How College And University Students And Faculty Think About Course Materials

May 2009
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Note: Since most slides have notes, ensure notes are visible to see all available content
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Background and Objectives

• Studentawards Inc. and Stepwise Research were engaged by the Canadian Publishers’ Council in early 2009 to conduct a research study on student and faculty attitudes towards textbooks and other course materials at Ontario colleges and universities.

• The research study had the following objectives:

  • Understand student attitudes and behaviors with respect to course materials and course material options such as online delivery, with specific emphasis on the decision whether or not to purchase course materials required by their instructors.

  • Understand faculty attitudes and behaviors with respect to course materials, with specific emphasis on the decision to require materials in their courses.

  • Compare students and faculty on a variety of attitude measures, with a view to identifying gaps that may address why more students are not purchasing required course materials.

  • Generate input for a possible communication plan for students and instructors, including interesting talking points that publishers’ representatives may find useful to start conversations with faculty.
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</tr>
</tbody>
</table>

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Methodology

• A student Web survey and a faculty Web survey were conducted between March 18 and April 5, 2009. Sample for the student survey was provided by Studentawards Inc., and faculty sample was provided by the Canadian Publishers’ Council.

• To maximize response rates, each survey was designed to take no more than 10-15 minutes to complete. The student survey also was pre-tested and minor design changes were made to increase clarity and usability.

• E-mail invitations were sent to 24,091 faculty and 30,748 students at more than 60 Ontario colleges and universities. Students and faculty both received one e-mail reminder to boost the response rate.

• Response rates for both surveys were good, considering that they occurred during exam season:
  • 9% of faculty (2,096) and 15% of students (4,735) opened their e-mail invitations and clicked on their respective survey links
  • 76% of faculty (1,586) and 34% of students (1,587) who clicked on the survey link went on to complete the survey
  • Overall, 6.6% of faculty and 5.2% of students who were e-mailed invitations completed the survey
  • The surveys closed on April 5, 2009

• After data cleaning, there remained 1550 faculty responses and 1531 student responses
  • Margin of error = +/- 2.5%, 19 times out of 20 (error is higher for sub-groups)

• Throughout the report, open-ended responses in the “Other” category for variables such as faculty and program were reallocated to existing categories where it made sense (and in consultation with CPC). The balance of these open-ended responses were too miscellaneous to justify additional categories and thus were left in “Other”.

Studentawards Inc. / Stepwise Research    CPC Report on Course Materials    Student N = 1531 / Faculty N = 1550
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Executive Summary

• Two Web surveys (Student N=1531, Faculty N=1550) were conducted in April, 2009 to explore attitudes and behaviors concerning course materials at the post-secondary level.

• Although students report spending about $750 per semester on leisure activities, they still are quite price-sensitive when it comes to the cost of course materials. Arguments that course materials aren’t that expensive compared to how much students will earn after they graduate, or that they have long-term value as reference materials, have yet to find a receptive audience among students.

• That said, most students say that they and other students in their courses generally buy required course materials, and that doing so will help them get better grades. Overall, students claim to purchase required course materials in 91% of the courses where they are required (this 91% figure will be referred to in this report as the “buy-rate”).

• This buy-rate figure seems high, and we suspect that diligent students may be somewhat over-represented in the sample. But the real story in this report is less about the absolute buy-rates themselves, and more about what causes significant differences between buy-rates, and options that are revealed for increasing buy-rates.
Executive Summary

• With the exception of chemistry, students in the hard sciences generally have above average buy-rates, while students in programs such as humanities and social sciences generally have below average buy rates. University students have higher buy-rates than do college students, and students at certain institutions such as Western and Queen’s have buy-rates that are higher than those of students at other schools such as Humber College and Sheridan College.

• Students said they would value being able to access course materials online, but few would be willing to pay the full hard-copy price for the convenience. Most would be interested in online versions of course materials if they were half the hard copy price. Most students see the environmental benefits of online course materials and said they’d want 12-month access to such materials.

• Students do not generally believe that instructors are making a serious effort to find course materials that are reasonably priced or that are user-friendly. Indeed, they doubt that instructors generally even check the price of course materials before requiring them in their courses.

• Barely half of students say instructors test enough from required course materials to make them worth purchasing. Less than half say that instructors teach enough from them to make them worth buying. Factors like these are significantly linked to buy-rates.

• Indeed, students who feel their instructors generally teach (and test) enough from course materials to make them worth purchasing have higher buy rates than students who feel otherwise (93% versus 88%).
Executive Summary

• Students who have received the message from instructors that buying and using the required course materials leads to better grades have much higher buy-rates than those who say they have not received this message (93% versus 86%).

• Students who believe other students are generally buying the required materials tend to have higher buy-rates than those who believe otherwise (93% versus 87%) and students who see the connection between required course materials and grades have a much higher buy-rate than those who do not (94% versus 85%).

• Turning to faculty, most said their students generally buy required materials, and that doing so will help their students get better grades.

• Interestingly, almost a third of faculty said buying the latest editions of textbooks is usually a waste of money. While not as high as that for students, this figure indicates some room for improvement in showing the value of new textbooks.

• Most faculty claim they only require clearly written and visually appealing course materials, and that required course materials are used enough in class to make them worth buying.

• A little more than half of instructors say they regularly use supplementary course materials such as PowerPoint slides provided by textbook publishers.
Executive Summary

• Interestingly, more instructors than students say they think about environmental issues (such as paper waste) in connection with course materials (54% versus 46%). Almost half of instructors acknowledge that their campus bookstore marks up course material prices by at least 20%.

• Most faculty said they’ve made it clear to students that buying required course materials will improve their grades and that students should keep these materials for reference after graduation.

• Faculty are under the impression that selling used course materials is easier than it is (according to students anyway).

• When we look closely at how students and faculty compare when asked essentially the same questions with respect to course materials, we see some significant gaps.

• At 50%, one of the largest gaps between student and faculty is on the question of whether instructors only require course materials that are student-friendly. Only a third of students say instructors only require materials that are clearly written and visually appealing, while 83% of faculty claim they do just this.

• Another large gap between students and faculty concerns whether instructors teach enough from required course materials to make them worth purchasing. Almost all instructors (92%) say yes they do, while less than half the students (47%) say no they don’t.
Executive Summary

• At 57%, the second largest gap between faculty and students concerns how price-aware instructors are. Three-quarters of faculty claim they check prices before requiring course materials but only 19% of students believe them.

• At 59%, the single largest gap between faculty and students again concerns how price-aware instructors are. Almost all faculty (89%) claim they try to avoid requiring expensive course materials, but only 29% of students believe them.

• Still, on some questions students and faculty have essentially identical views. For example, 71% of each group agree that students generally buy course materials when they’re required. They also generally agree there’s a connection between good grades and getting the required course materials is being articulated by instructors. That said, faculty still see required course materials and good grades being more closely linked than students do.
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### Student Demographics

**Age, Gender, Student type (%)**

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Part-time student at college</th>
<th>Full-time student at college</th>
<th>Part-time student at university</th>
<th>Full-time student at university</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>Male</td>
<td>60</td>
<td>47</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>21-25</td>
<td>Female</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student N = 1531 / Faculty N = 1550**
Student Demographics

College / University, Full / Part-time (%)

<table>
<thead>
<tr>
<th>College or University</th>
<th>College</th>
<th>University</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31</td>
<td>69</td>
<td>96</td>
<td>4</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Student Demographics

Program Years (%)

How many years (approximately) is the program in which you are enrolled?

- 1 year: 5
- 2 years: 13
- 3 years: 13
- 4 years: 60
- Longer than 4 years: 8
- Not sure: 1

In which year of your program are you?

- 1st year: 55
- 2nd year: 27
- 3rd year: 14
- 4th year: 4
- Other: 1

Student N = 1531 / Faculty N = 1550
Student Demographics

Grades (%)

What was your overall academic average, approximately, going into this semester?

What is your desired overall academic average for this year, approximately?

A- to A+ (80% - 100%): 34
B- to B+ (70%-79%): 46
C- to C+ (60%-69%): 15
D- to D+ (50%-59%): 2
F (Under 50%): 0
Not sure/This is my first semester: 3

A- to A+ (80% - 100%): 65
B- to B+ (70%-79%): 32
C- to C+ (60%-69%): 3
D- to D+ (50%-59%): 0
Not sure: 1
# Student Demographics

**Program (%)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>11</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Communications</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>9</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>13</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Political Science</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>28</td>
</tr>
</tbody>
</table>

In which program are you enrolled?

Student N = 1531 / Faculty N = 1550
## Student Demographics

### Institution (%)

<table>
<thead>
<tr>
<th>Institution</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>McMaster University</td>
<td>5.9</td>
</tr>
<tr>
<td>University of Western Ontario</td>
<td>5.0</td>
</tr>
<tr>
<td>University of Guelph</td>
<td>5.0</td>
</tr>
<tr>
<td>York University</td>
<td>5.0</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>4.9</td>
</tr>
<tr>
<td>Wilfrid Laurier University</td>
<td>4.5</td>
</tr>
<tr>
<td>Carleton University</td>
<td>3.9</td>
</tr>
<tr>
<td>Ryerson University</td>
<td>3.9</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>3.2</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>3.1</td>
</tr>
<tr>
<td>Brock University</td>
<td>2.7</td>
</tr>
<tr>
<td>Sheridan College</td>
<td>2.6</td>
</tr>
<tr>
<td>Humber College</td>
<td>2.5</td>
</tr>
<tr>
<td>Queen's University</td>
<td>2.5</td>
</tr>
</tbody>
</table>

*Student N = 1531 / Faculty N = 1550*
Student Demographics

Institution (%)

- Fanshawe College: 2.4
- University of Windsor: 2.4
- Lakehead University: 2.1
- Trent University: 2.0
- Durham College: 1.7
- Algonquin College: 1.7
- George Brown College: 1.6
- Nipissing University: 1.6
- University of Toronto - Scarborough College: 1.4
- University of Toronto - Erindale College: 1.4
- Conestoga College: 1.4
- University of Ontario Institute of Technology: 1.4
- Seneca College: 1.4
- Georgian College: 1.4

Student N = 1531 / Faculty N = 1550
Student Demographics

Institution (%)

Mohawk College 1.3
Niagara College Canada 1.2
St. Clair College 1.1
Centennial College (Ontario) 1.1
Fleming College 1.0
Canadore College 0.9
Cambrian College 0.9
University of Guelph - Humber 0.8
Ontario College of Art and Design 0.8
St. Lawrence College - Kingston Campus 0.8
Laurentian University 0.7
Sault College 0.6
Lambton College 0.6
Loyalist College 0.5
Confederation College 0.5

Student N = 1531 / Faculty N = 1550
Student Demographics

Funding Sources (%)
(Numbers don’t add to 100% due to multiple selections)

- Which are you using to fund your post-secondary education ...
  - Bursaries / Scholarship: 51%
  - OSAP: 53%
  - Parents: 56%
  - Part-time job: 54%
  - Your own savings: 65%
  - Other: 12%

Student N = 1531 / Faculty N = 1550
Student Demographics

Hours Online (%)

How many hours per day do you spend online?

- Less than 1: 4
- 1 - 3: 40
- 4 - 7: 40
- 8 - 11: 11
- 12 or more: 5

Student N = 1531 / Faculty N = 1550
Approximately how much did you spend this semester on course materials, such as textbooks and study guides?

- $0-200: 13
- $201-300: 19
- $301-400: 24
- $401 or more: 44

Student Demographics

Spending on Course Materials (%)
Student Demographics

Average **Monthly** Spending on Selected Leisure Items ($)

<table>
<thead>
<tr>
<th>Item</th>
<th>Monthly Spending (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDs and music downloads</td>
<td>$5</td>
</tr>
<tr>
<td>Cell phone plan</td>
<td>$42</td>
</tr>
<tr>
<td>Clothes, shoes, etc.</td>
<td>$49</td>
</tr>
<tr>
<td>Electronics, video games, etc.</td>
<td>$14</td>
</tr>
<tr>
<td>Going out with friends</td>
<td>$79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$189</strong></td>
</tr>
</tbody>
</table>

**Notes:**
- N = 1531
- **Student N = 1531 / Faculty N = 1550**

**Source:**
- Studentawards Inc. / Stepwise Research
- CPC Report on Course Materials
- **Student N = 1531 / Faculty N = 1550**
Students and Course Materials

Required Course Materials and Buy Rate (%)

(Buy rate = % courses for which students bought required materials)

For how many of your courses this semester did the instructor require course materials, such as textbooks and study guides?

- 2 courses
- 5 courses
- 5 courses
- 12 courses
- 26 courses
- 50 courses
- 5 or more courses

For how many courses this semester did you purchase the instructor-required course materials, such as textbooks and study guides?

- 2 courses
- 7 courses
- 7 courses
- 14 courses
- 27 courses
- 41 courses
- 5 or more courses

Percent of courses where required materials were bought (calculated from Q10 and Q11)

- Less than 25%
- 25 - 49%
- 50 - 74%
- 75 - 100%

For how many courses this semester did the instructor require course materials, such as textbooks and study guides?

- 2 courses
- 5 courses
- 5 courses
- 12 courses
- 26 courses
- 50 courses
- 5 or more courses

For how many courses this semester did you purchase the instructor-required course materials, such as textbooks and study guides?

- 2 courses
- 7 courses
- 7 courses
- 14 courses
- 27 courses
- 41 courses
- 5 or more courses

Percent of courses where required materials were bought (calculated from Q10 and Q11)

- Less than 25%
- 25 - 49%
- 50 - 74%
- 75 - 100%
Students and Course Materials

Required Materials Buy Rate, by Age, Gender and College / University (%)

(Buy rate = % courses for which students bought required materials)

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>College or University</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>17-20</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>88</td>
<td>University</td>
</tr>
<tr>
<td>University</td>
<td>93</td>
<td></td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Required Materials Buy Rate, by Student Type (%)

(Buy rate = % courses for which students bought required materials)

Which best describes you?

- Part-time student at college: 82%
- Full-time student at college: 89%
- Part-time student at university: 92%
- Full-time student at university: 93%

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Students Using Own Savings to Pay for PSE Bought A Significantly Higher % of Required Course Materials

<table>
<thead>
<tr>
<th>All</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>91.4</td>
<td>91.6</td>
</tr>
<tr>
<td>Which are you using to fund your post-secondary education</td>
<td>Bursaries / Scholarship</td>
<td>91.2</td>
</tr>
<tr>
<td>Which are you using to fund your post-secondary education</td>
<td>OSAP</td>
<td>92.3</td>
</tr>
<tr>
<td>Which are you using to fund your post-secondary education</td>
<td>Parents</td>
<td>90.6</td>
</tr>
<tr>
<td>Which are you using to fund your post-secondary education</td>
<td>Part-time job</td>
<td>90.2</td>
</tr>
<tr>
<td>Which are you using to fund your post-secondary education</td>
<td>Your own savings</td>
<td>92.4</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Required Materials Buy Rate, by Institution (%)

Buy rate = % courses for which students bought required materials
(Only institutions where 25 or more students responded are reported)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Buy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Western Ontario</td>
<td>98%</td>
</tr>
<tr>
<td>Queen's University</td>
<td>97%</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>95%</td>
</tr>
<tr>
<td>Lakehead University</td>
<td>95%</td>
</tr>
<tr>
<td>York University</td>
<td>94%</td>
</tr>
<tr>
<td>Wilfrid Laurier University</td>
<td>94%</td>
</tr>
<tr>
<td>Brock University</td>
<td>94%</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>93%</td>
</tr>
<tr>
<td>University of Windsor</td>
<td>93%</td>
</tr>
<tr>
<td>Trent University</td>
<td>93%</td>
</tr>
<tr>
<td>McMaster University</td>
<td>93%</td>
</tr>
<tr>
<td>Carleton University</td>
<td>93%</td>
</tr>
<tr>
<td>Fanshawe College</td>
<td>92%</td>
</tr>
<tr>
<td>Ryerson University</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Required Materials Buy Rate, by Institution (%)

Buy rate = % courses for which students bought required materials
(Only institutions where 25 or more students responded are reported)

- Durham College: 88%
- University of Waterloo: 87%
- Algonquin College of Applied Arts and Technology: 87%
- University of Guelph: 87%
- George Brown College: 85%
- Sheridan College Institute of Technology and Applied Arts: 85%
- Humber College Institute of Technology & Advanced Learning: 80%

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Required Materials Buy Rate, by Faculty (%)

Buy rate = % courses for which students bought required materials
(Only faculties where 25 or more students responded are reported)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Buy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>95</td>
</tr>
<tr>
<td>Medicine</td>
<td>94</td>
</tr>
<tr>
<td>Law</td>
<td>93</td>
</tr>
<tr>
<td>Engineering</td>
<td>92</td>
</tr>
<tr>
<td>Arts</td>
<td>92</td>
</tr>
<tr>
<td>Science</td>
<td>91</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>91</td>
</tr>
<tr>
<td>Business</td>
<td>91</td>
</tr>
<tr>
<td>Music</td>
<td>90</td>
</tr>
<tr>
<td>Social Science &amp; Humanities</td>
<td>90</td>
</tr>
</tbody>
</table>
Students and Course Materials

Required Materials Buy Rate, by Program (%)

Buy rate = % courses for which students bought required materials
(Only programs where 25 or more students responded are reported)

<table>
<thead>
<tr>
<th>Program</th>
<th>Buy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>97.8</td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td>94.7</td>
</tr>
<tr>
<td>Sociology</td>
<td>94.4</td>
</tr>
<tr>
<td>Physics</td>
<td>94.4</td>
</tr>
<tr>
<td>English</td>
<td>93.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>93.6</td>
</tr>
<tr>
<td>Engineering</td>
<td>93.3</td>
</tr>
<tr>
<td>Political Science</td>
<td>92.3</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>91.8</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>91.4</td>
</tr>
<tr>
<td>Business</td>
<td>90.5</td>
</tr>
<tr>
<td>Humanities</td>
<td>90.1</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>89.7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>89.4</td>
</tr>
<tr>
<td>Economics</td>
<td>89.0</td>
</tr>
<tr>
<td>Communications</td>
<td>87.1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>85.4</td>
</tr>
</tbody>
</table>

In which program are you enrolled?  

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Attitudes About Course Materials (%)

<table>
<thead>
<tr>
<th>Agree or disagree</th>
<th>Strongly / somewhat disagree</th>
<th>Strongly / somewhat agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>... Most students in my classes buy whatever course materials are required by the instructor</td>
<td>14</td>
<td>71</td>
</tr>
<tr>
<td>... Buying instructor-required course materials will help me get better grades</td>
<td>14</td>
<td>68</td>
</tr>
<tr>
<td>... Buying the latest editions of textbooks is usually a waste of money</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>... Course materials really aren’t that expensive, when I think of how much my education will help me earn after I graduate</td>
<td>66</td>
<td>32</td>
</tr>
<tr>
<td>... Instructors only require course materials they believe students will find clearly written and visually appealing</td>
<td>17</td>
<td>40</td>
</tr>
</tbody>
</table>
Students and Course Materials

Attitudes About Course Materials (%)

Agree or disagree ... Given the current economy, the value of a post-secondary education in greater than ever

Agree or disagree ... When my instructors require course materials, they usually teach enough from these materials to make them worth purchasing

Agree or disagree ... If I could access all my course materials online, so I could download and print just the material I needed, I'd happily pay the same price as the hard copy version

Agree or disagree ... I'm really busy, so I'd value being able to access course materials online - whenever I need them and from wherever I am

Agree or disagree ... I think about environmental issues such as paper waste when I consider buying printed course materials
## Students and Course Materials

### Attitudes About Course Materials (%)

<table>
<thead>
<tr>
<th>Description</th>
<th>Strongly / somewhat disagree</th>
<th>Strongly / somewhat agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree or disagree ... Downloading and printing just the course material content I need is a more environmentally friendly way to access this content than buying the hard copy</td>
<td>18</td>
<td>59</td>
</tr>
<tr>
<td>Agree or disagree ... If I paid for online access to course materials, I would want to have access for 12 full months (i.e. not just for the length of the school year)</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td>Agree or disagree ... When my instructors require course materials, they usually test enough from these materials to make them worth purchasing</td>
<td>25</td>
<td>53</td>
</tr>
<tr>
<td>Agree or disagree ... Instructors generally check the price of course materials before deciding to require them</td>
<td>52</td>
<td>19</td>
</tr>
<tr>
<td>Agree or disagree ... My instructors have made it very clear that getting good grades in their courses requires that students buy and use the required course materials</td>
<td>18</td>
<td>60</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Attitudes About Course Materials (%)

Agree or disagree ... My instructors have made it very clear to students that they should keep their course materials for future reference after graduation
Agree or disagree ... If I could access the course materials online, so I could download ... just the information I needed, I'd be willing to pay 50% of the price of the hard copy version
Agree or disagree ... Instructors generally try to avoid requiring course materials that are unreasonably expensive
Agree or disagree ... It is fairly easy to re-sell used course materials at a reasonable price after the course is over
Agree or disagree ... I regularly bank and shop online

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Students Who Agreed with These Statements Bought a Significantly Higher % of Required Course Materials

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Disagree</th>
<th>% Somewhat Disagree</th>
<th>% Agree</th>
<th>% Somewhat Agree</th>
<th>% Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree or disagree ... Most students in my classes buy whatever course materials are required by the instructor</td>
<td>87</td>
<td>85</td>
<td>93</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Agree or disagree ... Buying instructor-required course materials will help me get better grades</td>
<td>85</td>
<td>89</td>
<td>89</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>Agree or disagree ... Buying the latest editions of textbooks is usually a waste of money</td>
<td>90</td>
<td>90</td>
<td>87</td>
<td>89</td>
<td>93</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Students and Course Materials

Students Who Agreed with These Statements Bought a Significantly Higher % of Required Course Materials

- **Agree or disagree ... When my instructors require course materials, they usually teach enough from these materials to make them worth purchasing:**
  - Strongly / somewhat disagree: 88
  - Strongly / somewhat agree: 93

- **Agree or disagree ... When my instructors require course materials, they usually test enough from these materials to make them worth purchasing:**
  - Strongly / somewhat disagree: 87
  - Strongly / somewhat agree: 93

- **Agree or disagree ... My instructors have made it very clear that getting good grades in their courses requires that students buy and use the required course materials:**
  - Strongly / somewhat disagree: 86
  - Strongly / somewhat agree: 93

---

Studentawards Inc. / Stepwise Research | CPC Report on Course Materials | Student N = 1531 / Faculty N = 1550
Students and Course Materials

Messages to Instructors About Course Materials:
Categories Created from Open-ended Responses (%)

- **Necessity:** The ONE message I would give instructors is... Only require what's relevant to the course and genuinely needed
- **New editions:** The ONE message I would give instructors is... Don't require these unless absolutely necessary
- **Price:** The ONE message I would give instructors is... Try to find cheaper books (we are on a budget)
- **Online:** The ONE message I would give instructors is... Put more course materials online
- **In class use:** The ONE message I would give instructors is... Teach (and test from) the materials you ask us to buy

Student N = 1531 / Faculty N = 1550
Contents

Contents ............................................................. 2
Background and Objectives ................................. 4
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Executive Summary ............................................ 8
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Faculty Survey Highlights ................................. 42
Students and Faculty Comparison ..................... 54

Note: Since most slides have notes, ensure notes are visible to see all available content
Faculty Demographics

Teaching Situation, Part / Full-time, College / University, Years Teaching (%)

- **Which of the following best describes your teaching situation?**
  - Tenured: 52%
  - Tenure-track: 11%
  - Contract: 27%
  - Other (please specify): 11%

- **Do you teach full-time or part-time?**
  - Full-time: 78%
  - Part-time: 22%

- **College or University**
  - College: 54%
  - University: 46%

- **For how many years have you been teaching at the post-secondary level?**
  - 5 or fewer years: 21%
  - 6 to 10 years: 27%
  - 11 to 15 years: 12%
  - 16 or more years: 41%

---

Studentawards Inc. / Stepwise Research  
CPC Report on Course Materials  
Student N = 1531 / Faculty N = 1550
Faculty Demographics

Faculty, by Institution (%)

- Wilfrid Laurier University: 1.7%
- Canadore College: 1.7%
- Other: 1.7%
- Seneca College of Applied Arts & Technology: 1.7%
- Lambton College: 1.7%
- Laurentian University: 1.5%
- University of Waterloo: 1.4%
- Confederation College: 1.4%
- Loyalist College: 1.2%
- St. Lawrence College - Kingston Campus: 1.1%
- Nipissing University: 1.0%
- Cambrian College: 1.0%
- York University - Schulich School of Business: 0.9%
- University of Western Ontario - King's College: 0.9%
- University of Toronto - Erindale College: 0.8%
- St. Clair College: 0.8%
- Sault College: 0.7%
- Niagara College of Applied Arts and Technology: 0.7%
- Niagara College Canada: 0.7%
- University of Ontario Institute of Technology: 0.6%
- University of Toronto - Scarborough College: 0.6%

At which post-secondary institution do you teach?

N = 1531 / Faculty N = 1550
Faculty Demographics
Faculty, by Faculty (%)

- Other, please specify: 29%
- Business: 22%
- Arts: 20%
- Science: 10%
- Engineering: 9%
- Education: 3%
- Medicine: 2%
- Health Sciences: 1%
- Law: 1%
- Humanities: 1%
- Music: 1%
- Dentistry: 1%

Student N = 1531 / Faculty N = 1550
Faculty Demographics

Faculty, by Program (%)

Other (Please specify) 36%
Business 22%
Engineering 9%
Health Sciences 9%
English 7%
Psychology 6%
Humanities 6%
Social Sciences 5%
Mathematics 5%
Communications 4%
Economics 3%
Sociology 3%
Chemistry 2%
Political Science 2%
Sociology & Anthropology 2%
Fine Arts 2%
Physics 2%

Student N = 1531 / Faculty N = 1550
Faculty Demographics

Number of Courses and Material Requirements (%)

<table>
<thead>
<tr>
<th>How many courses you teaching this semester?</th>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>21</td>
<td>34</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For how many of your courses this semester was there an opportunity to require course materials, such as textbooks and study guides?</th>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>31</td>
<td>32</td>
<td>19</td>
<td>13</td>
<td>9</td>
<td>34</td>
<td>30</td>
<td>17</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For how many of your courses this semester did you require at least one text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
Faculty and Course Materials

Attitudes About Course Materials (%)

<table>
<thead>
<tr>
<th>Agree or disagree</th>
<th>Strongly / somewhat disagree</th>
<th>Strongly / somewhat agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students buy course materials I require</td>
<td>Strongly / somewhat disagree</td>
<td>Strongly / somewhat agree</td>
</tr>
<tr>
<td>Agree or disagree... I believe that buying course materials will help my students get better grades</td>
<td>Strongly / somewhat disagree</td>
<td>Strongly / somewhat agree</td>
</tr>
<tr>
<td>Agree or disagree... Buying the latest editions of textbooks is usually a waste of money</td>
<td>Strongly / somewhat disagree</td>
<td>Strongly / somewhat agree</td>
</tr>
<tr>
<td>Agree or disagree... When you think of how much a post-secondary education will help students earn... the cost of course materials isn't that much</td>
<td>Strongly / somewhat disagree</td>
<td>Strongly / somewhat agree</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Faculty and Course Materials

Attitudes About Course Materials (%)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly / somewhat disagree</th>
<th>Strongly / somewhat agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree or disagree ... I only require course materials I believe students will find clearly written and visually appealing</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>Agree or disagree ... I regularly use the supplementary materials, such as PowerPoint slides and test-banks, provided by textbook publishers</td>
<td>36</td>
<td>83</td>
</tr>
<tr>
<td>Agree or disagree ... Given the current economy, the value of a post-secondary education in greater than ever</td>
<td>5</td>
<td>82</td>
</tr>
<tr>
<td>Agree or disagree ... When I require course materials, I usually teach enough from these materials to make them worth purchasing</td>
<td>4</td>
<td>92</td>
</tr>
</tbody>
</table>
Faculty and Course Materials

Attitudes About Course Materials (%)

Agree or disagree... I think about environmental issues such as paper waste and deforestation when I consider requiring course materials

Strongly / somewhat disagree: 25%
Strongly / somewhat agree: 54%

Agree or disagree... When I require course materials, I usually test enough from these materials to make them worth purchasing

Strongly / somewhat disagree: 13%
Strongly / somewhat agree: 84%

Agree or disagree... I generally check the price of course materials before deciding to require them

Strongly / somewhat disagree: 76%
Strongly / somewhat agree: 10%

Agree or disagree... My campus bookstore generally marks up the price of textbooks and other course materials by at least 20%

Strongly / somewhat disagree: 6%
Strongly / somewhat agree: 43%

Studentawards Inc. / Stepwise Research
CPC Report on Course Materials
Student N = 1531 / Faculty N = 1550
### Faculty and Course Materials

#### Attitudes About Course Materials (%)

<table>
<thead>
<tr>
<th>Agree or disagree</th>
<th>Faculty N = 1550</th>
<th>Student N = 1531</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly / somewhat disagree</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Strongly / somewhat agree</td>
<td>69</td>
<td>89</td>
</tr>
<tr>
<td>Agree or disagree ... I have made it very clear to my students that getting good grades in my courses requires that students buy and use the required course materials</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Strongly / somewhat disagree</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Strongly / somewhat agree</td>
<td>89</td>
<td>56</td>
</tr>
<tr>
<td>Agree or disagree ... I generally try to avoid requiring course materials that are unreasonably expensive</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Agree or disagree ... It is fairly easy for students to re-sell used course materials at a reasonable price after the course is over</td>
<td>56</td>
<td>50</td>
</tr>
</tbody>
</table>
Faculty and Course Materials

Messages to Students About Course Materials:
Categories Created from Open-ended Responses (%)

- The ONE message I would give students about why instructors require course materials is ...
  - They enhance your learning and help you review between lectures (25%
  - They supplement lectures (e.g. clarify ideas, give more examples and alternative perspectives) (20%)
  - They are valuable reference materials for use now - and in future (13%)
  - They are essential to getting good grades in the course (10%)
  - Self-study is critical to success (and not everyone learns best from lectures) (4%)
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Note: Since most slides have notes, ensure notes are visible to see all available content
Students and Faculty Comparison

Gap Analysis of Faculty and Student Attitudes About Course Material Requirements (%)

- I believe that most students in my classes buy whatever course materials I require (Faculty)
- Most students in my classes buy whatever course materials are required by the instructor (Students)
- I believe that buying course materials that I require will help my students get better grades (Faculty)
- Buying instructor-required course materials will help me get better grades (Students)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>71</td>
<td>71</td>
<td>1</td>
</tr>
<tr>
<td>100</td>
<td>70</td>
<td>30</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550
Students and Faculty Comparison

Gap Analysis of Faculty and Student Attitudes
About Course Material Requirements (%)

- **Buying the latest editions of textbooks is usually a waste of money (Faculty)**
- **Buying the latest editions of textbooks is usually a waste of money (Students)**
- **When you think of how much … education will help students earn … the cost of course materials isn’t that much (Faculty)**
- **Course materials aren’t that expensive, when I think of how much my education will help me earn … (Students)**

**Student N = 1531 / Faculty N = 1550**
Students and Faculty Comparison

Gap Analysis of Faculty and Student Attitudes About Course Material Requirements (%)

- **I only require course materials I believe students will find clearly written and visually appealing (Faculty)**
- **Instructors only require course materials they believe students will find clearly written and visually appealing (Students)**

- **Given the current economy, the value of a post-secondary education in greater than ever (Faculty)**
- **Given the current economy, the value of a post-secondary education in greater than ever (Students)**

**About Course Material Requirements (%):**

<table>
<thead>
<tr>
<th>Strongly / somewhat disagree</th>
<th>Strongly / somewhat agree</th>
<th>Strongly / somewhat disagree</th>
<th>Strongly / somewhat agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Students</td>
<td>Gap</td>
<td>Gap</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>40</td>
<td>12</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>32</td>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

**Student N = 1531 / Faculty N = 1550**
Students and Faculty Comparison

Gap Analysis of Faculty and Student Attitudes
About Course Material Requirements (%)

When I require course materials, I usually teach enough from these materials to make them worth purchasing (Faculty)

<table>
<thead>
<tr>
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<th>Students</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly / somewhat disagree</td>
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<td>30</td>
</tr>
<tr>
<td>Strongly / somewhat agree</td>
<td>92</td>
<td>47</td>
<td>45</td>
</tr>
</tbody>
</table>

When my instructors require course materials, they usually teach enough from these materials to make them worth purchasing (Students)

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Students</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly / somewhat disagree</td>
<td>25</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>Strongly / somewhat agree</td>
<td>54</td>
<td>46</td>
<td>9</td>
</tr>
</tbody>
</table>

I think about environmental issues such as paper waste and deforestation when I consider requiring course materials (Faculty)

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Students</th>
<th>Gap</th>
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<td>47</td>
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</tr>
</tbody>
</table>

I think about environmental issues such as paper waste when I consider buying printed course materials (Students)

<table>
<thead>
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<th>Faculty</th>
<th>Students</th>
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<td>9</td>
</tr>
</tbody>
</table>

Student N = 1531 / Faculty N = 1550

Studentawards Inc. / Stepwise Research

CPC Report on Course Materials
Students and Faculty Comparison

Gap Analysis of Faculty and Student Attitudes About Course Material Requirements (%)

- **When I require course materials, I usually test enough from these materials to make them worth purchasing (Faculty)**
- **When my instructors require course materials, they usually test enough from these materials to make them worth purchasing (Students)**

- **I generally check the price of course materials before deciding to require them (Faculty)**
- **Instructors generally check the price of course materials before deciding to require them (Students)**

### Results

- **Strongly / somewhat disagree**
  - Faculty: 6
  - Students: 19
  - Gap: 13

- **Strongly / somewhat agree**
  - Faculty: 84
  - Students: 32
  - Gap: 52

- **Strongly / somewhat disagree**
  - Faculty: 25
  - Students: 39
  - Gap: 14

- **Strongly / somewhat agree**
  - Faculty: 53
  - Students: 19
  - Gap: 34

---

Studentawards Inc. / Stepwise Research

CPC Report on Course Materials

Student N = 1531 / Faculty N = 1550
Students and Faculty Comparison

Gap Analysis of Faculty and Student Attitudes
About Course Material Requirements (%)

I have made it very clear to my students that getting good grades ... requires ... the required course materials (Faculty)
My instructors have made it very clear that getting good grades ... requires ... the required course materials (Students)

Student N = 1531 / Faculty N = 1550
Students and Faculty Comparison

Gap Analysis of Faculty and Student Attitudes About Course Material Requirements (%)

- Faculty
- Students
- Gap

1. **I generally try to avoid requiring course materials that are unreasonably expensive (Faculty)**
   - Faculty: 4%
   - Students: 42%
   - Gap: 38%

2. **Instructors generally try to avoid requiring course materials that are unreasonably expensive (Students)**
   - Faculty: 29%
   - Students: 59%
   - Gap: 20%

3. **It is fairly easy for students to re-sell used course materials at a reasonable price after the course is over (Faculty)**
   - Faculty: 18%
   - Students: 40%
   - Gap: 22%

4. **It is fairly easy to re-sell used course materials at a reasonable price after the course is over (Students)**
   - Faculty: 56%
   - Students: 35%
   - Gap: 21%

**Student N = 1531 / Faculty N = 1550**