



Textbook Cost Survey

Fall 2017

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Survey metrics derived in part, from ["Your Textbooks, Your Students, and You"](#) by Ginger Bidell and Leah Galka, [SUNY Buffalo State Library](#), licensed under [CC BY 4.0](#)

Introduction / Methodology

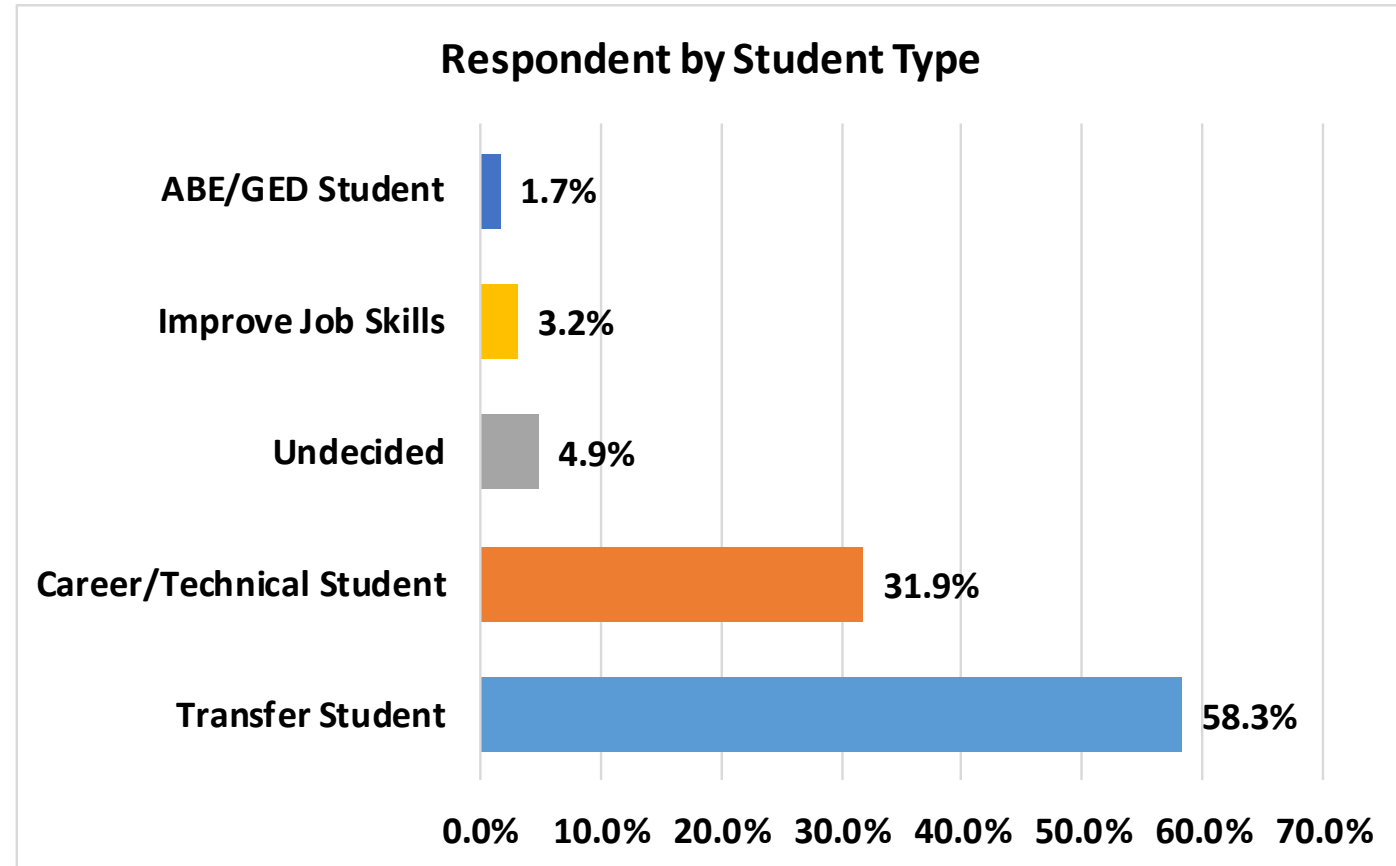
- The Textbook Affordability Team (TAT) – in association with the Associated Student Government (ASG) – contacted Analytics & Institutional Research about redoing a survey of students regarding textbook costs.
- The survey needed to focus on how much students were spending on textbooks and how the costs were impacting enrollment, retention and completion.
- An online survey was developed and data were collected Fall Term 2017.
 - All students who had accessed their MHCC “Saints” email account between spring term and prior to the sample selection were contacted and invited to participate in the survey. An initial invitation and two reminder emails (sent one and two weeks after the initial invitation) were sent out under the ASG President’s name.

Survey Respondents

- Of the 4530 students invited to participate in the study, a total of 767 students completed the survey (a response rate of 16.93%).
- The response rate is about the same as the previous administration of the survey.
- After the first email was sent, it was discovered that MHCC's Spam filter placed the initial invitation into the "Junk Email" folder. AIR worked with Information Technology to ensure the survey email address was placed on the safe list in MHCC's filtering software.
- This may have impacted the response rate.

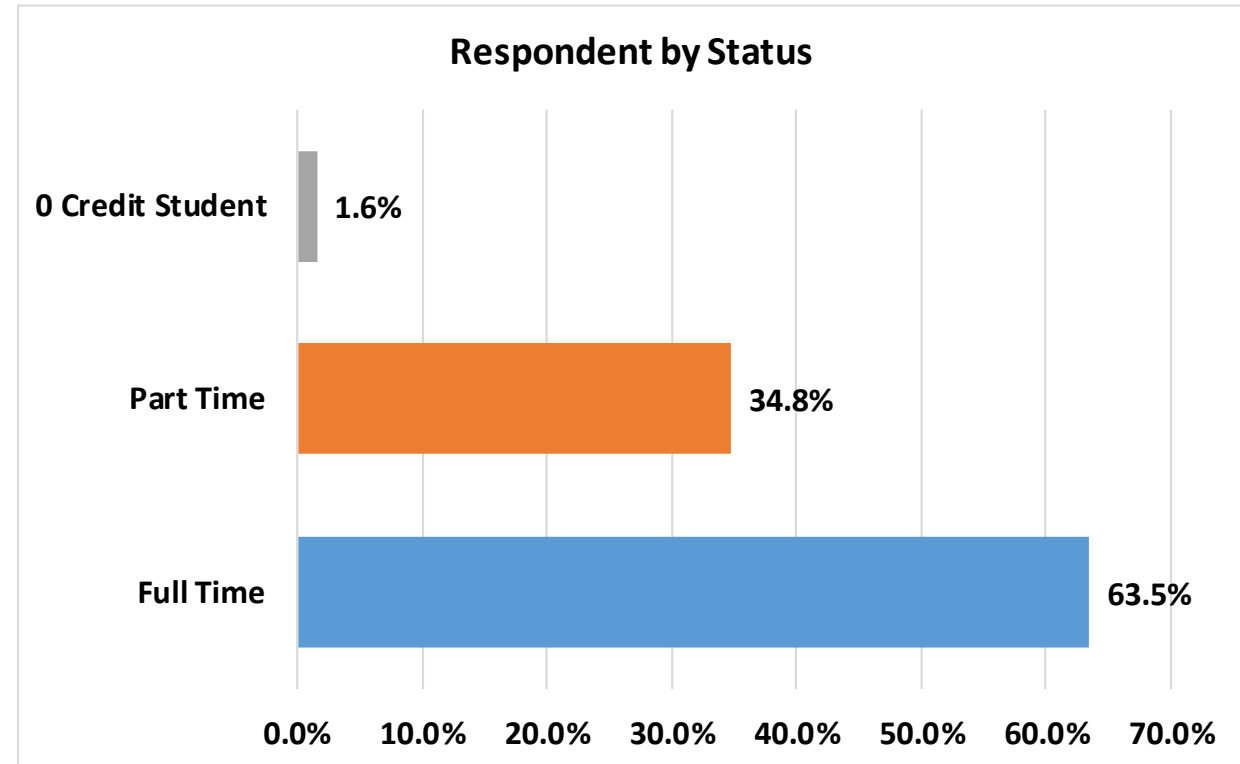
Who Responded – Student Type

- The majority of respondents indicated they were Transfer Students (58.3%).
- Almost a third of respondents indicated they were CTE Students (31.9%).
- About five percent (4.9%) indicated they were “Undecided.”
- The other two categories each had less than five percent: Improve Job Skills (3.2%) and ABE/GED Student (1.7%).



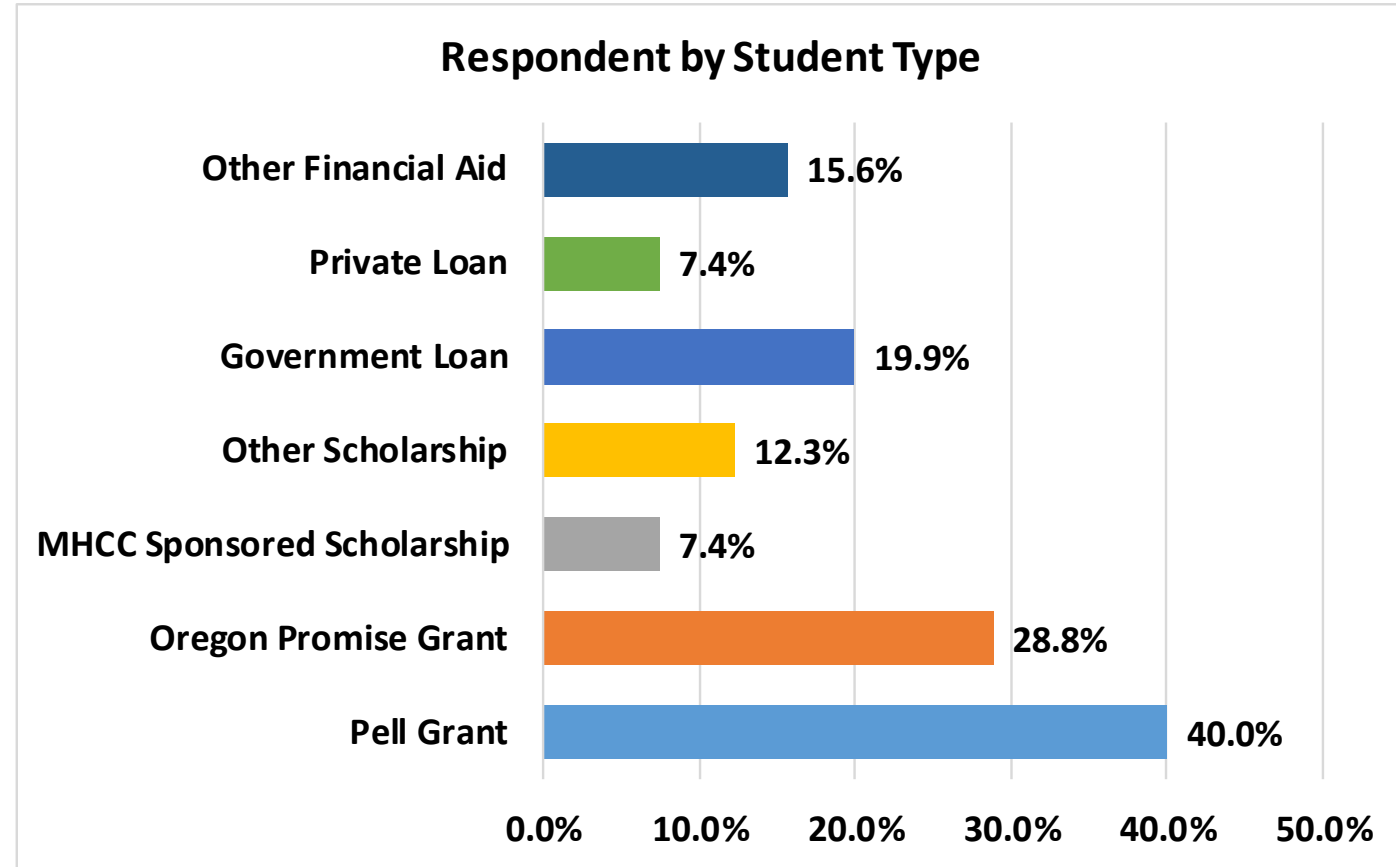
Who Responded – Full / Part Time Status

- Almost 2/3's of respondents (63.5%) indicated they were full time students.
- A little over a third of respondents (34.8%) indicated they were part time students.
- Very few respondents (1.6%) indicated they were taking 0 credits in fall term.



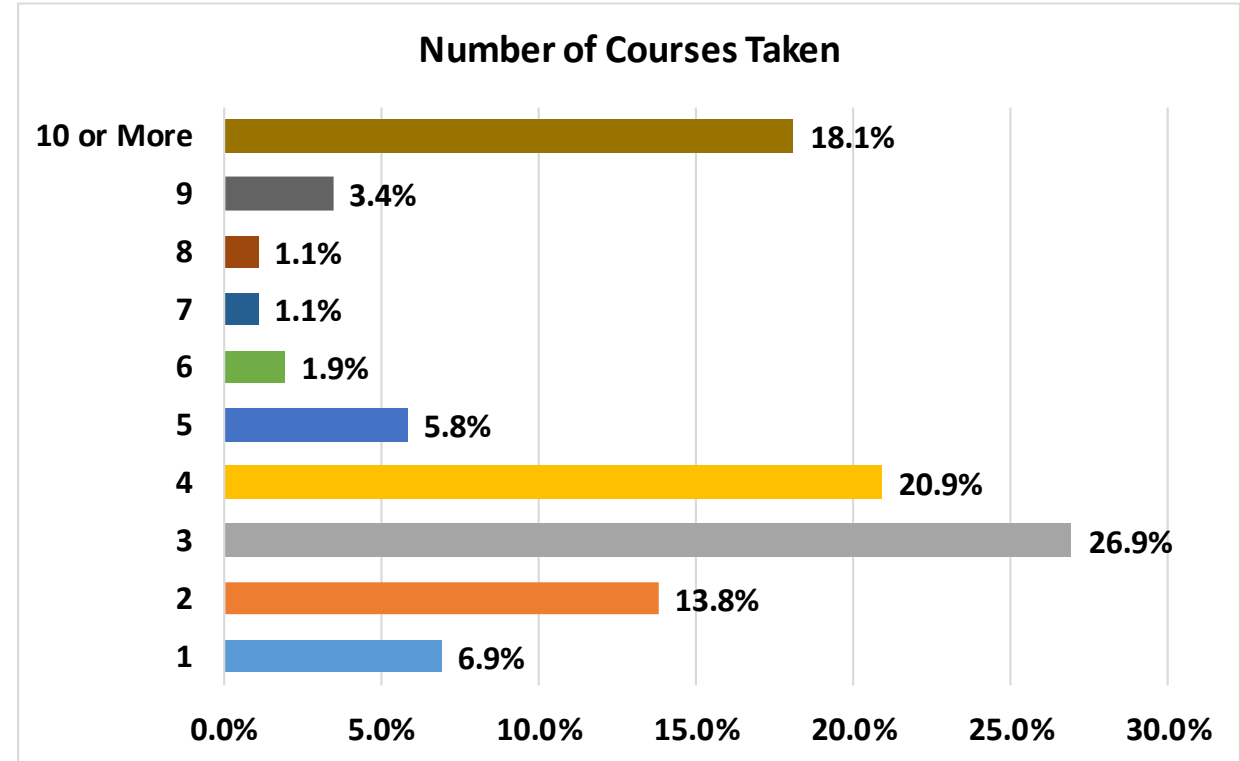
Who Responded – Financial Aid Recipients by Type

- The majority of respondents indicated they received a Pell Grant (40%)
- Over a quarter (28.8%) indicated they received the Oregon Promise Grant.
- A Government Loan (19.9%) was the next most often cited financial aid award.



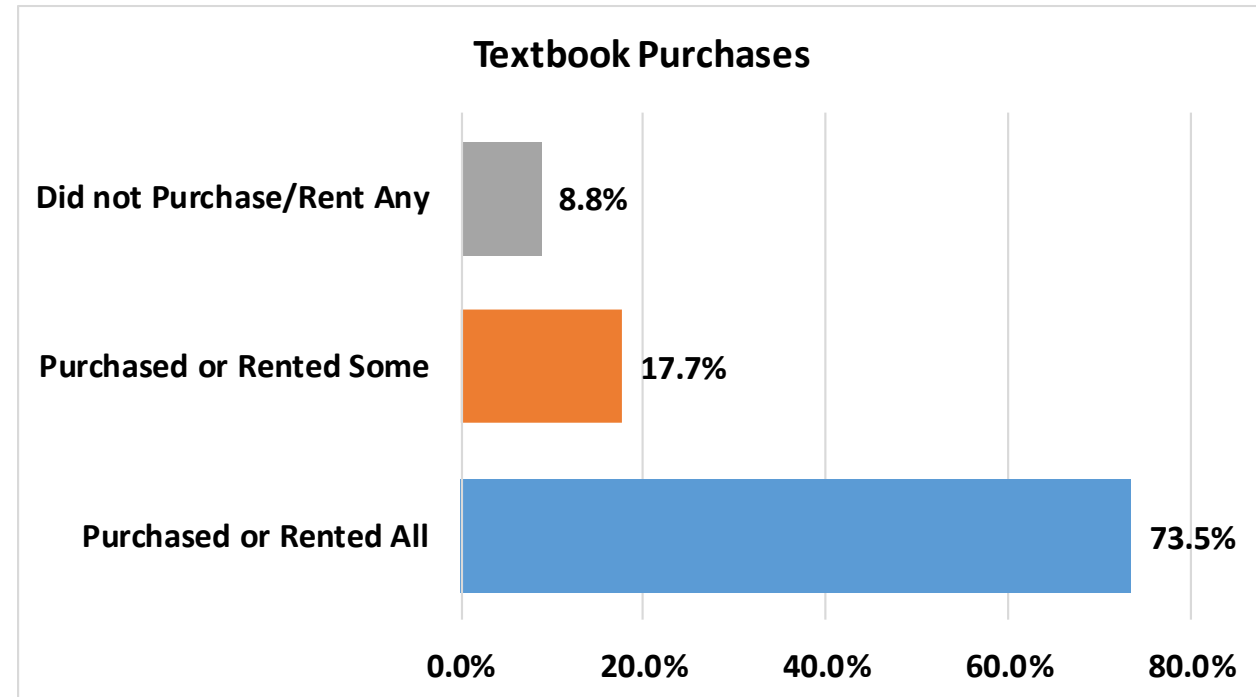
Who Responded – Number of Courses

- Students were most likely to indicate they were enrolled in three or four courses Fall 2018 Term; these two levels of enrollment accounted for almost fifty percent of courses taken (26.9% and 20.9% respectively).
- A surprisingly large proportion (18.1%) of students indicated they were enrolled in 10 or more courses Fall 2018 term.



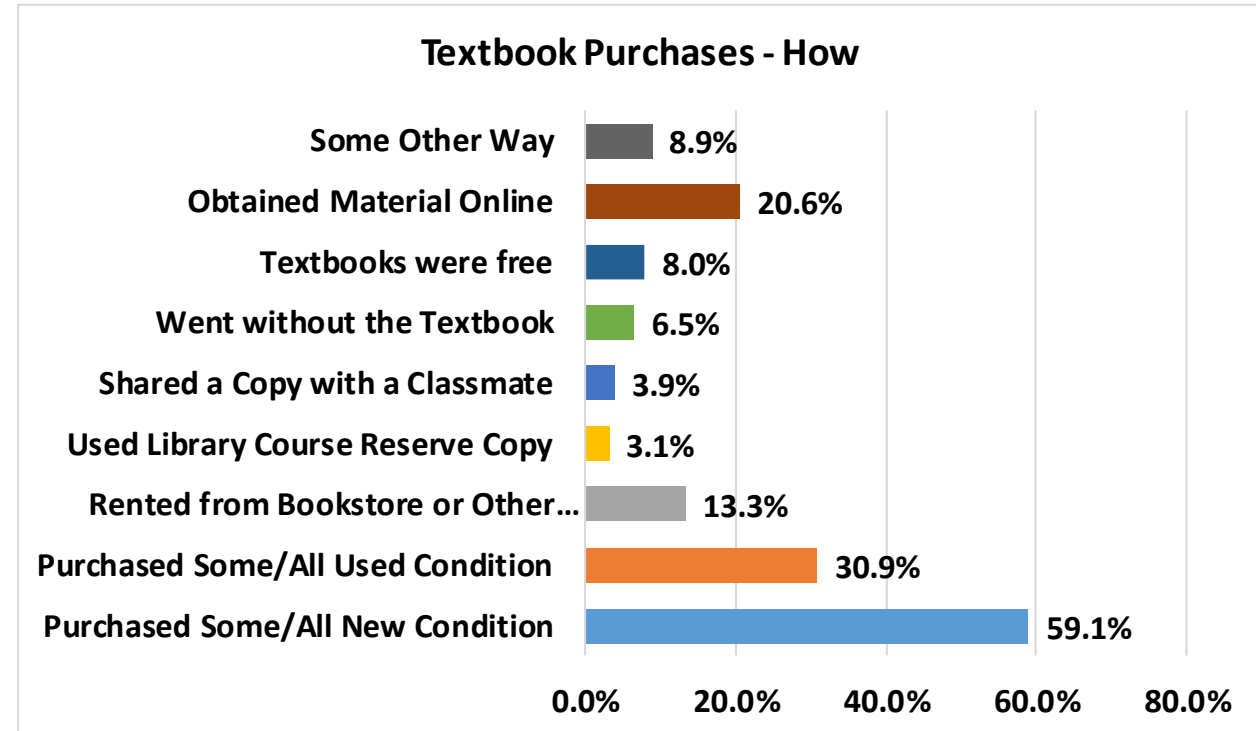
Textbook Purchases / Rentals

- Students were asked if they had purchased or rented all, some, or none of their textbooks for Fall Term 2017.
- The majority of students (73.5%) indicated they had purchased/rented all their textbooks for the term.
- Under twenty percent (17.7%) indicated they had purchased/rented some of their textbooks.
- A small proportion of students (8.8%) indicated they had not purchased/rented any textbooks for the term.



Textbook Purchases / Rentals

- Students that indicated they had purchased or rented at least some of their textbooks were asked to indicate how they obtained them.
- The majority of students (59.1%) indicated they had purchased textbooks in new condition. Just over thirty percent (30.9%) indicated they had purchased used textbooks.
- A large proportion of students (20.6%) were also likely to indicate they obtained textbook material online.
- The next highest category was renting textbooks; 13.3% of respondents indicated they rented the textbook from the bookstore or some other vendor.
- All other methods of obtaining textbook material were under 10% of respondents.



Textbook Purchases

- Students were asked to indicate the number of textbooks purchased, the total cost of textbooks, and the cost of the single most expensive textbook purchased in Fall 2017. Data were reviewed and cleaned/deleted (e.g. respondent indicated most expensive textbook was more than total cost of textbooks).
- The average number of textbooks **purchased** was 2.54 / **rented** was 1.44.

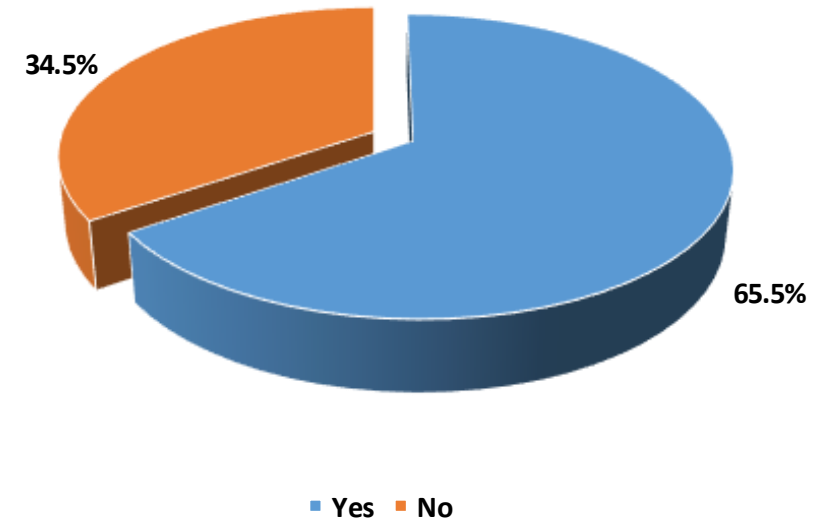
Purchases	Mean	St. Dev.	Median	Minimum	Maximum
Total Textbooks Obtained	2.54	1.77	2.00	1	20
Total Cost of All Textbooks	\$198.54	\$210.52	\$300.00	\$8.00	\$3,000.00
Cost of Most Expensive Textbook	\$109.68	\$65.96	\$100.00	\$8.00	\$450.00
Rentals	Mean	St. Dev.	Median	Minimum	Maximum
Total Textbooks Rented	1.44	0.73	1.00	1	4
Total Cost of All Rented Textbooks	\$62.89	\$49.86	\$50.00	\$10.00	\$312.00
Cost of Most Expensive Textbook Rented	\$54.19	\$43.14	\$40.00	\$10.00	\$250.00

- The average cost of all textbooks **purchased** for Fall Term 2017 was \$198.54. The average total cost for **rentals** was \$62.89. The high standard deviations (\$210.52 for purchases and \$49.86 for rentals) indicate that a large number of students spent much more than the average.
- The average cost of the most expensive textbook **purchased** was \$128.49. The most expensive rental was \$54.19. Again, the standard deviations for both purchases and rentals was very high.

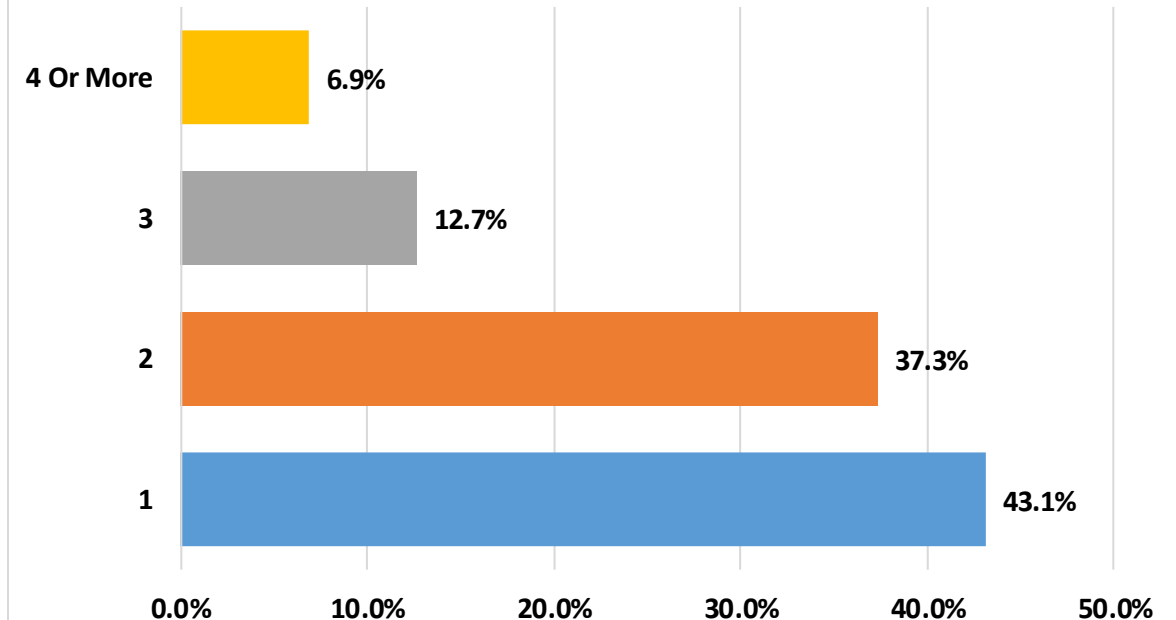
Low/No Cost Courses Taken

- The majority of students (65.5%) indicated they had taken a Low/No Cost Course. This is a substantial increase from the previous administration of the survey (only 3.52% indicated they had taken a OER course in Spring 2016).
- Of those that indicated they taken an No/Low Cost Course, 43.1% had taken one course, 37.3% indicated they had taken two courses; almost twenty percent (19.6%) had taken 3 or more courses (12.7% 3 courses/ and 6.9% 4 or more courses). This is an indication that more No/Low Cost Courses are available to students.

Taken a Low/No Cost Course

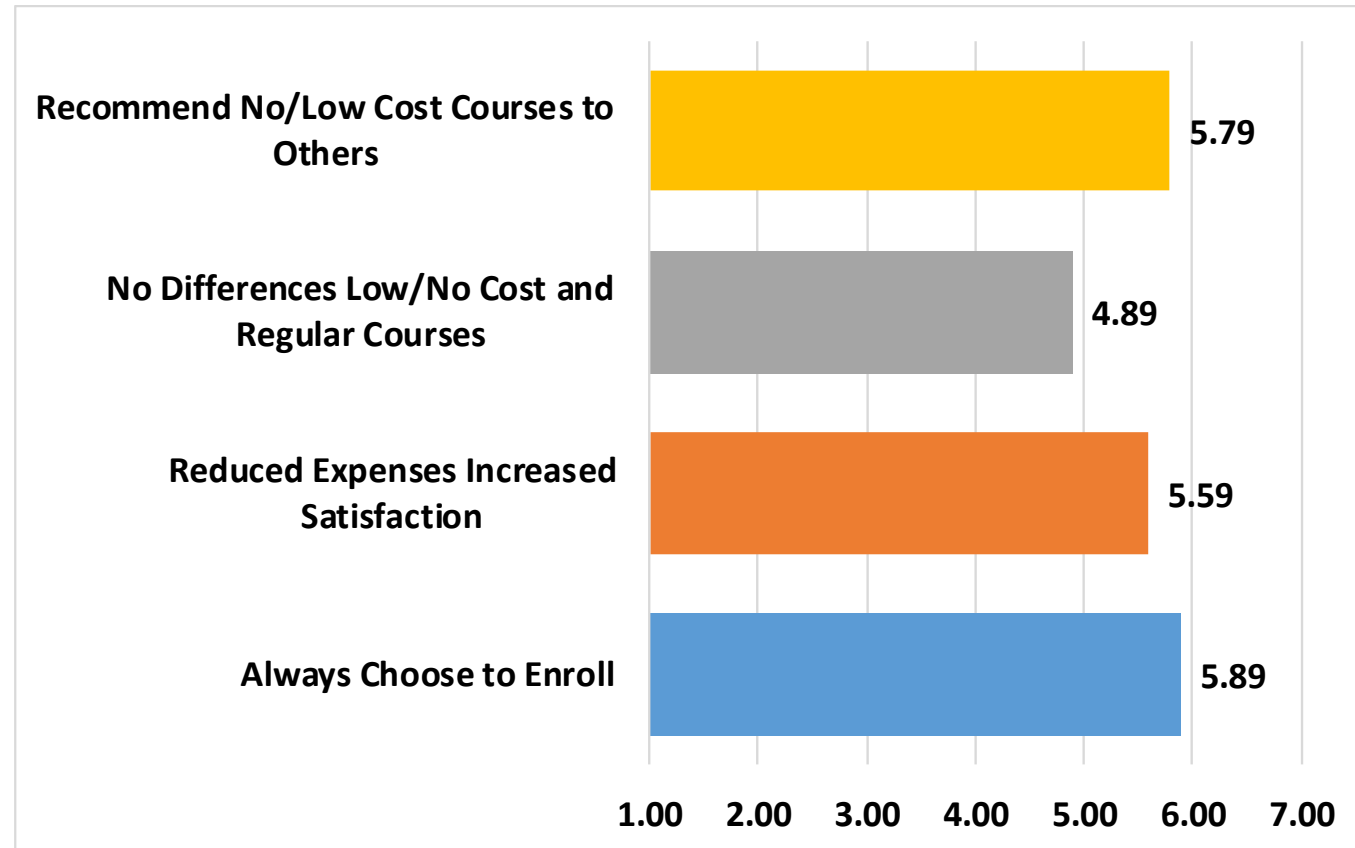


Number Low/No Cost Courses Taken


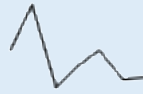

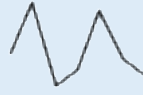
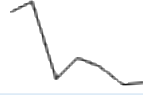


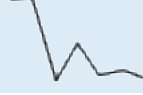

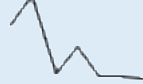


Low/No Cost Courses Taken

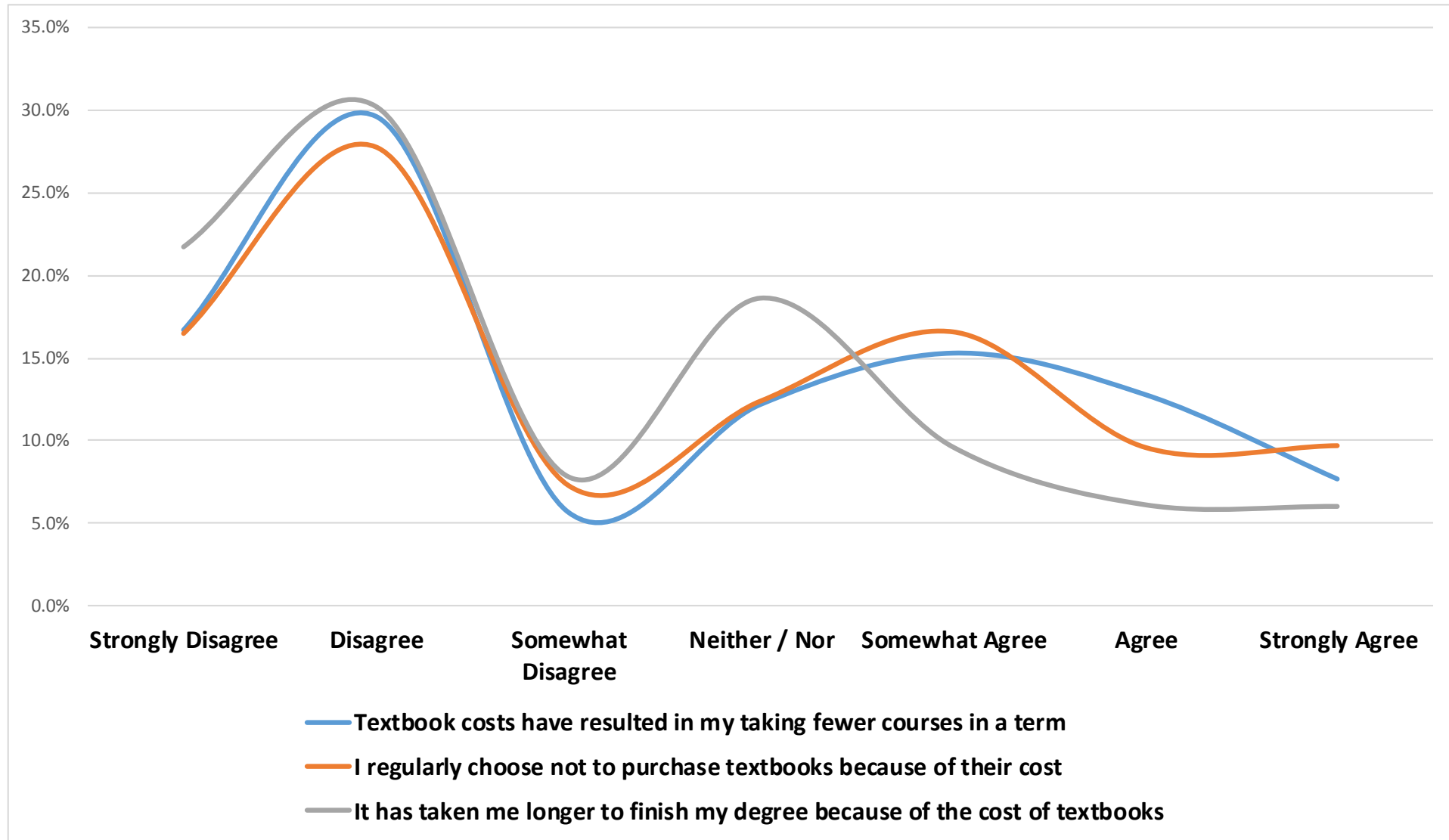
- Students were provided four statements about Low/No Cost Courses and asked to provide their level of agreement with each statement on a seven-point scale (1=“Strongly Disagree” to 7=“Strongly Agree”).
- All four statements had very high levels of agreement. “Always choose to enroll” had the highest level of agreement (mean agreement level 5.89).
- “Recommend No/Low Cost Courses to Others” had the second highest level of agreement with a score of 5.79.
- “Reduced expenses increased satisfaction” had the third highest score of 5.59.
- No Differences between Low/No Cost and Regular Courses had the lowest agreement score at 4.89. It is unclear if the perceived difference is with costs or some other factor(s).



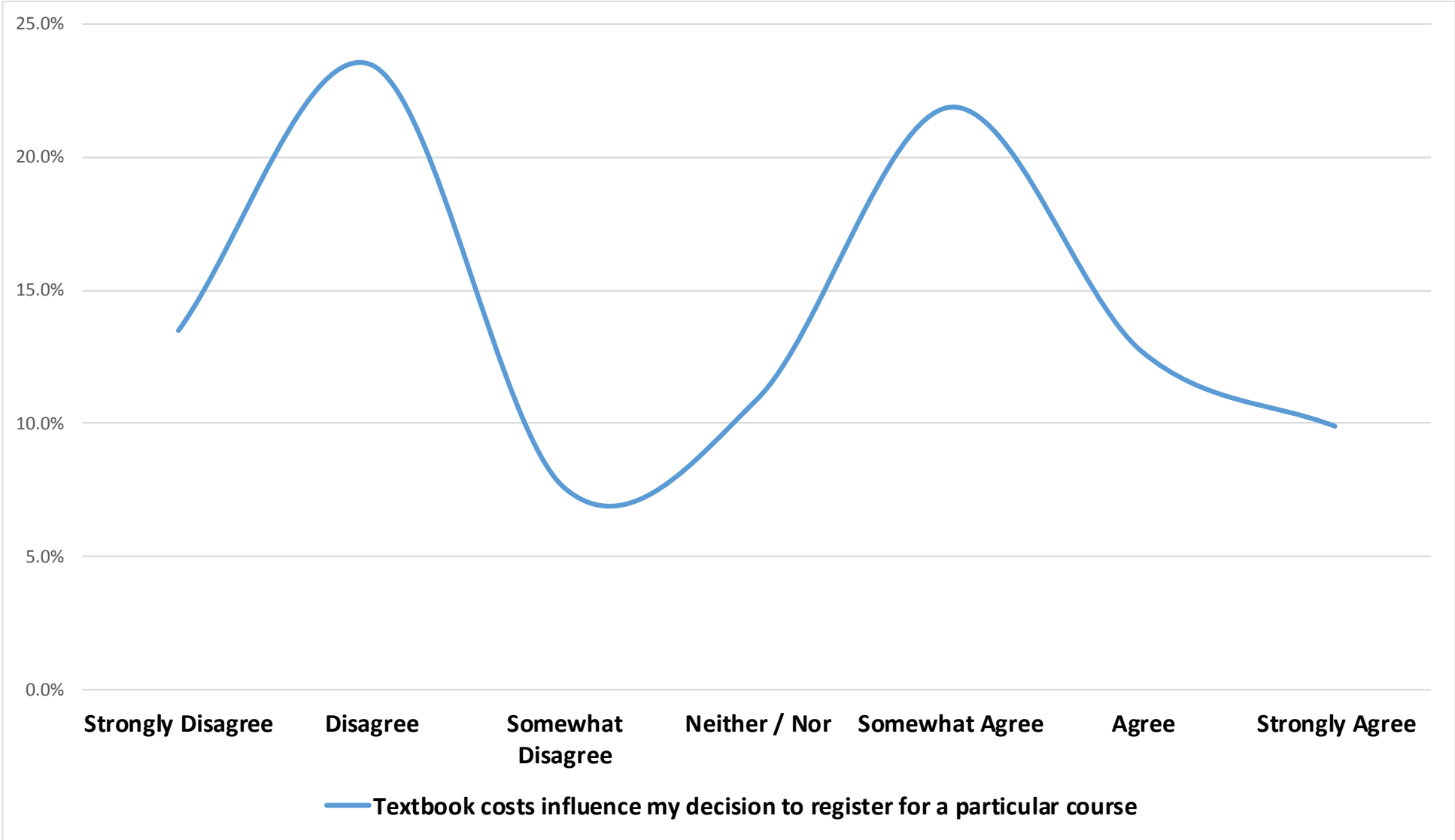
Textbook Costs Impacts

Statement	Strongly Disagree	Disagree	Somewhat Disagree	Neither / Nor	Somewhat Agree	Agree	Strongly Agree	Line Chart
Textbook costs have resulted in my taking fewer courses in a term	16.7%	29.6%	5.7%	12.2%	15.3%	12.8%	7.7%	
I regularly choose not to purchase textbooks because of their cost	16.5%	27.8%	7.3%	12.4%	16.6%	9.6%	9.7%	
It has taken me longer to finish my degree because of the cost of textbooks	21.7%	30.2%	7.8%	18.6%	9.6%	6.1%	6.0%	
Textbook costs influence my decision to register for a particular course	13.5%	23.5%	7.6%	10.9%	21.9%	12.7%	9.9%	
I have considered dropping out of college because of the cost of textbooks	27.8%	32.0%	6.3%	13.2%	10.6%	4.8%	5.4%	
If the cost of textbooks were reduced, I would enroll in more courses	8.0%	13.9%	4.0%	14.2%	20.5%	20.0%	19.3%	
I have dropped a course due to textbook costs	30.2%	40.2%	4.0%	10.3%	4.2%	5.2%	5.8%	
I have received a lower grade in a course because I did not purchase the textbook	30.7%	32.5%	3.3%	16.6%	4.9%	7.0%	4.8%	
I have withdrawn from a course because I chose not to purchase the textbook	32.7%	41.5%	4.0%	11.5%	3.0%	3.9%	3.4%	
I have not advanced to a next level course in my program of study due to not purchasing a textbook	27.1%	41.1%	4.5%	17.2%	4.2%	3.4%	2.4%	

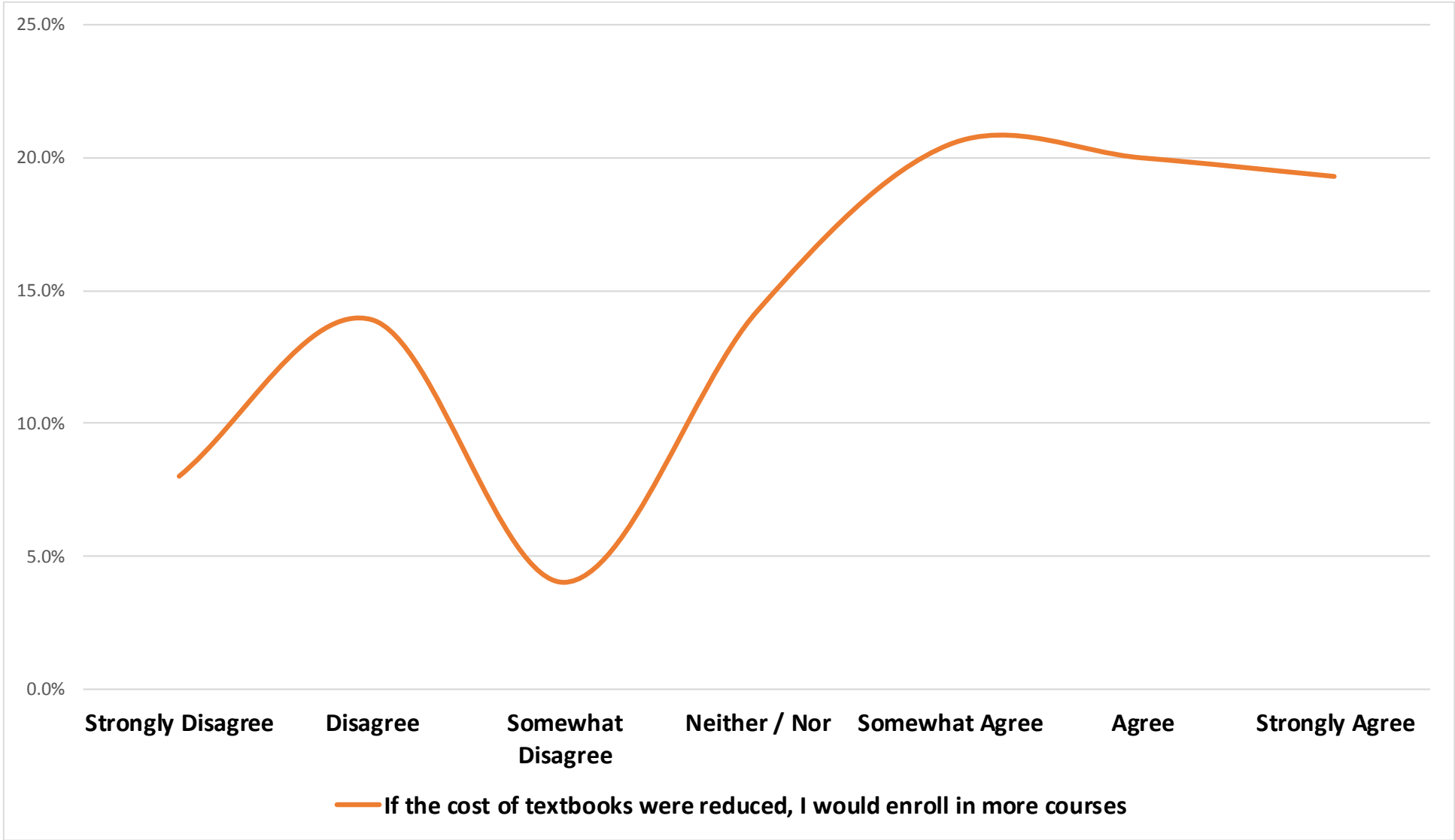
Textbook Costs Impacts



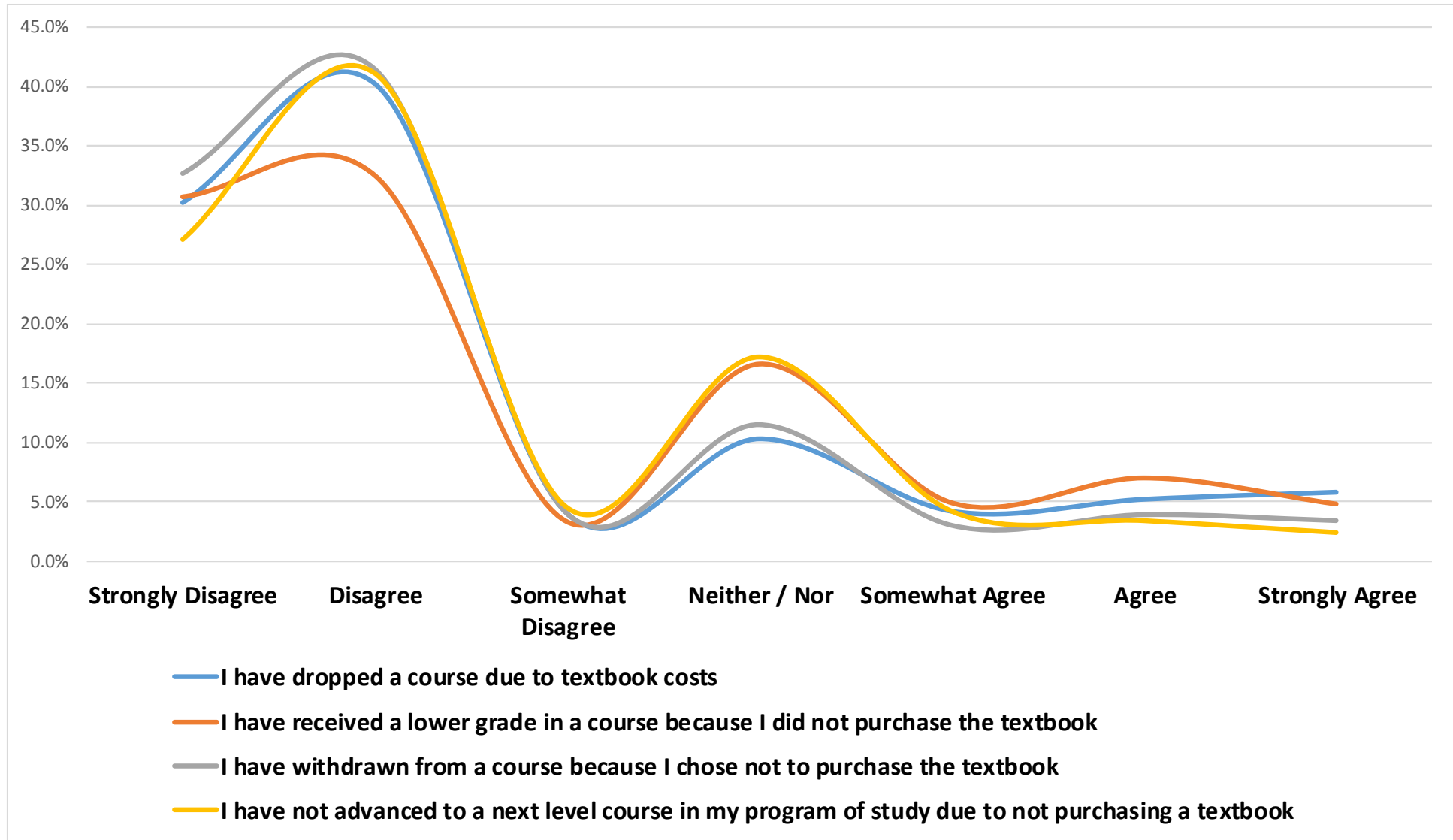
Textbook Costs Impacts



Textbook Costs Impacts



Textbook Costs Impacts



Conclusions / Recommendations

- Respondents indicated they had purchased an average of 2.54 textbooks and rented an average of 1.44 textbooks for Fall Term 2017; they spent an average of \$198.54 purchasing and an average of \$62.89 on rentals (high standard deviations for both purchases and rentals indicate that some had spent substantially more); the average cost of the most expensive textbook purchased was \$109.68 for purchases and \$54.19 for rentals.
- Two thirds (65.5%) of students indicated they had taken at least one Low/No Cost Course at MHCC. This is a substantial increase over the previous administration of the survey (only 3.52% indicated they had taken a Low/No Cost Course in Spring 2016).
- There was generally agreement with positive statements about Low/No Cost Courses. Three of the four statements had over 60% of students indicate they either agreed or strongly agreed.
 - “If it were available, I would always choose to enroll in Low/No Cost Textbook Courses”
72.1% Agreed/Strongly Agreed
 - “I’d recommend taking a Low/No Cost Textbook Course to other students”
70.3% Agreed / Strongly Agreed
 - “The reduced expenses associated with Low/No Cost Textbooks made me more satisfied with the course”
62.8% Agreed/Strongly Agreed
 - “Aside from cost savings, there are no differences between Low/No Cost Textbook and Regular Courses”
47.9% Agreed/Strongly Agreed

Conclusions / Recommendations

- For statements related to textbook cost impacts on enrollment, there were some interesting responses.
 - For three of the ten items, respondents either strongly disagreed with the statements or agreed.
 - For one statement, there was a true bimodal distribution (44.6% disagreed and 44.5% agreed).
 - All four of these statements were related to costs impacting enrollment. The analyses did not reveal a single characteristic that accounted for the polar responses. Further investigation is warranted.
 - For one statement, there was generally strong agreement. This statement is a classic example of basic economic theory: as price goes down, demand goes up.
 - The final four statements all had higher levels of disagreement. These statements were related to impacts of not purchasing a textbook after enrolling in a course and indicate once students are enrolled, they will stay in the course even if they have not purchased a textbook.
- Data indicate that the Low/No Cost Textbook courses are popular among students. The Textbook Affordability Team (TAT) should continue pursuing adoption of OER and MHCC Library Resources as curricular options for faculty.