 – 100	8.2%	1688
\$101 – 200	15.4%	3174
\$201 – 300	21.7%	4465
\$301 – 400	20.7%	4258
\$401 – 500	14.6%	2993
\$501 – 600	9.0%	1844
\$601 or more	8.9%	1830
Other (please specify)	1.5%	305

Note: n = 20557

Chart 1.1: 2016 Textbook Cost by University and College



Note: University n = 11324; College n = 8322; Students in both university and college are not included

Table 1.2: 2012 Textbook Costs

Answer Options	2016	2012
\$0-\$100	8.2%	9.8%
\$101-\$200	15.4%	14.4%
\$201-\$300	21.7%	20.6%
\$301-\$400	20.7%	19.9%
\$401-\$500	14.6%	15.3%
\$501 - \$600	9.0%	10.2%
\$601 or more	8.9%	8.5%
Other (please specify)	1.5%	1.3%

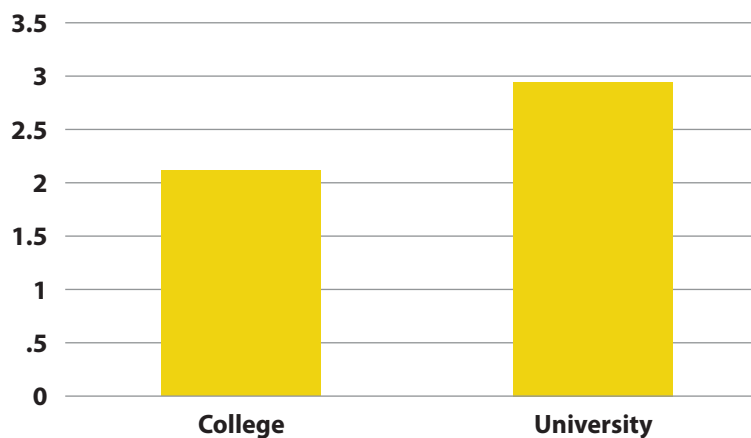
Note: 2016 n = 20557; 2012 n = 19608

Table 1.3: Textbook Costs by Degree Level

	Associate	Bachelor (0-60 hours)	Bachelor (61-120+ hours)	Master's	Doctorate
\$000 - 100	6.5%	5.2%	7.7%	14.9%	19.4%
\$101 - 200	15.4%	13.9%	14.7%	20.9%	15.2%
\$201 - 300	21.8%	22.3%	21.3%	23.9%	17.3%
\$301 - 400	22.0%	22.7%	20.4%	17.6%	15.3%
\$401 - 500	14.5%	16.1%	15.2%	10.9%	11.0%
\$501 - 600	9.1%	10.5%	9.5%	4.9%	6.8%
\$601 or more	9.0%	8.5%	9.9%	4.6%	11.9%
Other (please specify)	1.8%	0.8%	1.2%	2.3%	3.2%

Note: Associate n = 4904; Bachelor (0-60 credit hours) n = 4213 Bachelor (61 -120+ credit hours) n = 8463; Master's n = 1781; Doctorate n = 784;

Chart 2.1: Textbooks Purchased but Not Used by College and University



Note: University n = 11324; College n = 8322; Students in both university and college are not included

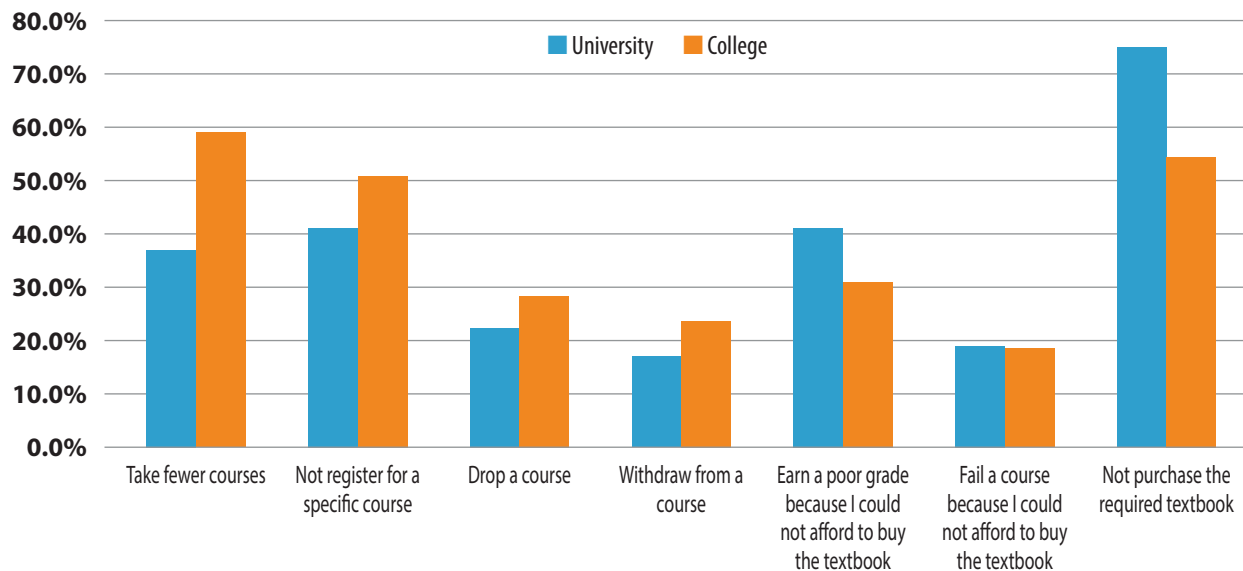
Table 3.1: 2016 Impact of Textbook Cost

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

Answer Options	Never		Some	
Take fewer courses	52.4%	10822	47.6%	9849
Not register for a specific course	54.5%	11196	45.5%	9342
Drop a course	73.9%	15163	26.1%	5354
Withdraw from a course	79.3%	16252	20.7%	4249
Earn a poor grade because I could not afford to buy the textbook	62.4%	12812	37.6%	7726
Fail a course because I could not afford to buy the textbook	80.2%	16440	19.8%	4063
Not purchase the required textbook	33.4%	6824	66.6%	13613

Note: n = 20557

Chart 3.1: Cost Impact by College and University



Note: University n = 11324; College n = 8322; Students in both university and college are not included

Table 3.2: 2016 and 2012 Impact of Textbook Cost below compares the impact of textbook cost to the 2012 survey.

Table 3.2: 2016 and 2012 Impact of Textbook Cost

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

Note: 2016 n = 20557; 2012 n = 18587

Table 4.2: 2016 and 2012 Measures to Reduce Textbook Costs

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

Note: 2016 n = 20557; 2012 n = 18587.

Table 4.3: 2016 Measures to Reduce Textbook Costs by University and College

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

Note: University n = 11324; College n = 8322; Students in both university and college are not included

Table 5.1: Willingness to Rent Textbooks

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

Answer Options	Response Percent	Response Count
Yes, either printed or digital	51.0%	10488
Yes, only if printed	31.0%	6377
Yes, only if digital	2.0%	421
No	6.7%	1373
Maybe	9.2%	1898

Note: n = 20557

Table 5.2: 2016 and 2012 Willingness to Rent Textbooks

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

Note: 2016 n = 20557; 2012 n = 15579



Resources

Florida Distance Learning Consortium. Open Access Textbook Task Force Report. (2010). Retrieved from https://florida.theorange grove.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.

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>.

2016 Florida Student Textbooks & Instructional Materials Survey

CITATION

Florida Virtual Campus. (2016). 2016 Florida Student Textbook Survey. Tallahassee, FL: Author.

CONTRIBUTING AUTHORS

Robin L. Donaldson, Ph.D.

E Shen, Ph.D.

This report is licensed under a Creative Commons Attribution-NonCommercial 3.0 Unported License.