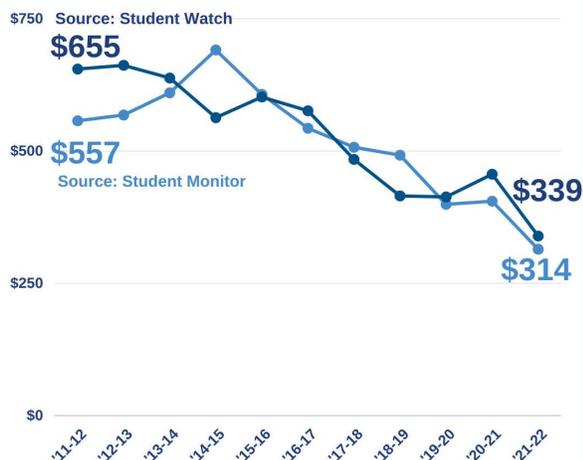


College Course Materials Q&A:

Frequently Asked Questions About Student Spending on Course Materials and Inclusive Access Programs



Student spending on course materials declines 48% over 10 years

AAP | ASSOCIATION OF AMERICAN PUBLISHERS

Student Spending Declines

Q1) Are students spending more on college course materials than ever before?

No, quite the opposite – [recent data](#) has shown that average student spending on course materials has steadily declined over the past decade:

- **Student Watch:** found a drop of 48% in student spending on course materials over the past decade, estimating that the average student spend for the 2021-2022 academic year was \$339. The Student Watch findings are the result of a survey involving more than 11,800 students across 39 two- and four-year institutions.
- **Student Monitor:** this independent researcher also indicates a 44% decline in student spending on course materials over the past ten years, estimating average spending at \$314. The Student Monitor findings are the result of comprehensive, one-on-one, on campus interviews conducted among four-year, full time undergraduates attending 94 colleges and universities.

The two organizations have different methodologies, which can result in slightly different figures, although their findings are quite similar. What they do agree on is the overall trend of student spending on course materials declining over time.

Q2) According to The College Board, course materials will cost between \$1,240 - \$1,440 for the 2018-2019 academic year. That doesn't match the numbers from Student Watch and Student Monitor. Why?

Actually, the College Board's most recent report, [Trends in College Pricing and Student Aid 2020](#), states that average student spending on course materials during the 2020-21 year is just \$410 (pg. 11 of the report). The report also includes a [link](#) to a video highlighting the importance

of the Student Monitor and Student Watch reports that indicate a multi-year decline in student spending.

The larger number was widely misunderstood – it was an estimate compiled by the College Board and included more than just course materials such as textbooks and eBooks, but also school supplies and higher cost items such as laptop computers, among other items.

Q3) Why is student spending on course materials declining?

When it comes to acquiring course materials, students have more choice – and more affordable alternatives – than ever, including rental options for both print and digital materials, loose-leaf versions, open educational resources (OER), and creative new distribution models such as Inclusive Access and subscription services. The statistics make it clear that students are taking full advantage of the new, cost-effective options that publishers have made available, which has led to a significant decline in student spending.

Inclusive Access

Q4) What is Inclusive Access?

Inclusive Access is a course material delivery model that helps institutions of higher education provide students with access to course materials on the first day of class, at a discounted price. Check out AAP's video on Inclusive Access [here](#).

Q5) What are the benefits of Inclusive Access?

Inclusive Access offers the following benefits:

- Accessible, interactive and personalized digital content.
- First-day access to digital course materials, which has been proven to increase student retention and performance in class.
- Inclusive Access programs permit students to pay for materials through the accounts the educational institutions have set up for loans or grants under Title IV of the Higher Education Act¹.
 - If Title IV monies are used for Inclusive Access, then the educational materials provided are required by federal regulation to be priced below competitive market rates – so students get a discount.

¹The relevant regulations can be found at <https://www.law.cornell.edu/cfr/text/34/668.164>.

Q6) How have students reacted to Inclusive Access?

Many students see significant benefits in being able to fold their course material costs into their tuition rather than having to purchase them at the beginning of the semester. In fact, Student Watch found that 91% of students surveyed expressed interest in having less expensive course materials that were included in the cost of tuition.

Q7) How do students pay for Inclusive Access materials?

The method of payment can vary, but the federal regulations governing Inclusive Access programs state that an institution may include the costs of books and supplies as part of tuition and fees if the “institution has an arrangement with a book publisher or other entity that enables it to make those books or supplies available to students below competitive market rates.” That means that course materials can be paid for through student loans or grants under Title IV of the Higher Education Act, and that students get a discount.

Q8) With Inclusive Access, do publishers have direct access to students’ wallets?

Absolutely not. Publishers do not charge students directly for Inclusive Access programs. All financial transactions are between the student and the institution.

Q9) How many campuses are making Inclusive Access available to their students?

Students on more than 1,000 campuses throughout the United States participate in an Inclusive Access program.

Q10) Is Inclusive Access more affordable than traditional print books?

The savings associated with Inclusive Access can be significant, with [one university citing discounts of 50 – 80%](#) for participating students.

Other success stories include:

[University of Arizona](#), [Auburn University](#), [Indiana University](#), [University of California Davis](#), [Rowan-Cabarrus Community College](#), [University of Missouri](#), [Hinds Community College](#), [Cornell University](#), [North Carolina State University](#), [University of New Mexico](#), [University of Arkansas](#), [Austin Peay State University](#), [University of Nebraska](#), [Copiah Lincoln Community College](#)

Q11) What role has the U.S. Department of Education played in regulating Inclusive Access?

In 2015, the U.S. Department of Education conducted an extensive, public rule-making process ultimately issuing regulations² permitting institutions of higher learning to charge students for books and supplies as part of tuition and fees.

Q12) Are the course materials made available through Inclusive Access competitive with other options?

Yes. Inclusive Access materials are highly competitive.

Inclusive Access programs permit students to pay for materials through the accounts the educational institutions have set up for loans or grants under Title IV of the Higher Education Act.

If Title IV monies are used for Inclusive Access, then the educational materials provided are required by federal regulation to be priced “*below competitive market rates*” – so students get a discount³.

Q13) Can students opt out of Inclusive Access programs?

Yes. Institutions are responsible for providing opt-out options for students who don’t want to participate in Inclusive Access programs.

As a general matter, course materials are available in other formats, including new and used printed textbooks, rented, printed textbooks, and unlimited and rented eTextbooks.

However, if in the rare instance materials cannot be found elsewhere (for example, if a college or university has customized a course offering or a textbook), federal regulations require that the institution document and advise students where to find the course materials.

In the vast majority of cases, however, students who do choose to opt out can purchase course materials online through the publisher, other online retailers, or at the college bookstore.

Note: The federal rule-making governing Inclusive Access requires that the programs make books or supplies available “*below competitive market rates,*” so students who purchase materials in other ways may end up paying more.

² See <https://www.law.cornell.edu/cfr/text/34/668.164>.

³ See <https://www.law.cornell.edu/cfr/text/34/668.164>.

Q14) What is the time frame for students to opt out of Inclusive Access?

The opt out time frame is determined by the institution, and it is generally in line with the average add-drop period (approximately 10-14 days).

For example, the University of Pittsburgh points out on their website⁴ that participation in Inclusive Access is not mandatory, and students have until the last day of the add/drop period to opt-out of the program.

At the University of Virginia, the policy is the same⁵, with students being provided with the ability to opt out until the end of the add/drop period.

Q15) Do Inclusive Access programs hurt the rental and used book markets for course materials?

No, there appears to be a healthy market for used textbooks, as well as for rental and eBooks.

One of the reasons that [student spending on course materials has declined](#) over the past decade is that publishers have made a wide range of new, cost effective options available, such as new or used print, digital and rental options for both.

In fact, the most recent Student Monitor report found that:

For Used Books:

- 31% of students surveyed had purchased one or more used textbooks during the year.
- In fact, the used textbook market is practically equal in size to the new textbook market (30% of students purchased one or more new books).
- According to interviews with students, interest in used books is driven in part by cost savings.

For Rental Course Materials:

- The rental course material market continues to grow, with students telling Student Monitor they are attracted by the cost savings associated with renting rather than purchasing.

For eBooks:

- The eBook course material market continues to grow at modest levels as students demonstrate a preference for both new and used print formats (both purchased and rented).

⁴ See <http://www.pittuniversitystore.com/SiteText.aspx?id=45005>

⁵ See https://uvabookstores.com/uvatext/site_inclusive_access_FAQ.asp.

Q16) If these materials are sold to students at a cheaper price, how do publishers profit?

Because publishers expect that most students will purchase materials, they are able to work with colleges to negotiate for discounts based on large volume sales. This savings is passed on to the students, resulting in substantial discounts compared to purchasing print textbooks through traditional methods.

Q17) Do colleges have to meet quotas to get the discount?

No. There are no quotas, and federal regulations require that Inclusive Access materials be made available for below competitive market rates.

Q18) Can't publishers eventually raise prices for these materials?

When it comes to Inclusive Access materials, federal regulations require that an institution that has an arrangement with "a book publisher or other entity" make books or supplies available "*below competitive market rates.*" Generally, student spending on course materials has been [declining](#) over the past decade. One factor is the wide variety of options – including textbook rentals, eBooks and Inclusive Access – being offered by publishers.

Q19) Do these programs eliminate academic freedom for faculty?

Not at all. Inclusive Access programs are designed to be flexible. They can be implemented on a department level, but they can also be provided on a course-by-course basis, or even by course section.

Q20) What about Open Education Resources (OER)? Aren't they a better – and cheaper – option?

Open Education Resources can certainly be part of the mix, and some of AAP's member companies include them in their offerings.

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