



2023 ILLINOIS COURSE MATERIALS SURVEY

Student Perspective Report

ABSTRACT

“Illinois Course Materials Survey: Student Perspective” identifies Illinois students’ needs regarding affordable course materials and interest in open educational resources or other affordable course material options.

Consortium of Academic and Research Libraries in Illinois (CARLI), March 2024

2023 Illinois Course Materials Survey: Student Perspective Report

In 2023 the Consortium of Academic and Research Libraries in Illinois (CARLI) and an advisory Subcommittee of the Open Educational Resources Committee developed the “Illinois Course Materials Survey: Student Perspective” to identify Illinois students’ needs regarding affordable course materials and interest in open educational resources or other affordable course material options. This survey was approved by the University of Illinois’ Office for the Protection of Research Subjects to be administered between April 5, 2023-December 31, 2023, to students attending not-for-profit institutions of higher education in Illinois. This report reflects the collective responses of 4,617 eligible student participants attending 52 Illinois institutions, including 22 community colleges, 21 private colleges and universities, and 9 public universities.

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EXECUTIVE SUMMARY

The Consortium of Academic and Research Libraries in Illinois (CARLI) conducted the “Illinois Course Materials Survey: Student Perspective” between April 5, 2023-December 31, 2023, in order to identify Illinois students’ needs regarding affordable course materials and interest in Open Educational Resources or other affordable course material options. Specifically, we aimed to answer the following research questions:

1. How much did students spend on course materials during the current term?
2. How are students affected by the cost of college course materials?
3. Which demographics of Illinois college students are most impacted by the cost of course materials?
4. What are students’ interests in and experiences with Open Educational Resources (OER)?
5. What are students’ interests in and experiences with other affordable material options?
6. Do students have clear preferences for the formats and features of course materials?

The 21 main questions comprising the survey were modeled from other statewide course material surveys including those developed by the Florida Virtual Campus (FLVC) and the Virginia Academic Library Consortium (VIVA), as well as institutional surveys developed by CARLI-member libraries. A subcommittee of the CARLI Open Educational Resources Committee advised the CARLI Research Team on the questions included within the “Illinois Course Materials Survey: Student Perspective.”

4,617 eligible students participated in the survey from 52 Illinois not-for-profit institutions including 22 community colleges, 21 private colleges and universities, and 9 public universities. As CARLI is not a state agency that would have direct contact with students at all not-for-profit institutions in Illinois, we requested librarians at those institutions distribute the survey to their students through their local campus channels. Students shared their academic and personal struggles to afford course materials, the benefits of freely-available materials, and their preferences for course material formats.

All demographics of students expressed that the cost of course materials is adversely impacting their academic careers by increasing their time to degree completion, causing a failure to reach their potential when lacking the necessary learning materials, and impacting their decisions on course selections. Due to the cost, students shared how they are struggling financially to meet basic needs including going without food, medicine, and other necessities. Their debt increased, as did the number of hours they had to work to cover course material costs. Emotional stress increased as a result. Students were extremely frustrated by online paid-access code materials, referring to them as a “pay-to-grade” model. 60% of students considered low-cost materials as ranging from \$0-\$40.

When provided with freely available course materials, students experienced increased academic success, relief of lowering financial stress, and appreciation for the academic quality, inclusivity,

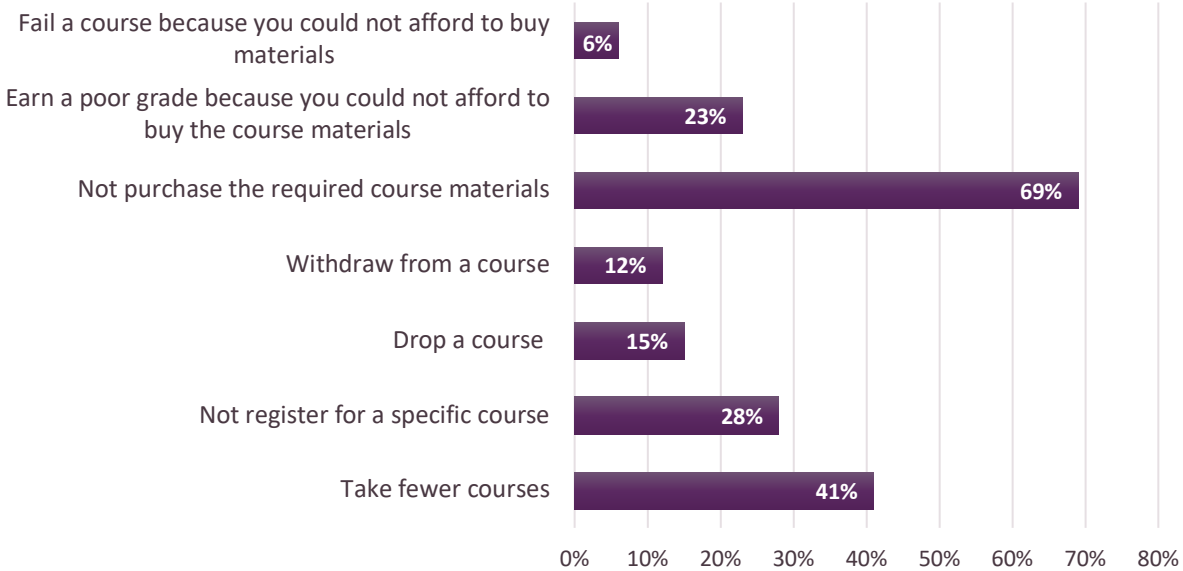
equitability, and interoperability that freely available course materials provided. 74% of students indicated they would prefer digital course materials with no cost over traditionally published course materials with a cost. Over 75% of respondents identified an appreciation for course materials that were interactive, could be accessed from anywhere, incorporated assistive technologies, allowed use on a cell phone or other small device, provided digital and print formats, and provided lifetime access.

These results emphasize the need for equitable access to course materials for Illinois college students, and the need for CARLI to continue our efforts in supporting the creation and adoption of Open Educational Resources and other affordable options at CARLI-member and other Illinois not-for-profit institutions. This includes advocating for stable, recurring funding to support these efforts. Students' responses from this survey will be used to support the need for such funding through state and federal legislation and grant opportunities. It is our intent to redistribute this survey periodically in the future to stay informed of students' course material needs so we can continue to support students by sharing their concerns with the Illinois library and higher education community.

KEY FINDINGS

Finding 1. Course material costs are adversely impacting students' academic careers.

EFFECT OF COURSE MATERIAL COSTS ON ACADEMIC CAREERS



Academic career impacts on students due to the cost of course materials include: an increase in time to degree/ program completion, a loss of equitable access to knowledge, the failure to reach their potential, course selection determined by material cost instead of requirement or academic interest.

“Being unable to pay for materials has dictated what class I do and don't take.”

“I had to drop multiple courses due to textbooks costs. It slowed my dream and my pace.”

“I can't get the education I'm putting myself in debt for because I can't afford to put myself more in debt.”

“I do feel as though sometimes other kids have a greater advantage since they have access to the book and I do not.”

Finding 2. Course material costs are lowering students' abilities to meet basic needs, increasing their debt, increasing their work hours/jobs, and increasing their emotional stress.

"I am stressed and can barely afford school."

"I find myself in credit card debt to pay."

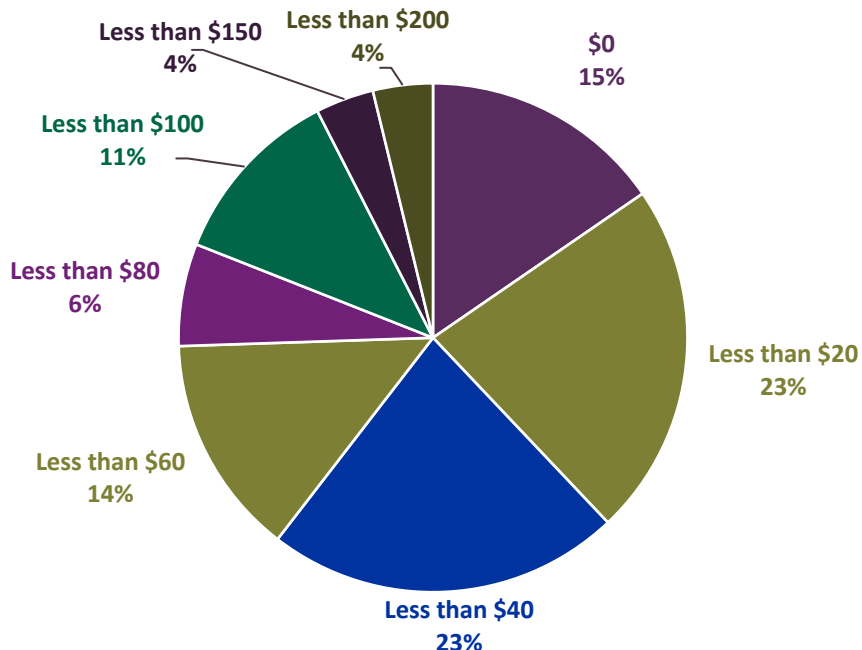
"BRO SO MUCH LIKE WHEN I TELL YOU BOOKS ON TOP OF A PARKING PASS AND MATERIALS LIKE I HAVE NO MONEY LEFT AND I WANT MY DEGREE SO BAD BUT THERES SO MANY COSTS I HAVENT ACCOUNTED FOR AND I THOUGHT I WAS DECENTLY PREPARED :("

"I entirely support myself at college, which sometimes means buying an expensive textbook instead of food, clothes, insulin (I'm diabetic), etc."

"I have to put in extra hours at both of my jobs (35+ hrs per week) in order to cover both tuition and textbooks. This causes me to fall behind in my schoolwork and miss important educational opportunities."

Finding 3. 60% of students considered costs of \$0 to less than \$40 to be low cost for the course materials in one course.

COURSE MATERIALS CONSIDERED LOW-COST



Finding 4. On average, students are spending \$297.71 on course materials per term.

The average spent by all students on course materials for a term was **\$297.71**. This average ranged from \$227.28 for those taking one course to \$445.83 for those taking seven courses. This includes 11.66% of students who noted they spent \$0 for course materials.

Finding 5. Students are extremely frustrated by online paid-access code materials required to complete assignments/quizzes.

"It's insulting to be forced to buy a textbook just to take the class and then not even be allowed to keep the book. It shows a real lack of desire to educate students. The point is not to hoard some secret knowledge."

"I'm especially sore about the online courses because I can't even take tests without paying over \$100 for access. This is extortion! University is now pay-to-grade!"

"Begged and borrowed books when possible, but when codes were required to purchase for the class it became harder. The cost of books each semester was nearly the cost of attending the school."

Finding 6. Students emphasized a wide variety of benefits when faculty provided materials that were free to students.

Students experienced increased academic success, relief of lowering financial stress, and appreciation for the academic quality, inclusivity, and equitability that freely available course materials provided. They respected faculty who provided access to freely available materials.

63% of students had experienced instructors who provided Open Educational Resources, designed courses utilizing open access and library-subsidized online resources, or provided other freely available materials.

"Free materials even the playing field and allow all students to fully participate."

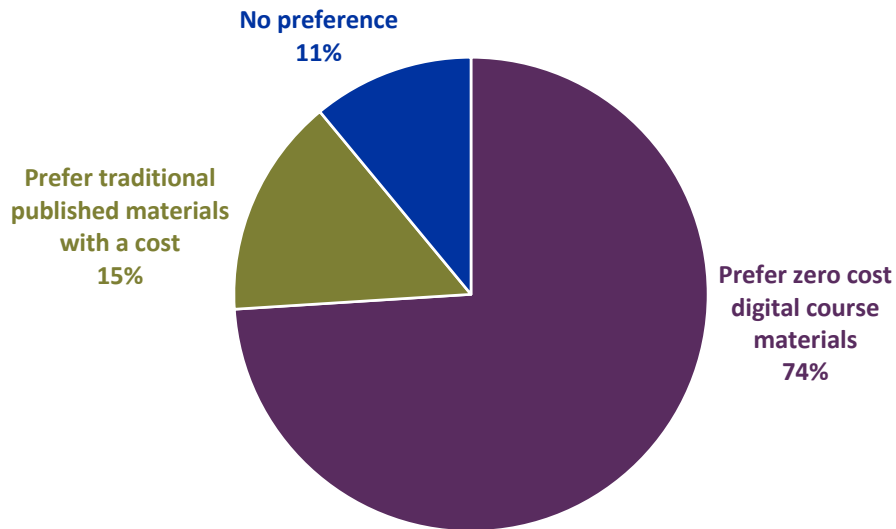
"The free textbook helped me to be able to make the semester affordable enough to continue and earn good grades in the class."

"Free materials are not just lower cost, but higher quality, building information literacy skills, offering multiple viewpoints, requiring comparison and analysis and other critical thinking."

"All free materials were always the most relevant to class and typically related to current events."

Finding 7. 74% of students prefer digital course materials with no cost over traditionally published course materials with a cost.

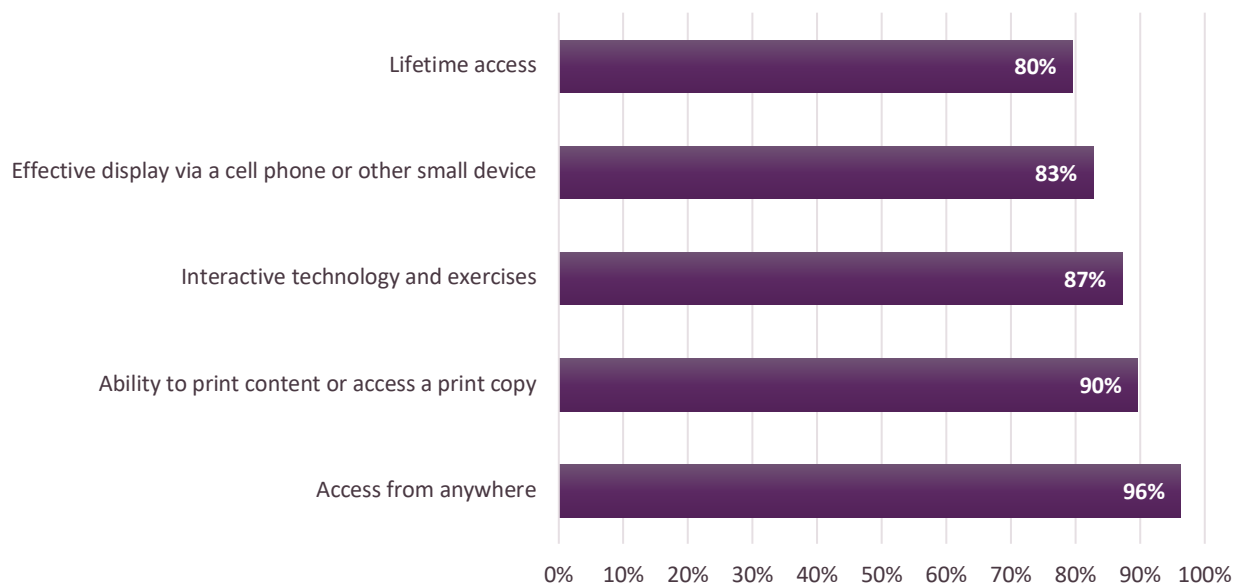
STUDENT PREFERENCES FOR COURSE MATERIALS



Finding 8. Over 75% of respondents identified that all course materials features that allow them to use the materials how, when, and where they want are very helpful or helpful.

Almost all students (96%) noted that having access from anywhere is very helpful or helpful.

PREFERRED ACCESS TO COURSE MATERIALS



RESEARCH METHODOLOGY

A. Creation

The “Illinois Course Materials Survey: Student Perspective,” was developed to identify Illinois students’ needs regarding affordable course materials and interest in Open Educational Resources or other affordable course material options. Specifically, the survey aimed to find answers to the following research questions:

1. How much did students spend on course materials during the current term?
2. How are students affected by the cost of college course materials?
3. Which demographics of Illinois college students are most impacted by the cost of course materials?
4. What are students’ interests in and experiences with Open Educational Resources (OER)?
5. What are students’ interests in and experiences with other affordable material options?
6. Do students have clear preferences for the formats and features of course materials?

Identifying answers to these questions helps CARLI identify future steps we can take to better support Illinois students’ required course material needs, including continued support for the creation of Open Educational Resources and advocacy for recurring funding.

Specific questions included within the survey were modeled from other statewide course material surveys including those developed by the Florida Virtual Campus (FLVC) and the Virginia Academic Library Consortium (VIVA) as well as CARLI-member surveys. A subcommittee of the CARLI Open Educational Resources Committee advised the CARLI Research Team on the questions included within this survey.

Protecting student privacy was of utmost importance as we developed this survey. Data was stored in the secure platform REDCap. No personally identifiable information such as names or email addresses were collected. Survey questions were optional with the exception of four, to allow students as much anonymity and protection as possible. Required questions included: provide your consent to participate, select an academic term, identify if you were 18 years of age or older when the term began, and indicate your institution name. Three of these questions were required to help ensure consent to participate and eligibility. Requiring indication of academic term allowed students to participate during more than one term in 2023.

Indicating institution name also allowed the possibility of individual institutions being able to request institution-specific aggregated responses to evaluate the survey results at the institution level in addition to our statewide findings.

B. Distribution

This survey was approved by the University of Illinois’ Office for the Protection of Research Subjects with exempt determination category [Exempt 2\(ii\)](#) to be shared with students at

not-for-profit institutions of higher education in Illinois between April 5, 2023-December 31, 2023. As CARLI is not a state agency that would have direct contact with students at all not-for-profit institutions in Illinois, we requested librarians at those institutions distribute the survey to their students through their local campus channels.

CARLI shared the survey with librarians across the state by announcing its launch not only to CARLI's 128 members via email and regular Newsletter announcements, but also announcing it to partners across the state including the Illinois Library Association (ILA), the Illinois Association of College and Research Libraries (IACRL), the Illinois Community College Board (ICCB), and other Illinois library systems who kindly helped share the news about the survey via email lists and newsletters.

Gaining local permissions for librarians and staff to distribute this survey looked different at each institution, and often involved outreach to Institutional Review Board offices. Some librarians and staff were able to gain permissions quickly, sharing the survey across Spring, Summer, and Fall 2023 terms. Other campus permissions took longer, and distribution was in later terms. Some institutions generously allowed the sharing of this survey to their full student body, while others limited outreach to a specified percentage of students per term.

Institutions successfully distributed the survey to students through a combination of approaches: direct emails to students, sharing of the survey via their campus learning management system, emails to faculty and deans notifying them of the survey, encouraging participation in the survey at campus events, and reaching out to other campus groups to forward the survey to their members.

FULL RESULTS

A. Participation

4,729 students participated in the Illinois Course Materials Survey: Student Perspective April 5, 2023 through December 31, 2023. The survey results represent only eligible participants, totaling 4,617 students. Eligible participants included students attending not-for-profit institutions of higher education in Illinois, who were 18 years of age or older during the term selected, and who gave voluntary consent to participate in the survey. 110 ineligible participants (2%) were excluded from the study due to attending an institution outside of Illinois, not consenting to participate, or being younger than 18 years of age at the start of the term selected.

Students from 52 Illinois institutions were represented, including 22 community colleges, 21 private colleges and universities, and 9 public universities. Response rates by institution type included 2215 community college students (48%), 1070 students attending private colleges and universities (23%), and 1332 students attending public universities (29%). Some institutions had recently shared student surveys on their campuses and made the decision to not share the survey in 2023.

Participating Illinois Institutions and Number of Responses

22 Community Colleges

Black Hawk College	157
Carl Sandburg College	1
City Colleges of Chicago - Harold Washington College	5
City Colleges of Chicago - Harry S Truman College	3
City Colleges of Chicago - Malcolm X College	2
City Colleges of Chicago - Olive-Harvey College	1
City Colleges of Chicago - Wilbur Wright College	11
College of DuPage	213
College of Lake County	281
Danville Area Community College	63
Elgin Community College	83
Illinois Valley Community College	2
Kishwaukee College	34
McHenry County College	1
Lake Land College	1
Lincoln Land Community College	404
Oakton College	558
Sauk Valley Community College	112
South Suburban College	55
Southwestern Illinois College	2
Spoon River College	23
Waubonsee Community College	203

21 Private Colleges/Universities

Adler University	34
American Academy of Art	1
American Islamic College	1
Benedictine University	111
Columbia College Chicago	23
Concordia University Chicago	1
DePaul University	275
Elmhurst University	1
Illinois College	5
Illinois Institute of Technology	42
Illinois Wesleyan University	42
Judson University	30
Knox College	21
Lake Forest College	52
Lincoln Christian University	14
Loyola University of Chicago	2
Millikin University	274
National Louis University	1

Northwestern University	95
Principia College	1
Rockford University	44

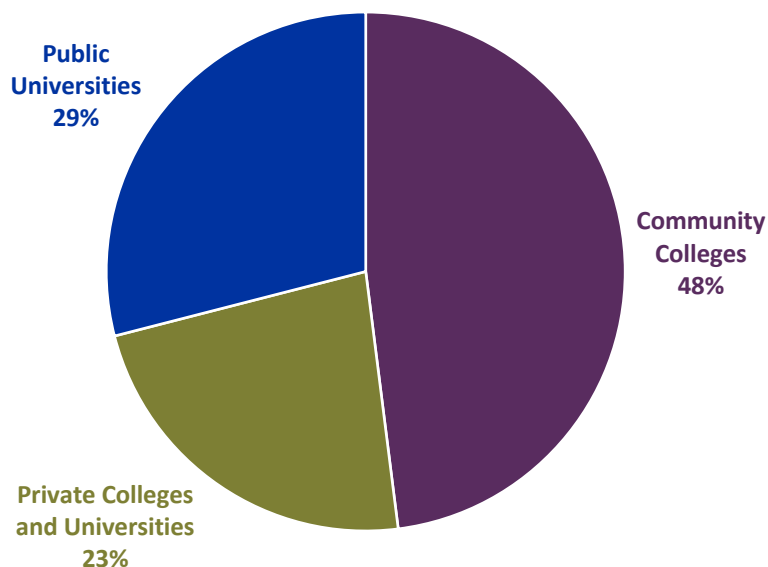
9 Public Universities

Chicago State University	44
Illinois State University	4
Northeastern Illinois University	169
Northern Illinois University	159
Southern Illinois University Carbondale	407
Southern Illinois University Edwardsville	163
University of Illinois Chicago	85
University of Illinois Springfield	173
University of Illinois Urbana-Champaign	128

Response Rates by Institution Type

Of the 4617 eligible participants, 48% (2215) were attending community colleges, 23% (1070) were attending private colleges and universities, and 29% (1332) were attending public universities.

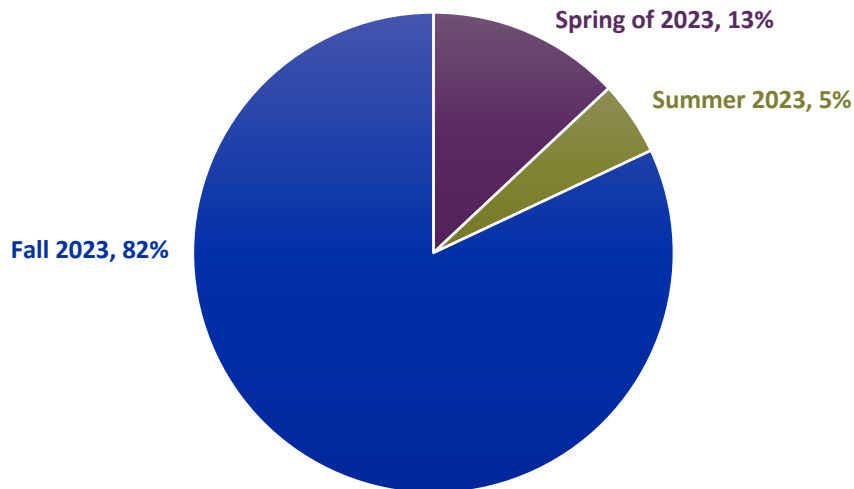
RESPONSE RATE BY INSTITUTION TYPE



Participation Levels by Term

Of the 4617 eligible student participants, 82% (3823) completed the survey for the Fall 2023 term, 13% (580) participated for Spring 2023, and 5% (214) completed the survey for Summer 2023.

SURVEY PARTICIPATION BY TERM



This increase in the Fall term reflects the longer approval process some librarians and staff needed to undergo at their institutions to gain permissions to distribute the survey to students. Other institutions were able to quickly acquire permissions to distribute the survey. Outreach to students also varied among institutions. Some were able to distribute the survey to their full student body, while others were restricted to a limited percentage of students. As previously mentioned, the ways in which the survey was able to be distributed also varied. Some institutions generously allowed the sharing of this survey to their full student body through direct emails and sharing via learning management systems. Others were more limited in their options for student outreach.

B. Course Material Costs

Participants were asked both about the number of courses they took and how much they spent on textbooks and other required course materials such as access codes or course packets. Using the responses from these two questions, the average amount spent by course load was calculated. There were 3692 students that answered both questions. 28% of students took four classes. For all respondents, the overall average spent for course materials was \$297.71. Full-time students on average spent \$314.74.¹ Average spent was calculated by using the middle value of each "amount spent" category.² Interesting enough, those that took three classes spent more on average for

¹ This statement was added 3/22/24.

² This statement was added 3/22/24 to clarify the calculations in this section.

their course materials than those that took four classes, but by far, those taking one course spent the most on a per-course basis at \$227.28.*³

All responses for students that identified the number of courses and amount spent:

Number of Courses	Number of Students (Percentage)	Average Amount Spent for Course Materials
1	335 (9%)	\$227.28
2	603 (16%)	\$276.84
3	515 (14%)	\$295.46
4	1036 (28%)	\$277.97
5	764 (21%)	\$323.07
6	289 (8%)	\$334.59
7	139 (4%)	\$445.83

During the academic term, how many courses did you take?

Students identified that they were taking one to seven courses. 3716 students answered this question.

- 1 course, 336 students (9%)
- 2 courses, 607 students (16%)
- 3 courses, 523 students (14%)
- 4 courses, 1048 students (28%)
- 5 courses, 769 students (21%)
- 6 courses, 293 students (8%)
- 7 courses, 140 students (4%)

During the academic term, how much did you spend on all textbooks and other required course materials (access codes, course packets, etc.)?

Amount Spent	Number of Students	% of Students
\$0	433	11.66%
\$1-50	285	7.67%
\$51-100	419	11.28%
\$101-200	676	18.20%
\$201-300	636	17.12%
\$301-400	423	11.39%

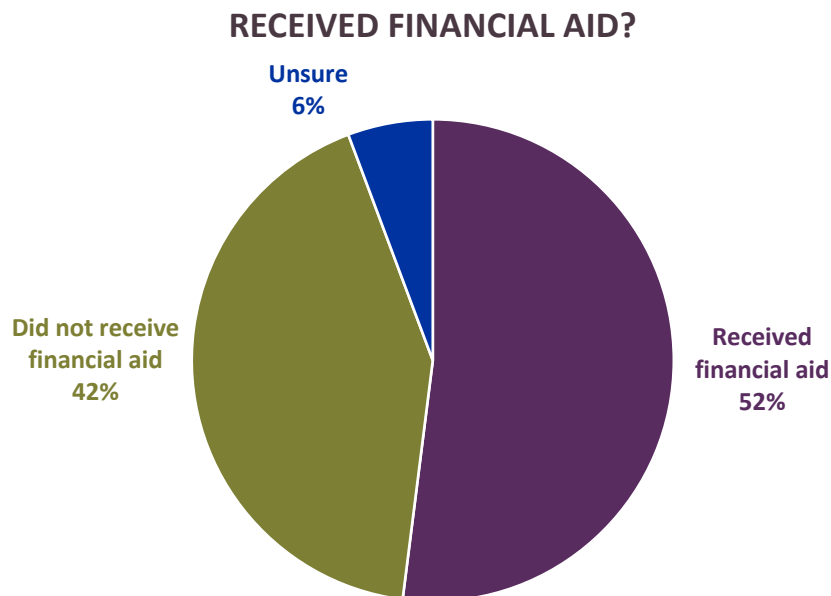
³ This text was removed 3/22/24, “The amount students are asked to budget for course materials varies by institution, but that amount is publicly available on institutions’ websites. Comparing these publicly available amounts to the amounts students reported spending, full-time students average spending on course materials was \$314.74 which was less than half of the \$682.10 (averaged) that they were asked to budget by their institution for course materials for a given term.” as after review, the budget figure includes items in addition to course materials. Both numbers are accurate; however, the comparison is not a like-for-like comparison.

\$401-500	260	7.00%
\$501-600	175	4.71%
\$601-700	105	2.83%
\$701-800	61	1.64%
\$801-900	37	1.00%
\$901-1000	60	1.62%
\$1001-\$1101	27	0.73%
\$1101-1200	17	0.46%
\$1201-1300	12	0.32%
\$1301-1400	5	0.13%
\$1401-1500	11	0.30%
\$1501-1600	8	0.22%
\$1601-1700	6	0.16%
\$1701-1800	5	0.13%
\$1801-1900	2	0.05%
\$1901-2000	5	0.13%
\$2001-2100	2	0.05%
\$2101-2200	6	0.16%
\$2201-2300	3	0.08%
\$2301-2400	3	0.08%
\$2401-2500	5	0.13%
\$2501 or more	27	0.73%

Financial Aid

Did you receive financial aid?

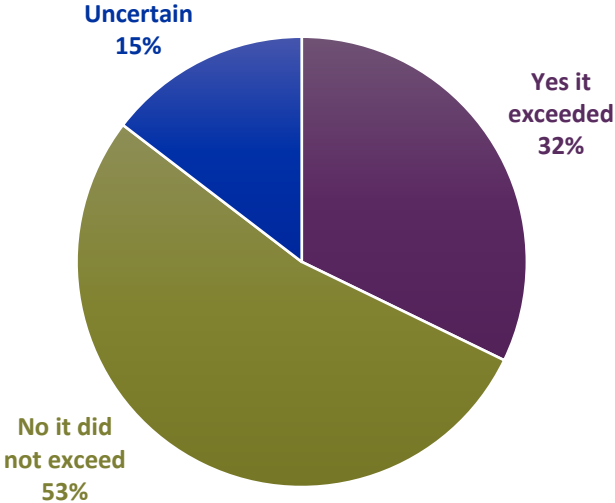
Of the 3688 participants, 52% (1918) said yes, they received financial aid, 42% (1560) said they received no financial aid, 6% (210) were unsure whether they had received aid.



Did the cost of your course materials exceed your financial aid award?

Of the 1902 students who responded to this question, 32% (612) said yes, 53% (1013) said no, 15% (277) were uncertain.

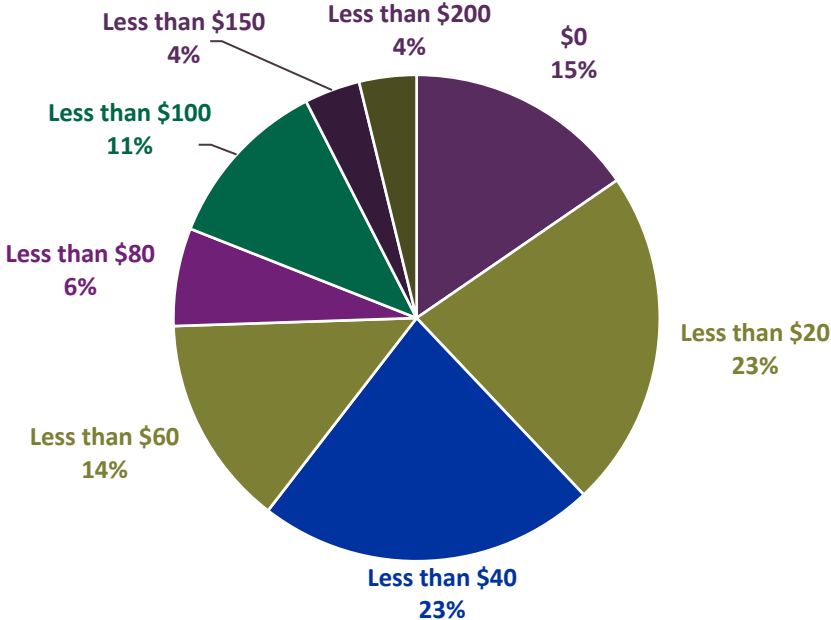
MATERIALS COSTS EXCEED FINANCIAL AID



Select what you would consider to be low cost for the course materials used for just one course.

Of the 2693 students who responded to this question 15.4% (575) said \$0; 22.5% (837) less than \$20, 22.5% (838) less than \$40; 14% (522) less than \$60; 6.5% (242) less than \$80; 11.5% (427) less than \$100; 3.7% (138) less than \$150, and 3.8% (142) said less than \$200.

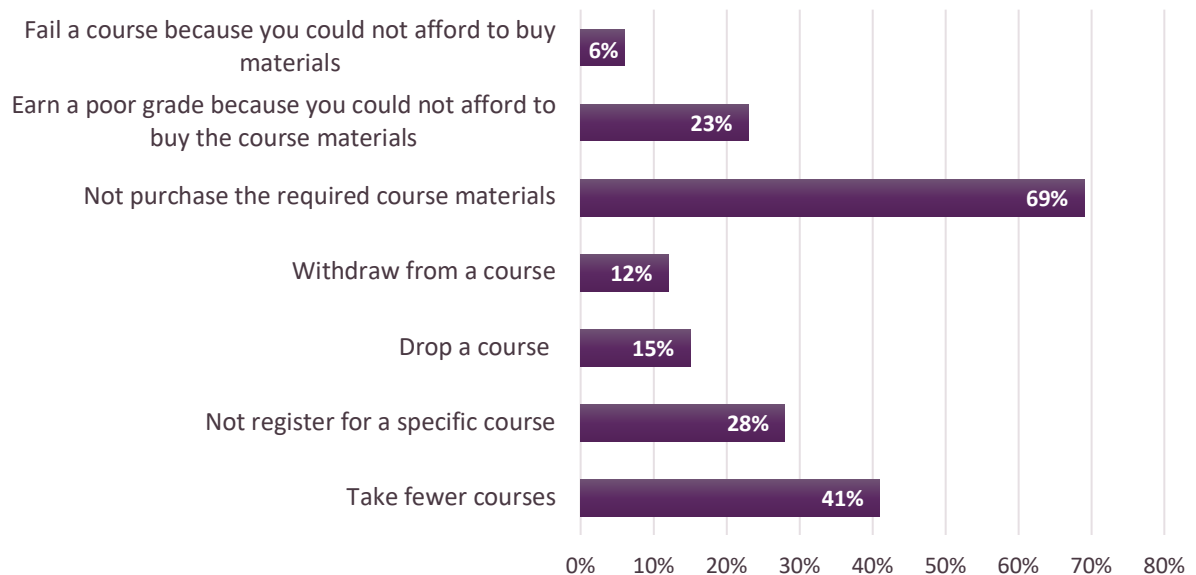
LOW-COST MATERIALS FOR ONE COURSE



C. Costs Impacts

In your academic career, has the cost of required course materials caused you to (select all that apply):

EFFECT OF COURSE MATERIAL COSTS ON ACADEMIC CAREERS



2693 students responded to one or more options within this question, indicating the cost of course materials have impacted students in all categories. Course material costs have caused 1865 students (69%) to not purchase the required course materials, 1095 (41%) to take fewer courses, 750 (28%) to not register for a specific course, 625 (23%) earn a poor grade because they could not afford to buy the course materials, 400 (15%) dropped a course, 316 (12%) withdrew from a course, and 169 (6%) failed a course because they could not afford to buy the course materials.

Detriment of Cost Impact

- The time it takes for students to complete their degree/program increases when students take fewer courses, drop, withdraw, or fail as a result of the cost of course materials. One student shared “I had to drop multiple courses due to textbooks costs. It slowed my dream and my pace.”
- Students fail to reach their potential when they earn a poorer grade because they could not afford to purchase the course materials. Expressed by one student participant, “I can't get the education I'm putting myself in debt for because I can't afford to put myself more in debt.”
- Equitable access to the resources and knowledge for students to be successful is lost. A student shared “I do feel as though sometimes other kids have a greater advantage since they have access to the book and I do not.”
- Course selection is impacted; even if a course may be the best option for a student’s education, students are choosing to not register for specific courses

with high-cost materials. A student participant expressed “Being unable to pay for materials has dictated what class I do and don't take.”

How have the costs of textbooks and other course materials impacted you?

Below is a small sample highlighting themes found in the 2707 personal comments students shared about how the cost of textbooks have impacted them. Themes emerged as multiple students expressed similar impacts. Course material costs are causing students to struggle to meet basic needs, slow or stop their degree completion, earn lower grades, work additional hours and additional jobs, have emotional and mental stress, increase their debt, experience a lack of equity in access to knowledge, lose respect for professors using expensive materials, and select courses specifically based on textbook cost. Students are particularly upset about the price of paid publisher access codes sometimes required to take quizzes and tests.

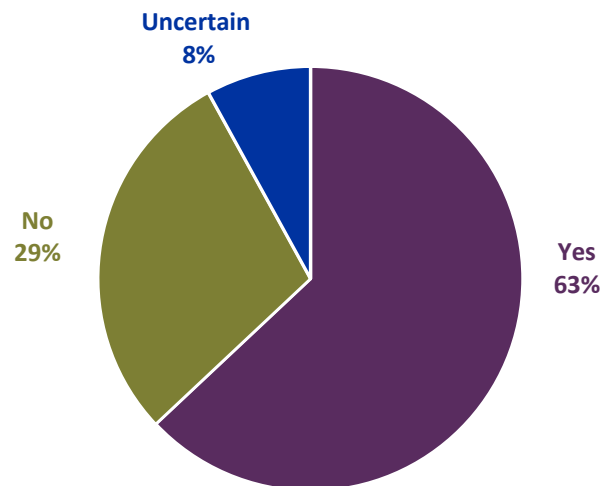
- “I entirely support myself at college, which sometimes means buying an expensive textbook instead of food, clothes, insulin (I'm diabetic), etc.”
- “I have been forced to skip meals in place of buying books because I felt they were necessary, but many cases this was untrue.”
- “I am a single parent to three children. If I buy textbooks that money comes out of their food and clothes budget. I am literally choosing between feeding my children and or buying books for college.”
- “I had to drop multiple courses due to textbooks costs. It slowed my dream and my pace.”
- “I had to become a half-time student to be able to afford going.”
- “Had to withdraw because the cost was too much.”
- “I put off going to college.”
- “It’s challenging to keep up when I don’t have all the materials.”
- “I can't get the education I'm putting myself in debt for because I can't afford to put myself more in debt.”
- “I find myself in credit card debt to pay.”
- “I do feel as though sometimes other kids have a greater advantage since they have access to the book and I do not.”
- “I failed ... because I could not access my homework because I needed to spend \$200 on an access code. This was for one class alone.”
- “I have to put in extra hours at both of my jobs (35+ hrs per week) in order to cover both tuition and textbooks. This causes me to fall behind in my schoolwork and miss important educational opportunities.”
- “Having to pay the cost of textbooks and other materials has caused me to pick up more hours at my job thus taking me away from my class work.”
- “I am stressed and can barely afford school.”
- “BRO SO MUCH LIKE WHEN I TELL YOU BOOKS ON TOP OF A PARKING PASS AND MATERIALS LIKE I HAVE NO MONEY LEFT AND I WANT MY DEGREE SO BAD BUT THERES SO MANY COSTS I HAVENT ACCOUNTED FOR AND I THOUGHT I WAS DECENTLY PREPARED :(“
- “As someone with a shoestring budget, any cost for materials is deeply impactful. [My college] advertises that one can use their financial aid to purchase their books in

the campus bookstore, yet also upcharges those books because they know some students have no other choice but to pay with their financial aid. It's taking advantage of lower-income students specifically and it's disgusting.”

- “Adding hundreds of dollars of books and ESPECIALLY online access is a huge burden. I'm especially sore about the online courses because I can't even take tests without paying over \$100 for access. This is extortion! University is now pay-to-grade!”
- “Beyond the simple fact that many of these textbooks are glorified quiz books, paying exorbitant fees for them feels especially ridiculous since the access we are provided expires after the course ends. It's insulting to be forced to buy a textbook just to take the class and then not even be allowed to keep the book. It shows a real lack of desire to educate students. The point is not to hoard some secret knowledge.
- Begged and borrowed books when possible, but when codes were required to purchase for the class it became harder. The cost of books each semester was nearly the cost of attending the school.”
- “I lose respect for the professor since he/she requires such an expensive book.”
- “As of fall 2023 I am able to say that all my professors did not ask for textbooks. We do use textbooks but the professors made sure they were free of cost.”

Have you had an instructor use materials that were completely free to you? (You did not pay for them and they were not included in your tuition or student fees bill via a campus rental program, flat-fee model, or inclusive access model.)

INSTRUCTOR USED MATERIALS THAT WERE FREE



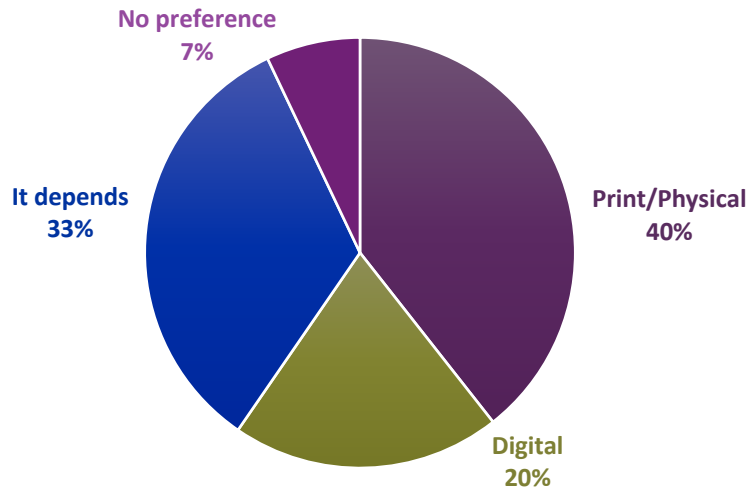
Of the 3652 students who participated in this question, 2291 (63%) had experienced an instructor who used materials that were completely free to them. 1070 (29%) students indicated they had not, and 291 (8%) were uncertain. Below are select quotes from the 1972 students who shared their experiences with free course materials. Their experiences included instructor-provided freely-available resources, courses utilizing open access and library-subsidized online resources, and open educational resources.

- “The free textbook helped me to be able to make the semester affordable enough to continue and earn good grades in the class.”
- “A big burden off my shoulders, a designated space to access the free materials as well. There was no barrier to entry.”
- “I can read them on my computer, highlight, underline, take notes, etc. like a normal textbook. And I loved that it was written by instructors and faculty because it's up to date and they made the book interesting to read.”
- “Free materials even the playing field and allow all students to fully participate.”
- “Everyone had the same book edition and the teacher and students were on the same page.”
- “Free materials are not just lower cost, but higher quality, building information literacy skills, offering multiple viewpoints, requiring comparison and analysis and other critical thinking. Students also build knowledge of how to find and use sources as a professional and in the future.”
- “All free materials were always the most relevant to class and typically related to current events.”
- “I felt much more included in the content.”
- “These materials show me that the professor cares about me as a human not just a student. I am more likely to actually use these resources when they are already provided for me.”
- “I appreciated that my school was taking my high tuition costs seriously and that my funds were put to good use. Free materials often show an instructor has taken the time to find relevant examples to work from.”
- “The material was just as good, and in more than one case, better than the textbooks I've had to pay for.”
- “The free materials allowed me to save money for future tuition payments. I was overwhelmingly happy to have access to expensive textbooks for free, thus allowing me to complete the necessary work and pass my classes.”
- “Amazing. All the information was there and I was able to learn well and complete the class with an A.”
- “I was very relieved that I was able to use the free materials rather than stress over the cost of textbooks and materials needed. Majority of the time, students spend money on textbooks that are barely used for the course itself.”
- “Great. I was able to access the material whenever I needed it.”
- “Awesome; I really appreciated it. They were all accessible via Canvas. Very cool move by my professor.”
- “Amazing, I wish all professors would do this!”

D. Format Preferences:

If the cost is the same, which format do you prefer for your course materials?

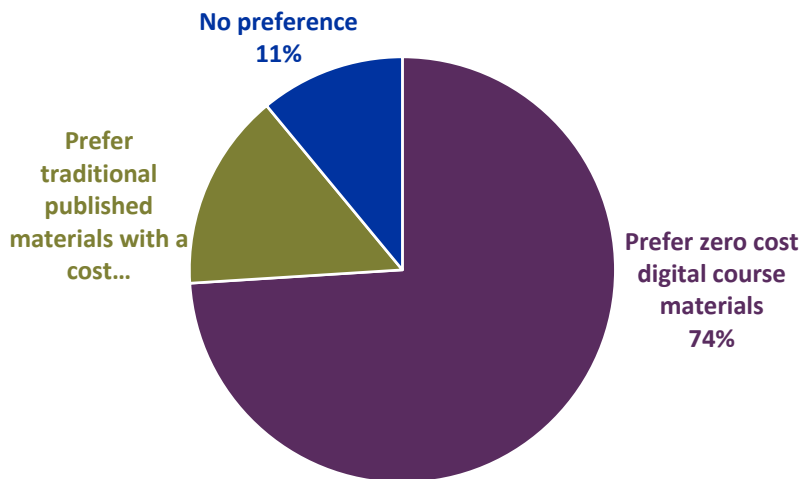
PREFERRED MATERIALS FORMAT IF COST IS THE SAME



Of the 3639 students who responded to this question, if course material costs were the same between print/physical and digital formats, 1432 (39%) preferred print/physical resources, compared with 728 (20%) who preferred digital. 1215 (33%) said It depends, and 264 (8%) had no preference.

Would you prefer to enroll in a course that used digital course materials with no cost to you or a course that used traditionally published course materials with a cost?

STUDENT PREFERENCES FOR COURSE MATERIALS



Of the 3641 students who responded to this question, 2681 (74%) of students indicated that they would prefer digital course materials with no cost, compared with 540 students (15%) who indicated they would prefer traditionally published materials with a cost, and 420 (11%) of students who didn't have a preference. The impact of the cost of

course materials significantly determined the 74% preference of students for digital course materials at no cost, even if they would have had a slight preference for print/physical materials if the cost had been the same.

E. Access Preferences:

How helpful to your learning are the following course material features?

Over three quarters of respondents identified that all course materials features that allow them to use the materials how, when, and where they want are very helpful or helpful. With almost all students noting that have access from anywhere is very helpful or helpful.

Access from anywhere, 96.3%

Ability to print content or access a print copy, 89.6%

Interactive technology and exercises, 87.2%

Effective display via a cell phone or other small device, 82.7%

Lifetime access, 79.5%

Compatible with assistive technologies, 78.5%

Feature	Very Helpful	Helpful	Not Helpful	N/A
Ability to access them from anywhere (respondents = 3502)	2494 (71.2%)	878 (25.1%)	89 (2.5%)	41 (1.2%)
Ability to print content or access a print copy (respondents = 3502)	2020 (57.7%)	1116 (31.9%)	259 (7.4%)	107 (3.1%)
Interactive technology and exercises (respondents = 3486)	1685 (48.3%)	1357 (38.9%)	303 (8.7%)	141 (4.0%)
Effective display via a cell phone or other small device (respondents = 3499)	1726 (49.3%)	1169 (33.4%)	438 (12.5%)	166 (4.7%)
Lifetime access (respondents = 3493)	1627 (46.6%)	1153 (33.0%)	466 (13.3%)	247 (7.1%)
Compatible with assistive technologies (respondents = 3477)	1587 (45.6%)	1144 (32.9%)	215 (6.2%)	531 (15.3%)

F. Degrees and Areas of Study

What degree(s) are you currently seeking?

Associate degree	1343, 33.3%
Bachelor's Degree	1689, 41.8%
Master's Degree	457, 11.3%
Doctorate degree	170, 4.2%
Certificate or Diploma	277, 6.8%
Non-Degree/student at large	98, 2.4%

What is your program/primary area(s) of study? Select all that apply.

Business (Accounting; Business; Economics; Management; Marketing; Office Technology)	523 students, 13.1%
Computer Science (Computer Aided Graphics; Computer Information Science and Information Technology; Cybersecurity; Operations and Information Management; Gaming)	309 students, 7.7%
Career & Technical (Applied Technology; Automotive Service Technology; Construction Management; Cosmetology; Culinary Arts; Fire Science and Safety; Heating, Air Conditioning and Refrigeration (HVACR); Hospitality; Manufacturing Technology; Mechanics; Paramedics; Transportation Logistics and Distribution; Welding Technology)	99 students, 2.5%
Education (Early Childhood Education; Child Development; Education/Teacher Preparation; Educational Leadership; English as a Second Language (ESL); Physical Education; Special Education)	392 students, 9.8%
Engineering (Aerospace Engineering; Biomedical Engineering; Chemical Engineering; Civil Engineering; Electrical Engineering; Industrial Engineering)	153 students, 3.8%
Fine & Applied Arts and Architecture (Animation/Motion Graphics; Architecture Art Education; Art History; Art Design; Fine Arts, Applied; Fashion Studies; Film; Interior Design)	274 students, 6.8%

Design; Theater; Music, Applied; Music Education; Music History and Theory; Photography)

Health Sciences/Medical (Audiology; Clinical Laboratory; Dental; Medical Administration; Kinesiology; Nursing; Nutrition; Occupational Therapy; Physical Therapy; Physician; Physician Office Coding & Billing; Public Health; Radiology; Respiratory Care; Speech Pathology; Surgical; Veterinary	875 students, 21.9%
Law including Paralegal Studies	103 students, 2.6%
Liberal Arts & Communication (Creative Writing; Languages such as English, ASL, Spanish, etc.; Literature; Journalism & Communications; Philosophy; Social Media; Television	218 Students, 5.4%
Library and Information Sciences	15 students, 0.4%
Life Sciences and Physical Sciences (Agriculture; Astronomy; Biology; Chemistry; Environmental Science; Geology; Physics)	268 students, 6.7%
Mathematics and Statistics	73 Students, 1.8%
Social & Behavioral Sciences (Anthropology; Archeology; Criminal Justice; Human Services; History; Political Science; Psychology; Religious Studies/Theology; Sociology; Social Work)	545 students, 13.6%
Undecided	138 students, 3.4%
Own response	Of the seven students who checked this response, 1 person was a dual credit student, and 4 people said they were taking classes for the fun of it, knowledge for knowledge's sake.

G. Funding Education:

63% of students indicated that they received a grant, scholarship, or other assistance including 63% that received scholarships, 57% receiving federal grants, and 40% receiving state grants.

49% of students indicated that they worked to pay for college costs. Of those, 66% indicated that they had a part-time job of 30 hours or less a week, but 34% of students indicated they worked 31 hours or more each week.

40% of students indicated that they used personal or family contributions to fund their education.

31% of students took out either student loans, personal loans, or both.

Which of the following sources are you using to fund your education? Select all that apply.

Grant, Scholarship or Other Assistance: 2174 (63%)

Illinois State Grants (Illinois Monetary Award Program [MAP] or Silas Purnell Illinois Incentive for Access Program [IIAP], Other Illinois State Grant(s): 841 (40%)

Federal Grants (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Other Federal Grant(s)): 1220 (57%)

Veteran Grants (Illinois National Guard Grant, Illinois Veteran Grant, GI Bill, Other Veteran Assistance): 67 (3%)

Scholarships: 1345 (63%)

Tuition Waiver: 202 (10%)

Employer-funded Assistance: 123 (6%)

I worked to help over the costs of attending school: 1713 (49%)

1 - 10 Hours: 233 (15%)

11 – 20 Hours: 489 (31%)

21 – 30 Hours: 329 (21%)

31 – 40 Hours: 321 (20%)

More than 40 Hours: 219 (14%)

I took out student loans to cover the cost of attending school: 1007 (29%)

I took out personal loans to cover the cost of attending school: 197 (6%)

I fund my education with personal or family contributions: 1385 (40%)

I don't know: 67 (2%)

Other: 67 (2%)

Please describe what other source(s) help fund your education.

Seven respondents indicated that they used credit cards to pay for their education, and one student noted that they sold their blood plasma.

CONCLUSIONS

Through participating in this survey, Illinois students expressed their concerns, struggles, and preferences regarding required course materials. All demographics of respondents shared how course material costs were adversely impacting their academic careers, their financial security, and their emotional stress. Due to the costs, students' academic career impacts included an increase in their time to degree or program completion, a loss of equitable access to knowledge, the failure to reach their potential when lacking the necessary learning materials, and the cost of course materials determining their course selections instead of requirements or academic interests. Course material costs detrimentally impacted students' financial ability to meet their basic needs; students expressed that they were going without food, medicine, and other necessities. Their debt increased, as did the number of hours they had to work to cover course material costs. Emotional stress increased as a result. Students were extremely frustrated by online paid-access code materials, referring to them as a "pay-to-grade" model. On average, full-time students are spending less than half what institutions are estimating they should budget for a term. 60% of students considered low-cost materials ranging from \$0-\$40.

When provided with freely available course materials, students experienced increased academic success, relief of lowering financial stress, and appreciation for the academic quality, inclusivity, equitability, and interoperability that freely available course materials provided. They respected faculty who provided access to freely available materials. 74% of students would prefer digital course materials with no cost over traditionally published course materials with a cost. Over 75% of respondents identified an appreciation for course materials that were interactive, could be accessed from anywhere, incorporated assistive technologies, allowed use on a cell phone or other small device, provided digital and print formats, and provided lifetime access.

Illinois students' responses reinforce similar findings from course material affordability research in other states including the Florida Virtual Campus "Student Textbook and Instructional Materials Survey" and the "Virginia Course Materials Survey." These results emphasize the need for CARLI's continued support for the creation and adoption of Open Educational Resources and other affordable options at CARLI-member and other Illinois not-for-profit institutions in order to ensure students have equitable access to course materials. This includes the importance of advocating for stable, recurring funding to support these efforts. The data from Illinois students will be used to support the need for such funding through state and federal legislation and grant opportunities. It is our intent to share this survey periodically in the future to stay informed of students' course material needs so we can continue to support students by sharing their concerns with the Illinois library and higher education community.

APPENDIX A: SURVEY INSTRUMENT



2023 Illinois Course Materials Survey: Student Perspective

Attribution:



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Questions “If the cost is the same, which format do you prefer for your course materials?” and “How helpful to your learning are the following course material features?” are from the [Virginia Course Materials Survey Instrument](#) © 2021 by [VIVA](#) used under [CC BY NC SA 4.0](#).

2023 Illinois Course Materials Survey: Student Perspective

You are being asked to voluntarily participate in a research study. The 2023 Illinois Course Materials Survey: Student Perspective provides a voice for you, the student, to share information about the cost of your textbooks and instructional materials, the impact that textbook costs are having on your education, your preferences for course material formats and qualities, and your experience with affordable course materials.

This research study is an effort of the Consortium of Academic and Research Libraries in Illinois (CARLI) and its Open Educational Resources Committee. CARLI is a unit of the University of Illinois System.

If you agree to participate and are 18 years of age or older attending a not-for-profit institution of higher education in Illinois, you will be asked to complete a brief online survey. The survey will take 10 minutes or less to complete. You will not be asked to identify yourself at any time. Only four questions require responses including: provide your consent to participate, select an academic term, identify if you were 18 years of age or older when the term began, and indicate your institution name. All other survey questions are optional. Your responses will be anonymous and aggregated together for analysis. You are free to withdraw at any time. All data will be stored in a secure electronic system.

CARLI staff collecting data in the research study will maintain confidentiality to the extent of federal and state laws and university policies. Personal identifiers will not be published or presented. Anonymous aggregated results may be shared with the institution that you attend. The results of this study may be published or presented using this anonymous data. Your anonymous responses could be used for future research without additional informed consent.

You will not be paid to take part in this study. However, your input will contribute to the body of knowledge on student textbook and instructional material costs and their impacts on Illinois college students.

If you have any questions about the research study, please contact Nicole Swanson via email at long20@uillinois.edu or CARLI Support at support@CARLI.illinois.edu. If you have questions or concerns about your rights as a participant please contact the University of Illinois Urbana-Champaign Office for the Protection of Research Subjects at 217-333-2670 or via email at irb@uillinois.edu.

Voluntarily Consent and Eligibility

1. Do you agree to participate in this survey?

- Yes
 No

2. Please select an academic term.
Your responses in this survey should reflect the term you select here.

- Spring 2023
 Summer 2023
 Fall 2023

3. Were you 18 years of age or older when the academic term selected in question 2 began?

- Yes
 No

4. Select your institution's name. (Institutions included in this study are not-for-profit institutions of higher education in Illinois.)

- Adler University
- American Academy of Art
- American Islamic College
- Augustana College
- Aurora University
- Benedictine University
- Bexley Hall Seabury Western Theological Seminary
- Black Hawk College
- Blackburn College
- Blessing-Rieman College of Nursing
- Bradley University
- Carl Sandburg College
- Catholic Theological Union
- Chicago Baptist Institute
- Chicago Institute for Psychoanalysis
- Chicago State University
- Chicago Theological Seminary
- City Colleges of Chicago - Harold Washington College
- City Colleges of Chicago - Harry S Truman College
- City Colleges of Chicago - Kennedy-King College
- City Colleges of Chicago - Malcolm X College
- City Colleges of Chicago - Olive-Harvey College
- City Colleges of Chicago - Richard J. Daley College
- City Colleges of Chicago - Wilbur Wright College
- Christian Life College
- College of DuPage
- College of Lake County
- Columbia College Chicago
- Concordia University Chicago
- Danville Area Community College
- DePaul University
- Dominican University
- Dural Qasim College
- Eastern Illinois University
- East-West University
- Elgin Community College
- Elmhurst University
- Erikson Institute
- Eureka College
- Garrett - Evangelical Theological Seminary
- Generations College
- Governors State University
- Graham Hospital School of Nursing
- Greenville University
- Harper College
- Heartland Community College
- Hebrew Theological College
- Highland Community College
- Illinois Central College
- Illinois College
- Illinois College of Optometry
- Illinois Eastern Community College - Frontier Community College
- Illinois Eastern Community College - Lincoln Trail College
- Illinois Eastern Community College - Olney Central College
- Illinois Eastern Community College - Wabash Valley College
- Illinois Institute of Technology
- Illinois State University
- Illinois Valley Community College
- Illinois Wesleyan University
- Institute for Clinical Social Work
- Instituto College
- John A. Logan College
- John Wood Community College
- Joliet Junior College

- Judson University
- Kankakee Community College
- Kaskaskia College
- Kishwaukee College
- Knox College
- Lake Forest College
- Lake Forest Graduate School of Management
- Lake Land College
- Lakeview College of Nursing
- Lewis and Clark Community College
- Lewis University
- Lincoln Christian University
- Lincoln Land Community College
- Loyola University of Chicago
- Lutheran School of Theology at Chicago
- McCormick Theological Seminary
- McHenry County College
- McKendree University
- Meadville - Lombard Theological School
- Methodist College
- Midwestern University
- Millikin University
- Monmouth College
- Moody Bible Institute
- Moraine Valley Community College
- Morrison Institute of Technology
- Morton College
- National College of Naprapathic Medicine
- National Louis University
- National University of Health Sciences
- North Central College
- North Park University
- Northeastern Illinois University
- Northern Illinois University
- Northern Seminary
- NorthShore University HealthSystem School of Nurse
Anesthesia
- Northwestern University
- Oak Point University
- Oakton College
- Olivet Nazarene University
- Parkland College
- Prairie State College
- Principia College
- Quincy University
- Rend Lake College
- Richland Community College
- Rock Valley College
- Rockford University
- Roosevelt University
- Rosalind Franklin University of Medicine & Science
- Rush University
- Saint Anthony College of Nursing
- Saint Augustine College
- Saint Francis Medical Center College of Nursing
- Saint John's College of Nursing
- Saint Sava Serbian Orthodox School of Theology
- Saint Xavier University
- Sauk Valley Community College
- School of the Art Institute of Chicago
- Shawnee Community College
- South Suburban College
- Southeastern Illinois College
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- Southern Illinois University School of Medicine
- Southwestern Illinois College
- Spertus Institute for Jewish Learning and
Leadership
- Spoon River College
- Telshe Yeshiva

- Toyota Technological Institute at Chicago
 - Trinity Christian College
 - Trinity College of Nursing & Health Sciences
 - Trinity International University
 - Triton College
 - University of Chicago
 - University of Illinois Chicago
 - University of Illinois Springfield
 - University of Illinois Urbana-Champaign
 - University of Saint Francis
 - University of Saint Mary of the Lake
 - Urbana Theological Seminary
 - VanderCook College of Music
 - Walther Theological Seminary
 - Waubensee Community College
 - Western Illinois University
 - Wheaton College
 - Institution not listed (add below)
-

If the response to Question 4 = "Institution not listed," the following question appears:

Please share your institution's name that was not listed in question 4.

5. Select your institution's type.

- Public University
- Private College or University
- Community College
- Other

Student Perspective of Course Materials

6. During the academic term, how many courses did you take?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7

7. During the academic term, how much did you spend on all textbooks and other required course materials (access codes, course packets, etc.)?

- 0
- \$1-50
- \$51-100
- \$101-200
- \$201-300
- \$301-400
- \$401-500
- \$501-600
- \$601-700
- \$701-800
- \$801-900
- \$901-1000
- \$1001-1100
- \$1101-1200
- \$1201-1300
- \$1301-1400
- \$1401-1500
- \$1501-1600
- \$1601-1700
- \$1701-1800
- \$1801-1900
- \$1901-2000
- \$2001-2100
- \$2101-2200
- \$2201-2300
- \$2301-2400
- \$2401-2500
- \$2501 or more

8. Did you receive financial aid?

- Yes
- No
- Uncertain

If the response to Question 8 = "Yes," the following question appears:

Did the cost of your course materials exceed your financial aid award?

- Yes
- No
- Uncertain

9. Select what you would consider to be low cost for the course materials used for just one course.

- Zero cost
- less than \$20
- less than \$40
- less than \$60
- less than \$80
- less than \$100
- less than \$150
- less than \$200

10. In your academic career, has the cost of required course materials caused you to (select all that apply):

- Take fewer courses
- Not register for a specific course
- Drop a course
- Withdraw from a course
- Not purchase the required course materials
- Earn a poor grade because you could not afford to buy the course materials
- Fail a course because you could not afford to buy the course materials

11. How have the costs of textbooks and other course materials impacted you?

12. Have you had an instructor use materials that were completely free to you? (You did not pay for them and they were not included in your tuition or student fees bill via a campus rental program, flat-fee model, or inclusive access model.)

- Yes
- No
- Uncertain

If the response to Question 12 = "Yes," the following question appears:

How was your experience with those free materials?

13. If the cost is the same, which format do you prefer for your course materials?

- Print/Physical
- Digital
- It depends
- No preference

14. Would you prefer to enroll in a course that used digital course materials with no cost to you or a course that used traditionally published course materials with a cost?

- I would prefer digital course materials with no cost.
- I would prefer traditional published materials with a cost.
- No preference.

15. How helpful to your learning are the following course material features?

	Very Helpful	Helpful	Not Helpful	Not Applicable
Ability to access them from anywhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective display via a cell phone or other small device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to print content or access a print copy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lifetime access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive technology and exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compatible with assistive technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degrees and Areas of Study

16. What degree(s) are you currently seeking?

- Associate
- Bachelor's
- Master's
- Doctorate
- Certificate or Diploma
- Non-degree seeking / Student at large

17. What is your program/primary area(s) of study?
Select all that apply.

- Business (Accounting; Business; Economics; Management; Marketing; Office Technology)
- Computer Science (Computer Aided Graphics; Computer Information Science and Information Technology; Cybersecurity; Operations and Information Management; Gaming)
- Career & Technical (Applied Technology; Automotive Service Technology; Construction Management; Cosmetology; Culinary; Fire Science and Safety; Heating, Air Conditioning and Refrigeration (HVACR); Hospitality; Manufacturing Technology; Mechanics; Paramedics; Transportation Logistics and Distribution; Welding Technology)
- Education (Early Childhood Education; Child Development; Education/Teacher Preparation; Educational Leadership; English as a Second Language (ESL); Physical Education; Special Education)
- Engineering (Aerospace Engineering; Biomedical Engineering; Chemical Engineering; Civil Engineering; Electrical Engineering; Industrial Engineering)
- Fine & Applied Arts and Architecture (Animation/Motion Graphics; Architecture Art Education; Art History; Design; Fine Arts, Applied; Fashion Studies; Film; Interior Design; Theater; Music, Applied; Music Education; Music History and Theory; Photography)
- Health Sciences/Medical (Audiology; Clinical Laboratory; Dental; Medical Administration; Kinesiology; Nursing; Nutrition; Occupational Therapy; Physical Therapy; Physician; Physician Office Coding & Billing; Public Health; Radiology; Respiratory Care; Speech Pathology; Surgical; Veterinary)
- Law including Paralegal Studies
- Liberal Arts & Communication (Creative Writing; Languages such as English, ASL, Spanish, etc.; Literature; Journalism & Communications; Philosophy; Social Media; Television Broadcasting)
- Library and Information Sciences
- Life Sciences and Physical Sciences (Agriculture; Astronomy; Biology; Chemistry; Environmental Science; Geology; Physics)
- Mathematics and Statistics
- Social & Behavioral Sciences (Anthropology; Archeology; Criminal Justice; Human Services; History; Political Science; Psychology; Religious Studies/Theology; Sociology; Social Work)
- Undecided
- Provide your own specific response

If the response to Question 17 = "Provide your own specific response," the following question appears:

Provide your own response.

Funding Education

18. Which of the following sources are you using to fund your education? Select all that apply.

- I received a grant, scholarship, or other assistance.
- I work to help cover costs of attending school.
- I took out student loans to cover the cost of attending school.
- I took out personal loans to cover the cost of attending school.
- I fund my education with personal or family contributions.
- I don't know.
- Other.

If the response to Question 18 = "I received a grant, scholarship, or other assistance," the following question appears:

Please select all that apply.

- Illinois State Grants (Illinois Monetary Award Program [MAP] or Silas Purnell Illinois Incentive for Access Program [IIAP], Other Illinois State Grant(s))
- Federal Grants (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Other Federal Grant(s))
- Veteran Grants (Illinois National Guard Grant, Illinois Veteran Grant, GI Bill, Other Veteran Assistance)
- Scholarship(s)
- Tuition Waiver(s)
- Employer-funded Assistance

If the response to Question 18 = "I work to help cover costs of attending school." the following question appears:

How many hours per week do you work on average?

- 1-10
- 11-20
- 21-30
- 31-40
- More than 40 hours

If the response to Question 18 = "Other," the following question appears:

Please describe what other source(s) help fund your education.

Demographics

19. With which race/ethnicity do you identify? Select all that apply.

- American Indian or Alaskan Native
- American Arab, Middle Eastern, and North African
- Asian or Asian American
- Desi American
- Native Hawaiian or Other Pacific Islander
- Black or African American
- Hispanic or Latine
- Multi-race
- White
- Another race or ethnicity not listed here
- Prefer to not answer

If the response to Question 19 = "Another race or ethnicity not listed here" the following question appears:

Please add race or ethnicity not listed.

20. To which gender identity do you most identify? Select all that apply.

- Agender
- Genderqueer or genderfluid
- Māhū
- Man
- Muxe
- Non-binary
- Questioning or unsure
- Two-spirit
- Woman
- Additional gender identity not listed
- Prefer not to answer

If the response to Question 20 = "Additional gender identity not listed" the following question appears:

Gender identity:

21. Do you identify as any of the following? Select all that apply.

- International Student DACA
- Part-time student Full-time student
- First Generation student, defined as having no parent or guardian who completed at least an Associate's degree or higher?
- Veteran
- Prefer not to answer

APPENDIX B: DEMOGRAPHICS

Students of all races equally struggled to afford their course materials. As such, survey results were not broken down by specific racial or gender identities.

With which race/ethnicity do you identify? Select all that apply.

- American Indian or Alaskan Native: 53 (1.5%)
- American Arab, Middle Eastern, and North African: 65 (1.9%)
- Asian or Asian American: 323 (9.4%)
- Desi American: 85 (2.5%)
- Native Hawaiian or Other Pacific Islander: 11 (0.3%)
- Black or African American: 434 (12.6%)
- Hispanic or Latine: 618 (18.0%)
- Multi-race: 144 (4.2%)
- White: 2019 (58.7%)
- Another race or ethnicity not listed here: 21 (0.6%)
- Prefer to not answer: 144 (4.2%)

To which gender identity do you most identify? Select all that apply.

- The majority of respondents identified as women (66.5%) or man (25.1%), 298 (8.7%) selected a different gender identity.
- Agender: 26 (0.8%)
- Genderqueer or genderfluid: 68 (2.0%)
- Māhū: 4 (0.1%)
- Man: 862 (25.1%)
- Muxe: 4 (0.1%)
- Non-binary: 151 (4.4%)

Questioning or unsure: 20 (0.6%)

Two-spirit: 11 (0.3%)

Woman: 2280 (66.5%)

Additional gender identity not listed: 14 (0.4%)

Prefer not to answer: 124 (3.6%)

Do you identify as any of the following? Select all that apply.

International Student: 145 (4.3%)

DACA: 12 (0.4%)

Part-time Student: 800 (23.6%)

Full-time Student: 2415 (71.2%)

First Generation: 937 (27.6%)

Veteran: 57 (1.7%)

Prefer Not to Answer: 85 (2.5%)

APPENDIX C: REFERENCES

Florida Virtual Campus. (2022). *Student Textbook and Instructional Materials Survey: Results and Findings*, https://assets.website-files.com/646e59f2d76c6e8c0c5223de/64de6132148ed7739bc186e4_FLVC%20Textbook%20Survey%20Report%20-%202022.pdf

Virginia Academic Library Consortium. (2021). *Virginia Course Materials Survey*. <https://vivalib.org/va/open/survey>

Study data were collected and managed using REDCap electronic data capture tools hosted at the University of Illinois Urbana Champaign.^{1,2} REDCap (Research Electronic Data Capture) is a secure, web-based software platform designed to support data capture for research studies, providing 1) an intuitive interface for validated data capture; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for data integration and interoperability with external sources.

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²PA Harris, R Taylor, BL Minor, V Elliott, M Fernandez, L O’Neal, L McLeod, G Delacqua, F Delacqua, J Kirby, SN Duda. (2019). REDCap Consortium, **The REDCap consortium: Building an international community of software partners**, *J Biomed Inform*, 2019 May 9.

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