



Auxiliary Services
3595 Canyon Crest Drive
Riverside, CA 92507

Date: July 6, 2023
To: Dr. Sang-Hee Lee, Chair, UCR Academic Senate
From: Heidi Scribner, Associate Vice Chancellor, Auxiliary Services
Re: First Day Complete, Equitable Access Program

On behalf of Auxiliary Services and senior UCR leadership, I am pleased to forward for Academic Senate review, First Day Complete (FDC), an Equitable Access (EA) Program with our current bookstore partners, Barnes & Noble (B & N).

As part of the Multi-Year Compact between the Governor and the University of California, the UC has committed to finding ways of substantially decreasing costs, increasing the availability of lower-cost options, and/or providing additional financial aid to help students to address higher education costs. UCOP has created four key workgroups (textbooks, housing, dining, transportation) with representation from all campuses to gather and share information and ideas in order to meet the fall 2023 progress report.

In light of the above, and along with our current contract with B & N, Auxiliary Services initiated a review of textbooks and course materials costs, including evaluating FDC as an option for our undergraduate students. For your reference, please find the attached documents related to the proposed FDC program information and offerings:

- Executive Summary presented to the Campus Finance Committee (CFC) in February 2023
- Some data points B & N has provided for various outreach (information was also provided to the CFC)
- Summary results from our April 2023 UCR student textbook survey (full report with student comments can be made available as needed)
- B & N slides used at a May 2023 ASUCR meeting, including a brief video that B & N did at UConn for the student perspective on using FDC: [Optimizing the Student Experience with First Day Complete](#)
- Updated progress/findings based on the CFC meeting and request to Auxiliary Services/Student Affairs for further UCR student input

We thank everyone who reviewed the initial proposal, participated in the surveys and presentations with us, and provided thoughtful feedback.

One item of note, B & N has agreed to include items that have an ISBN and can be adopted as Required by the faculty member in UCR's FDC current cost package (\$19.50 per unit). Some spring quarter examples include TopHat (used by Engl 004 and BSWT 003) and also lab manuals (used by Chemistry 08LB and 08LC). This additional benefit will help many of our students with an added class item that they may not have financially planned on.

The Academic Senate's review of this proposed program information and offerings is essential. As the Senate does not meet during the summer, we hope this review can be taken up first thing in the fall such that with the support of the Academic Senate, we are able to proceed with FDC as an additional option for our students for procuring their course materials ideally starting with **winter quarter 2023**.

Please do not hesitate to contact me if you have any questions or require any clarification.

As part of the Multi-Year Compact between the Governor and the University of California, UC committed to finding ways of substantially decreasing costs, increasing the availability of lower-cost options, and/or providing additional financial aid to help students to address higher education costs. UCOP is moving forward with the four workgroups (textbooks, housing, dining, transportation) in order to meet the fall 2023 progress report.

In light of the above, and along with our current contract responsibilities with B & N, UCR leadership initiated review of textbooks and course materials costs, including the First Day Complete (FDC) equitable access program for undergraduate students. Below is a recap/highlight of action to date:

	Action Items/Notes
Feb 16, 2023 Campus Finance Committee presentation	<ul style="list-style-type: none">• Dr. Brian Haynes/Student Affairs to conduct student outreach with Auxiliary Services support (survey, town hall, etc.)
April 2023 Campuswide undergraduate Textbook Access & Affordability Survey	<ul style="list-style-type: none">• 88% stated they agreed or strongly agreed that UCR should offer a textbook affordability program.• 90% reported they have delayed or avoided purchasing required textbooks and course materials because of their cost.• 1,367 survey respondents• Summary of findings attached; full results available for review.
May 3, 2023 ASUCR presentation and Q&A	<ul style="list-style-type: none">• B & N presentation and Q&A with ASUCR• ASUCR asked many nuanced and insightful questions with positive reaction from several members• ASUCR also asked a student who is part of our Veteran's community (and active in the VRC) to speak about their experience with textbooks/materials at UCR as this student is also a transfer student from a community college that had an equitable access type of program. This student has also met with our bookstore team to look for ways to make this process better for students similar to them in terms of books being required to come from the campus provider as well as the financial requirements and also asked how they can help get further campus support for First Day Complete.
May 11, 2023 Student Open Forum	<ul style="list-style-type: none">• Virtual town hall with B & N presentation and Q&A; Zoom recording available for sharing with students/other stakeholders upon request.

Student feedback obtained via the above-listed outreach indicated interest in bringing FDC to campus. ASUCR senators had a robust Q&A session, and appreciated the flexibility, the ability for each student to make the best choice for themselves each quarter, and potential cost-savings offered by FDC.

We discovered through the spring 2023 student survey that “homework assist/modules” being used by several faculty are a pretty significant pain point for students as they either weren’t informed of this requirement and additional cost in advance or feel they’re being additionally burdened by course material type costs. We also heard this clearly from ASUCR when they told us about their experience with class materials and how some of them try to work around these homework programs. In response, **Barnes & Noble has agreed to include any of those items that have an ISBN and can be adopted as *Required* by the faculty member in UCR’s First Day Complete current cost package (\$19.50 per unit). Some spring quarter examples include TopHat which Engl 004 and BSWT 003 are using and also the lab manual Chemistry 08LB and 08LC are using.** This additional benefit will help many of our students with an added class item that they may not have financially planned on.

Nationwide, higher education institutions continue to implement equitable access programs as a way to address rising student costs. B & N has added over 50 new schools to their First Day Complete programs over the last year and will have 165 schools on it for fall 2023.

While there is a good deal of overlap/similarity with all institutions who have implemented equitable access, there are some differences as well, including how the program matures and refines over time. A handful of UC’s self-operate their bookstores, but many UC sister campuses have third party operators; all locations are exploring ways to address textbook and course material costs. As UC Davis is currently the only UC with an equitable access program, it’s understandable to look at their model for comparison but there are also key points to keep in mind when doing so:

- Davis is one of four UC’s who self-operate their bookstore so have more and direct control over how textbooks and course materials are sold; they run the program themselves so have taken on that heavy lift which B & N would be doing for UCR
- Davis began an inclusive access program in 2014, inclusive access is digital/electronic only and may be limited to particular classes, course material items, etc
- Davis then rolled out their version of equitable access in 2020 and heavily focus on using digital course materials first and foremost
- They continue to refine their program and have been able to lower the price to students as fewer opt out which is a good way to help students; B & N will do the same

September 2023 updates from UC system course material/textbook workgroup for the Governor’s Compact on reducing student costs:

- ***UCLA: Plans to transition from “Inclusive Access” to Bruin One Access (an Equitable Access program) in Fall 2024; students would pay a flat rate price for all required course materials provided digitally and, where necessary, in print. UCLA is a self-operated bookstore through their ASUCLA entity (a 5013.C)***

- **UC San Diego:** Through the collective impact effort, campus is developing plans to incentivize OER development and adoption, implement an equitable access program that provides undergraduates cost predictability and socialized access to course materials with a uniform per credit hour fee at approximately half of existing costs, and fund a new course materials need based grant. UCSD is a self-operated bookstore similar to Davis
- **UC Santa Barbara:** The Basic Needs Program is doing a feasibility assessment of a local equitable access program that would provide a flat-rate and affordable price to all UCSB students for textbooks and course materials similar to UC Davis. UCSB is a self-operated bookstore similar to Davis and San Diego
- **UC Irvine:** Exploring the possibility of providing a First Day Complete Solution to address textbook/course material needs. Such programs allow students to get textbooks and course materials at a fixed low cost from the publisher. Irvine is in a Barnes & Noble agreement similar to UCR and their Chancellor is reviewing this program for their campus.

Notable institutions with self-operated bookstores launching EA for Fall 2023 (FT student = minimum/avg 12 units for below schools):

University of Colorado-Boulder: R1 institution; AAU member, 36,000+ students:

- Self operated bookstore
- Had inclusive access
- Starting equitable access AY 2023–24; \$279 each fall and spring semester

Cal Poly Pomona: 29,000+ students

- Self operated bookstore
- Had inclusive access in over 50% of courses prior to Fall 2023
- Starting equitable access AY 2023–24; \$250 for undergraduates and \$150 for graduate students each quarter

University of Arizona: R1 institution; AAU member, 49,000+ students:

- Self operated bookstore
- Had inclusive access
- Launched “Pay One Price” equitable access program for \$250/semester

We agree that looking at other campus’ book programs is worthwhile as we track the evolution and progress of this industry during a phase of rapid change. As UCR’s B & N agreement expires June 2026, we continue to advance our in-depth knowledge of available programs, what resources will have become more available by then (such as open resource/access), and those that best serve UCR.

In the meantime, the B & N equitable access program is the one we can currently offer our students as an option when it comes to procuring their books/course materials.

FDC benefits to UCR include:

- **Affordability and predictability:** The \$19.50 per unit makes budgeting easier, notably now including Required coursework items that have an ISBN (e.g. Spring 2023 Engl 004's TopHat module).
- **Equity and student success:** Ensures all eligible students have access to required materials on day one. No student should have to choose between starting the semester strong with all materials in hand and other expenses (like rent and groceries.)
- **Convenience:** All required digital-first materials are provided on or before the first day of class to students via Canvas. Faculty continue to follow the already-established process for selection and adoption of required course materials.
- **Sustainability:** Digital materials eliminate thousands of textbooks from being printed and shipped to the campus each semester.
- **Academic freedom:** Faculty continue to determine materials for their classes, including Open Educational Resources and print-based materials in addition to digital materials.
- **Choice:** Students can opt out of FDC by the drop deadline in any given quarter (or opt back in if that decision is to their benefit) via a straightforward process that is well communicated and the same for all.

At this time, we are requesting our academic partners review the First Day Complete program and equitable access overall to assist us with evaluating the benefits of providing this option to our undergraduate students as a way they can have more predictability of cost, ease of procurement and ability to choose quarter to quarter given the increasing costs of higher education and our Governor's requirement that all UC's create pathways to help address this.

2.2023

Executive Summary
First Day Complete / Equitable Access Program
Consistent Cost Per Student for Books/Course Materials

As higher education methods and delivery evolves, the area of books/course materials is still largely operating under an old, traditional model. While digital content made the delivery of materials more efficient and rental textbooks have helped make content more affordable, challenges still adversely impact student access to required materials. Many students struggle to afford their required course materials, source them in a timely manner, have their own copies, and/or feel more ready when instruction begins¹.

Equitable Access (EA) programs work to modernize the delivery of course materials, create an equitable pricing model (similar to tuition), present cost savings to students (by reducing the cost of book purchases by an estimated 35% – 50%²), and most importantly – ensure that students are prepared with their required materials on the first day of instruction. These programs operate like tuition; students (regardless of major) pay the same tuition rates, so why should course materials continue to be different? This approach provides a truly equitable model, allowing students to anticipate costs and budget appropriately. Since EA fees are billed directly to student accounts, it allows financial aid to more predictably cover these and other academic related expenses. The demonstrated positive impact of EA on course completion rates facilitates the time to degree³, academic success, and retention rate for students.

Through UCR's established partnership with Barnes & Noble College (BNC) for operation of the campus bookstore, we can deliver EA to fully admitted undergraduate students with BNC's "First Day Complete" (FDC) program⁴. FDC would be managed by BNC in partnership with UCR Auxiliary Services and with existing student/course information data feeds assisted by ITS, utilizing the current process of UCR faculty submitting books/course materials by established deadlines to the bookstore. We propose to utilize our current agreement (which runs through June 2026) to work collaboratively across campus to implement FDC as early as Fall 2023, depending on review and approval schedules (Fall 2024 as a second schedule option).

FDC would be billed directly to student accounts, but carries an 'opt out' option for students who do not wish to participate, therefore it would not be required. Students would be billed at a rate of \$19.50 per unit to cover FDC. An average course load of 14 units yields a \$273 per quarter

¹ <https://ucdavisstores.com/EquitableAccess>

² https://www.bncollege.com/insight/fdc_student_survey_2022

³ 15.58% increase in course completion rate for EA participants in one study (Moore, M., 2022, <https://doi.org/10.35542/osf.io/drqz9>).

⁴ UCR's FDC does not include Masters/Graduate Programs, Academic Resource Center, Teaching Practicum, Undergraduate Discussions and Undergraduate Chemistry / Physics Labs except for CHEM 01LA/01LB.

cost for all required course materials. Under a traditional model, Financial Aid estimates UCR undergraduates average \$1,550 in books and supplies in the 2022-23 academic year; FDC would present savings for students procuring their required course materials as well as budget more consistently quarter to quarter.

Our highly varied student population is heavily first generation and among the most economically challenged in the UC; resource challenged students often choose between course materials and basic needs such as housing, food, health expenses, family support, etc., especially if the costs can vary greatly depending on their specific course enrollments in a quarter. It's important to note that FDC (like other EA type programs) is digital-first; if a course requires a book that is not available in a digital format, traditional print, rental, or custom publishing is included under the rate for the program. This allows our faculty to retain their academic freedom when selecting course materials for their classes.

The program will be evaluated annually and cost per unit may adjust. This allows the potential for the student price to reduce if factors like course material adoption (faculty orders on schedule) rates increase, more digital content is selected, and fewer students opt out. However, the current price of \$19.50 per credit for FDC is competitive. Listed below are examples of Fall 2022 pricing for *recently* launched EA programs:

Western Region	Other Regions
<ul style="list-style-type: none"> • Sonoma State (\$18.50/credit hr) • San Diego State University (SDSU) (\$22.00/credit hr) 	<ul style="list-style-type: none"> • Mississippi State (\$20.00/credit hr) • UConn (\$285/semester) • UNC-Greensboro (\$20.00/credit hr) • Coastal Carolina University (\$24.00/credit hr) • Sam Houston State University (\$24.00/credit hr)

UC Davis (UCD) is the only UC with an EA program, implemented in Fall 2020 at a flat rate of \$199 per quarter with a very heavy focus on digital delivery. UCD has reduced the cost since it was originally implemented as they continued to optimize their material mix, increased faculty buy-in and reduced student opt out; the Fall 2022 rate is \$169 per quarter. Unlike UCR, UCD is a self-operated bookstore as well as has higher enrollment. But UCR also anticipates a cost reduction over time as we refine FDC. As a portion of our undergraduates are struggling to increase their course load in order to graduate on time, we believe starting the program based on quarter hour instead of “full time” vs “part time” would be more friendly price-wise:

Units	12	13	14	15
Cost per Quarter (\$19.50 per credit hr)	\$234.00	\$253.50	\$273.00	\$292.50

In addition to promoting student success, affordability, access, and equity, we acknowledge that FDC would provide a financial boost for UCR in terms of Bookstore commissions that will assist in a more self-sustaining operation given traditional university book and general merchandise sales continue to annually decline as students spend less on course materials⁵ (an ongoing pattern for over the past decade⁶) and seek other avenues to procure goods. UCR's bookstore reflects this higher ed bookstore industry trend (note: FY21 COVID impacted):

	Gross Sales
FY17	5,362,107
FY18	5,073,698
FY19	4,855,958
FY20	3,651,942
FY21	1,587,298
FY22	3,411,656

UCR currently receives a 13.5% commission on books and general merchandise. With FDC, the 13.5% on general merchandise and non-FDC materials continues and we will receive a 8.5% commission for FDC books. The table below shows the projected commissions for FDC implementation vs remaining status quo on book selling process; we anticipate the income under a decreased commission rate will be recouped due to the number of students participating in FDC. We also project a declining FDC opt-out rate as students become more familiar with the program and see the upsides to a more predictable cost:

Projected Bookstore Commission Income

	Status Quo* (Without FDC)	With FDC** (12 units)	With FDC** (14 units)	Estimated Student Opt-Out Rate
FY20	523,741	N/A	N/A	N/A
FY21	207,824	N/A	N/A	N/A
FY22	460,574	N/A	N/A	N/A
FY23	442,151	N/A	N/A	N/A
FY24	424,465	767,163	859,652	40%
FY25	407,486	806,121	906,517	35%
FY26	391,187	845,605	953,941	30%

**Projected decrease in overall bookstore sales and conventional course material based on on-going industry trend.*

***8.5% commission. Units per quarter using enrollment projections from Institutional Research for undergraduates (fresh, transfer, and returning).*

⁵ Students spent a \$339 average on course materials in 2021-22 down from a high of \$701 in 2007-08 (Student Watch, 2022, <https://www.nacs.org/nacs-student-watch-report-course-materials-spending-dropped>)

⁶ AAP, 2022, <https://publishers.org/news/a-victory-for-affordability-student-spending-on-course-materials-declines-22-during-the-2021-2022-academic-year>

By ensuring students have all of their required books by the first day of their registered classes, FDC supports UCR's goals to aid students' course completion rates, time to degree, and academic success, while maintaining flexibility for faculty with required course materials. With this program, the campus enables students to obtain the prescribed books for the best price, creating a pathway to increased campus' retention rate and reversing the growing trend of under-enrolled students. More and more campuses around the country are either utilizing some form of inclusive/equitable book access program or are looking into them to weigh the benefits for their students. As stewards of the campus bookstore and the service it provides, we would like UCR to evaluate the merits and fit of FDC for our campus especially as books are an area in the "compact" between the Governor and the UC, demonstrating attention to reducing the costs of higher education.



FIRST DAY® COMPLETE

An innovative course material model supporting student outcomes through equitable access, convenience, and affordability

STUDENTS HAVE TOLD US

“

Textbooks are too
EXPENSIVE

“

Not having course materials at the start of the term can have a

NEGATIVE

impact on my learning

“

The process of getting textbooks each term can be a

HASSLE

Barnes & Noble College is partnering with University of California Riverside to find a solution to address these issues and provide all students with access to required course materials by the first day of class, at an affordable price.

INTRODUCING FIRST DAY®COMPLETE

A proven solution that supports student success
by ensuring students have access to all their course materials on or before the first day of class



STUDENTS AUTOMATICALLY

receive all their books and
access to electronic materials on
or before the first day of class



MATERIALS ARE INCLUDED

and applied as a course
charge to the student account



SIGNIFICANT STRESS REDUCTION & COST SAVINGS

for students versus the
traditional model

KEY BENEFITS FOR STUDENTS

- ✓ Access to All Course Materials Day One
- ✓ Price Transparency and Increased Affordability
- ✓ Highly Personalized Experience
- ✓ Ability to Opt Out or Opt Back In of the Program
- ✓ Convenience



WHAT STUDENTS AT UNIVERSITY OF CALIFORNIA, RIVERSIDE ARE SAYING...

89 PERCENT

stated they strongly agree or agree that UCR should offer a textbook affordability program

64 PERCENT

strongly agree or agree that not having the required textbooks or other course materials has had a negative impact on my learning.

86 PERCENT

strongly agree or agree that the process of getting textbooks and course materials each term can be a hassle

53 PERCENT

reported that they did not purchase required textbooks or course materials due to cost at some point in their academic career.

19 PERCENT

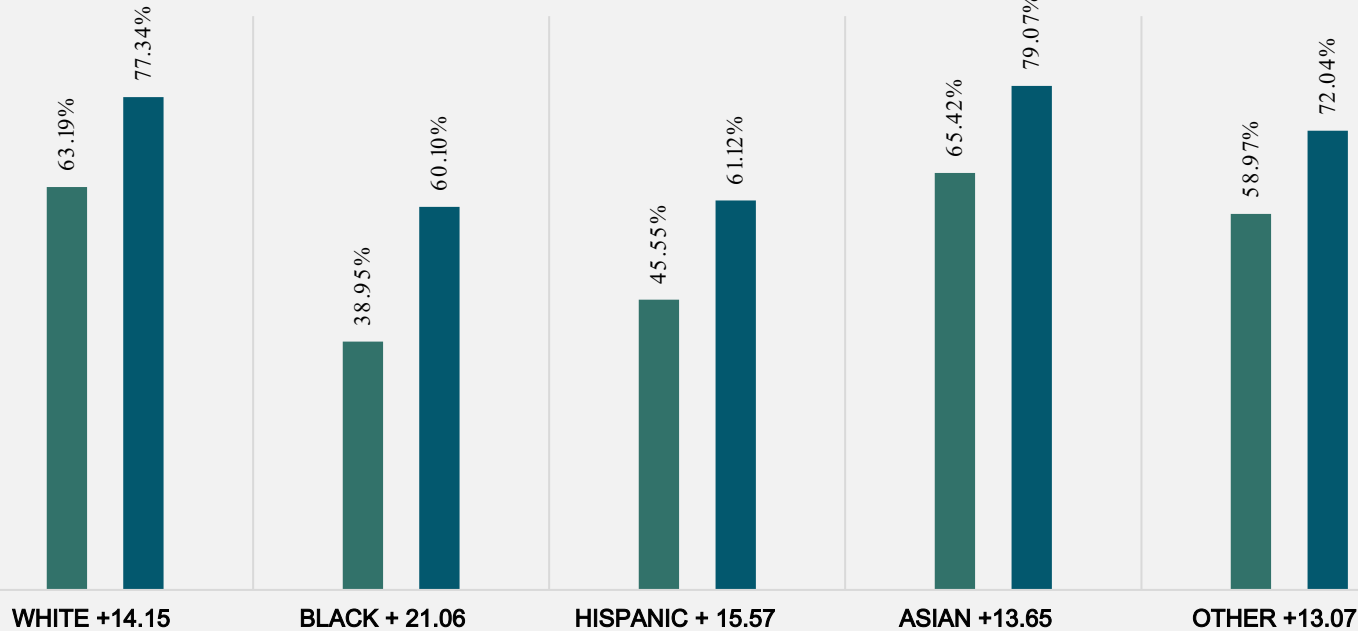
strongly agree or agree that they always have all of the required textbooks and course materials before the first day of class, whereas **66%** of respondents disagree or strongly disagree.



SUPPORTS SUCCESS & IMPROVES COURSE COMPLETION RATES

COURSE COMPLETION RATES - RACE/ETHNICITY

■ Non-Participants ■ Participants




74 PERCENT

of students said the availability of the program increased their likelihood of continuing their education at the school*

Research shows students who participate in First Day Complete are **15.58% more likely to complete the course** than students that are not in an equitable access program.*

Personalized Student Experience



Justine, Welcome to First Day® Complete

Your course materials for Fall 2023 are now available for in-store pickup or delivery.

My Courses & Included Materials

You are registered for 3 courses and have 7 available materials.

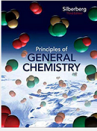
WELCOME, JUSTINE

- ✓ Registration
Opens April 20th
- ✓ Course Material Visibility
No Action Required
- Student Pickup/Delivery Selection Begins
August 24
- Digital Materials Provided in LMS
September 3
- Add/Drop Deadline
October 4
- Rental Return Period Begins
December 15th
- Last Day for Rental Returns
December 31st

CHEMISTRY 102A


INCLUDED

PHYSICAL ITEM



REQUIRED
Principles of General Chemistry
by Dr. Martin Silberberg

DIGITAL ITEM



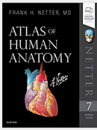
REQUIRED
My Math Lab with Pearson eText
by Robert F. Blitzer

Delivered in LMS on the first day of class

BIOLOGY 101A

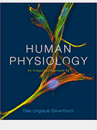
INCLUDED

PHYSICAL ITEM




REQUIRED
Atlas of Human Anatomy / Edition 7
by Frank H. Netter MD

PHYSICAL ITEM



REQUIRED
Human Physiology: An Integrated Approach / Edition 7
by Dee Unglaub Silverthorn

PHYSICAL ITEM



REQUIRED
Molecular Biology of The Cell
by Bruce Alberts

STEP 1 | REGISTER FOR CLASS

STEP 2 | VERIFY MATERIALS

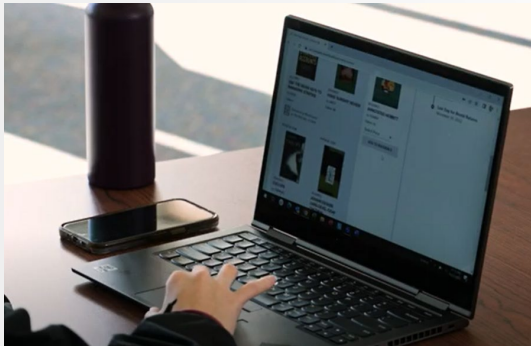
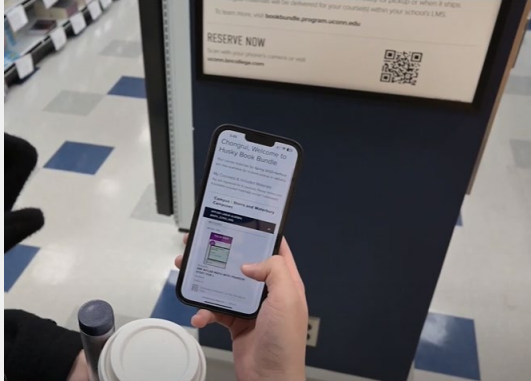
STEP 3 | SELECT FULFILLMENT METHODS

STEP 4 | RECEIVE MATERIALS

STEP 5 | END OF TERM: RETURN MATERIALS

CONVENIENT IN STORE PICKUP

Make your selection



Show confirmation email with bar code



Receive your materials



IMPROVING EQUITABLE ACCESS, CONVENIENCE & AFFORDABILITY AT University of California, Riverside

First Day Complete
Pricing per credit hour

\$19.50

Full Time Student would
now only spend

\$292.50

(Based on 15 credit hours)

BARNES & NOBLE COLLEGE ARE EXPERTS AT IMPLEMENTING COURSE MATERIAL ACCESS PROGRAMS

Over 115 **CAMPUSES** have moved to **FIRST DAY COMPLETE**, including







RIVERSIDE | Student Affairs
Assessment & Research

Textbook Access & Affordability Survey

2023

Student Affairs Assessment & Research
Vice Chancellor for Student Affairs Office
University of California, Riverside
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Textbook Access & Affordability Survey 2023

The Textbook Access & Affordability Survey was developed to gauge student interest in a cost-saving textbook program intended to increase equity among students' ability to purchase course materials. In collaboration with Auxiliary Services, the Textbook Access & Affordability Survey was administered during Spring quarter to 22,154 undergraduate students via email (including 16,919 students who received financial aid during 2022-2023 and 5,235 students who did not receive financial aid). A total of 1,367 students responded to the survey (1,140 financial aid students and 227 students who did not receive financial aid), resulting in a 6.2% response rate overall.

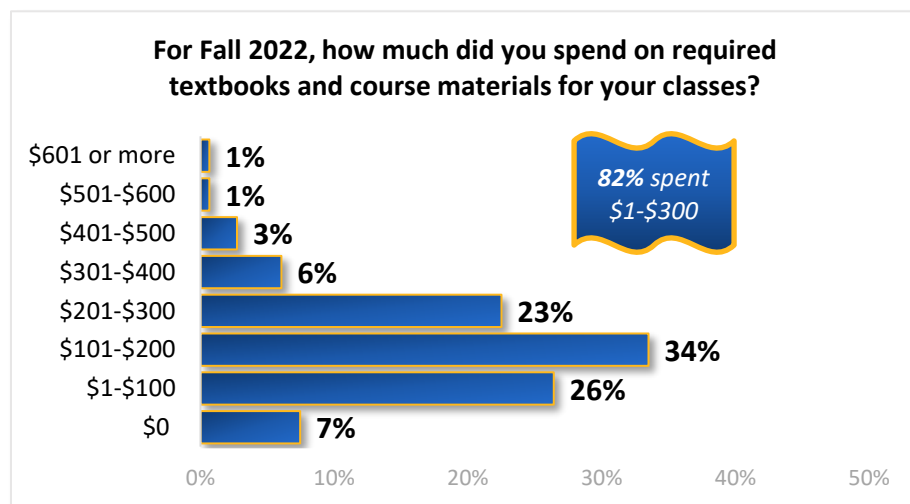
Results between the two groups of students were similar for most questions. The full survey results are available in the appendix and have been disaggregated based on financial aid status. However, due to small cell sizes for the limited number of students who responded to the survey and did not receive financial aid, these results should be interpreted with caution.

Below are some key findings for respondents overall:

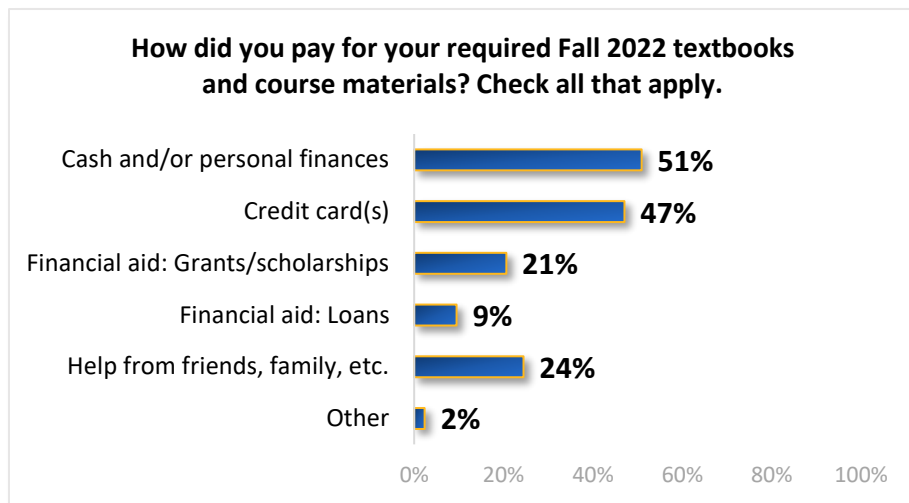
Survey Results

Fall 2022 Textbooks & Course Materials

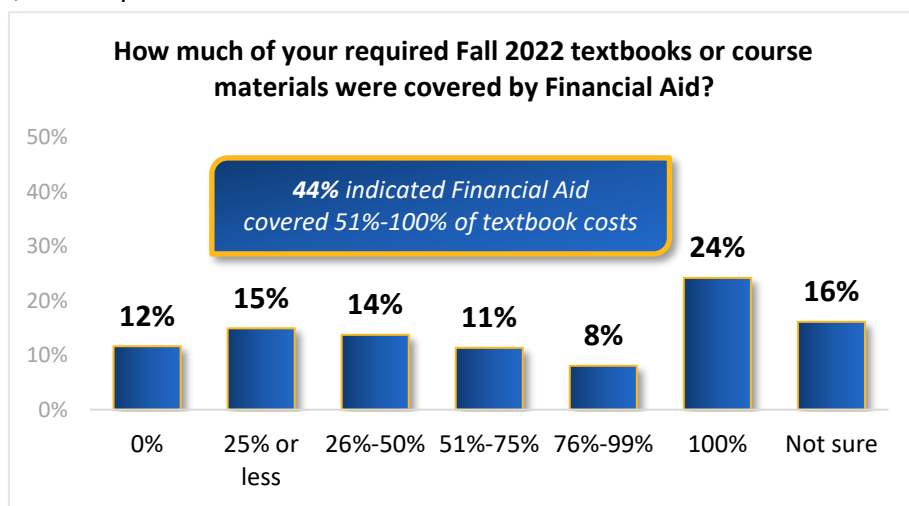
- ❖ The majority of students (82%) spent between \$1-\$300 on textbooks and course materials for Fall 2022.



- ❖ Most students (**53%**) who spent \$0 on textbooks and course materials indicated this was because the required materials were all free and there was nothing for them to purchase.
- ❖ The top three methods students used to pay for their required Fall 2022 textbooks and course materials were cash and/or personal finances (**51%**), credit cards (**47%**), and financial aid grants/scholarships (**21%**).



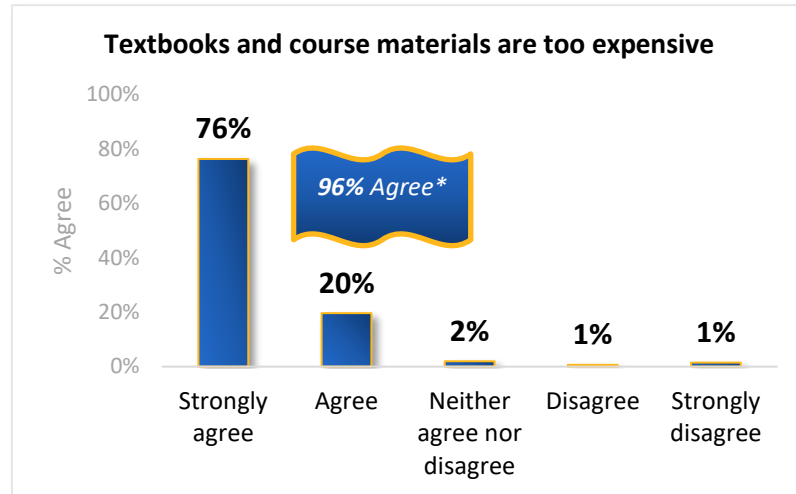
- ❖ Of the students who indicated using financial aid to pay for their textbooks and course materials, **44%** reported that financial aid covered at least 51% of their costs.



- ❖ Respondents indicated the most frequently used places to acquire their Fall 2022 textbooks and course materials were: new purchases at online stores (Amazon, Chegg, etc.; **38%**), new purchases at the campus bookstore (**36%**), and rentals from online stores (Amazon, Chegg, etc.; **28%**).
- ❖ **48%** of respondents reported they purchased textbooks or course materials that their instructor did not use for Fall 2022.

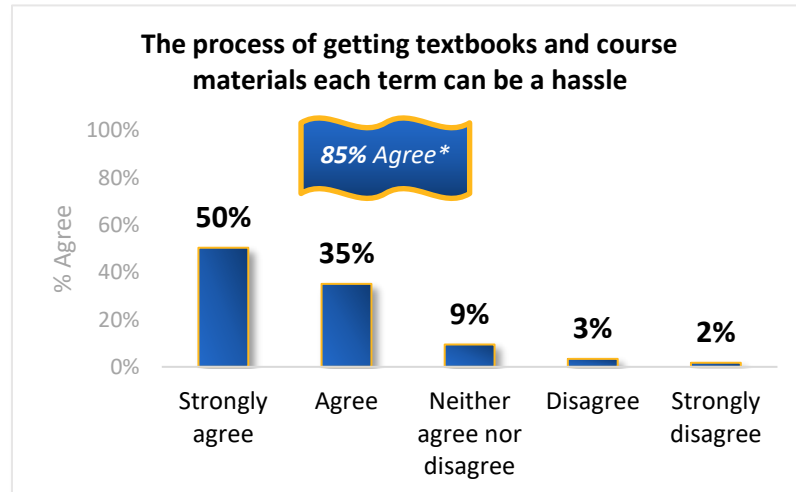
Textbooks and Course Materials While Enrolled at UCR

- ❖ **96%** of respondents agreed or strongly agreed that textbooks and course materials are too expensive.



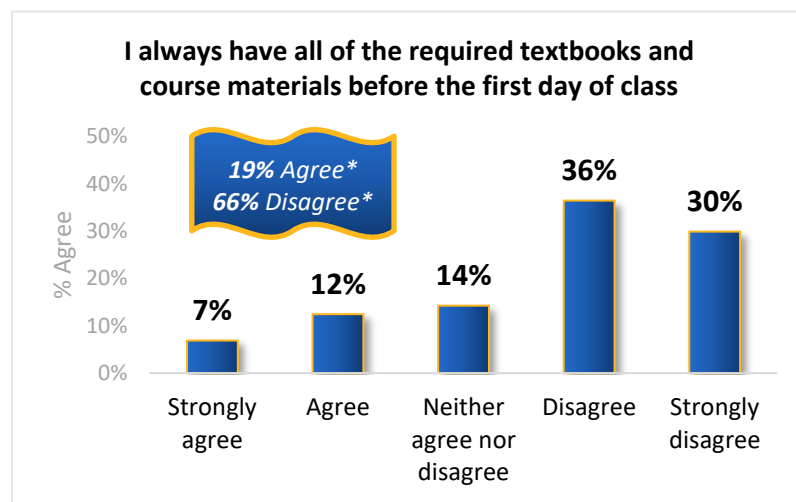
**Note: % Agree = Sum of Strongly Agree and Agree*

- ❖ **85%** of respondents agreed or strongly agreed that the process of getting textbooks and course materials each term can be a hassle



**Note: % Agree = Sum of Strongly Agree and Agree*

- ❖ **59%** of respondents agreed or strongly agreed that they always get all of the required textbooks and course materials for their courses.
- ❖ **19%** of respondents agreed or strongly agreed that they always have all of the required textbooks and course materials before the first day of class, whereas **66%** of respondents disagreed or strongly disagreed.

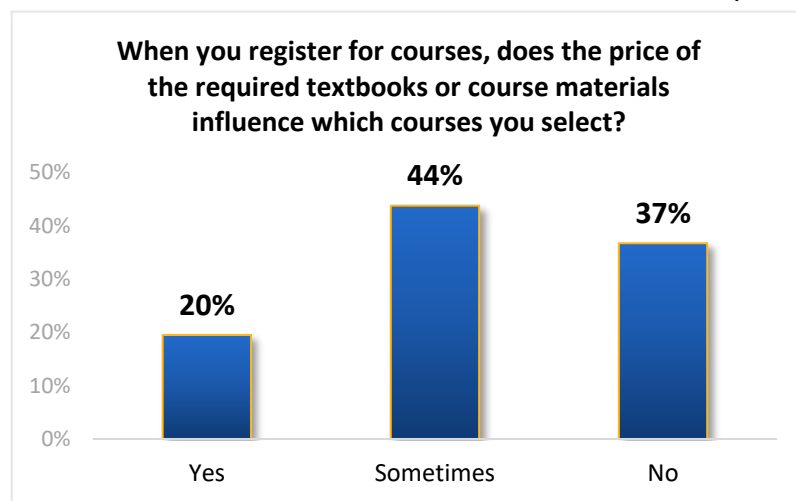


**Notes:*

% Agree = Sum of Strongly Agree and Agree

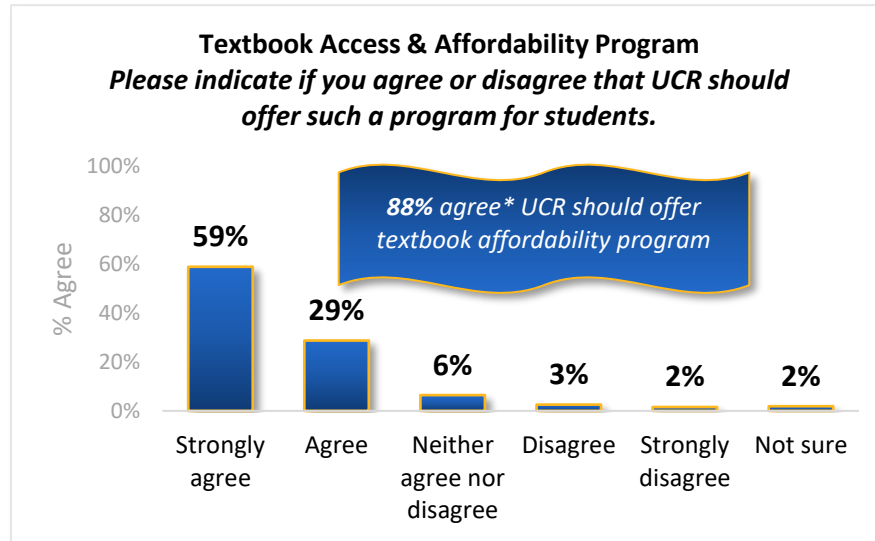
% Disagree = Sum of Strongly Disagree and Disagree

- ❖ **63%** of respondents agreed or strongly agreed that not having the required textbooks or other course materials has had a negative impact on their learning.
- ❖ **90%** of respondents reported they have delayed or avoided purchasing required textbooks and course materials because of their cost.
- ❖ The three most frequent areas where students indicated they have ever refrained from making certain purchases in order to afford their required textbooks or course materials at UCR include:
 - Clothes, shoes, or other apparel (**50%**)
 - Recreation (travel, dates, social activities) (**46%**)
 - Food (groceries, meals) (**40%**)
- ❖ **20%** of respondents indicated that when they register for courses, the price of the required textbooks or course materials influenced which courses they selected.



Interest in Textbook Affordability Program

- ❖ **88%** of respondents stated they agreed or strongly agreed that UCR should offer a textbook affordability program.



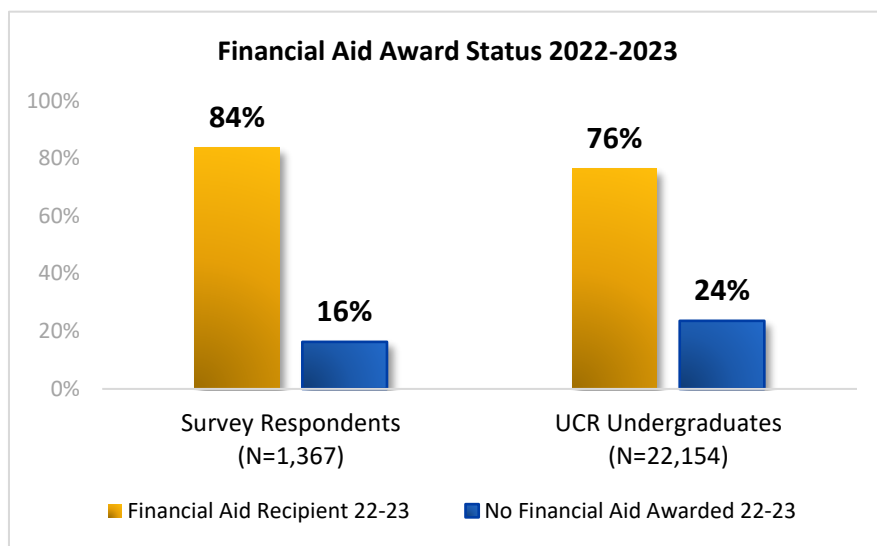
Student Survey Comments

See Appendix B for more detailed comments from students for all open-ended responses, including feedback regarding the potential cost-saving program for textbooks and course materials. Students provided many valuable insights into their perception of this new program and their struggles with purchasing textbooks and course materials in advance.

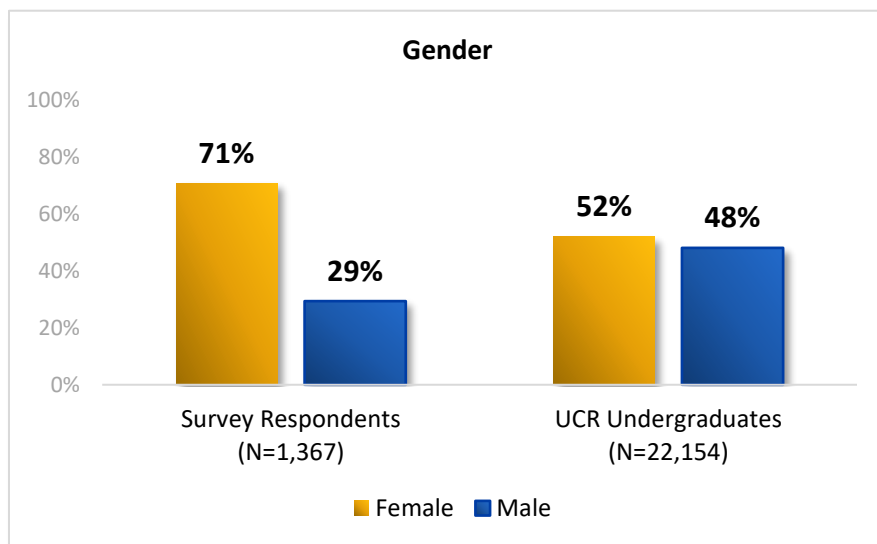
Demographics & Representativeness of UCR

Considering the 6.2% response rate, a demographic analysis was conducted to confirm the survey sample was representative of the general UCR undergraduate population that was invited to participate in the survey. Overall, the demographics of survey respondents were similar to the general UCR undergraduate population with a few minor exceptions:

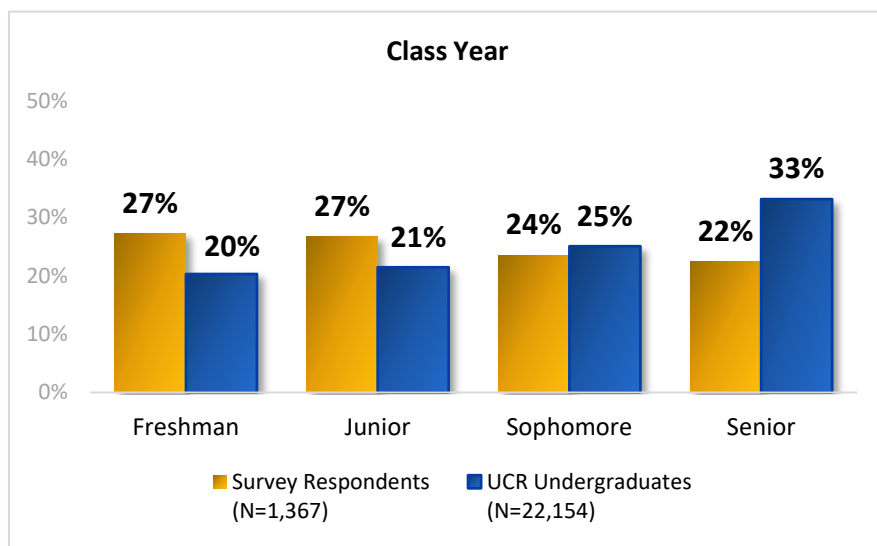
- ❖ **Financial aid status for 2022-2023:** There was a slight increase in the number of financial aid recipients who responded to the survey (**84%**) compared to the overall undergraduate population (**76%**) and a decrease in the number of students who did not receive financial aid and responded to the survey (**16%**) compared to the overall undergraduate population (**24%**). Considering the financial implications for the textbook affordability program, it is reasonable to assume that financial aid students would be more motivated to respond to the survey.



- ❖ **Gender:** On average, there were more female students who responded to the survey (**71%**) compared to the overall undergraduate population (**52%**). However, this is on trend with similar campus-wide surveys.



- ❖ **Class Year:** While there were more freshmen who responded to the survey than undergraduates overall (a **7%** difference), there were fewer seniors in the survey sample than the general undergraduate population (an **11%** difference).



- ❖ There were no major demographic differences for students who responded to the survey compared to the overall undergraduate population in the following areas:
 - College
 - Ethnicity
 - First generation status
 - Pell status
 - Age

Conclusion

Based on students' responses to the textbook access and affordability survey, most students seemed interested in UCR adopting this program. Although the response rate was 6.2%, this is large enough to detect statistical significance. In addition, the demographic analysis revealed the survey respondents had a similar demographic profile overall compared to the general UCR undergraduate population included in the survey sample on most variables.

Although the majority of survey respondents received financial aid, this demonstrates textbook affordability is a key issue on campus that motivates this demographic in particular. Considering the majority of undergraduate students received financial aid, the finding that 88% of respondents agreed that UCR should offer a textbook affordability program – as well as all other findings – is likely representative of the student population and could aid in decision making for adopting such a program.

Further, this survey showed that many students have struggled to purchase textbooks and course materials before their first day of class. Many students reported textbooks being too

expensive, that the process of getting textbooks can be a hassle, and having to forgo other expenses to purchase their textbooks. The survey comments further illustrated students' struggles with purchasing textbook and course materials as well as their concerns and feedback regarding the textbook access and affordability program.

Altogether, the results of the survey suggest students would be interested in enrolling in a textbook and course materials program that would reduce costs and prepare them with everything they need before the first day of class. Additional communications are recommended to educate students on the logistics of this program as well as provide students with additional opportunities to raise any further concerns or feedback regarding this program.

Appendix A: Textbook Access & Affordability Survey Data Tables

Textbook Access & Affordability Survey

Response Rates	Total Respondents % N	Total UCR Undergraduates	
Financial Aid Students	6.7% 1,140	16,919	
No Financial Aid	4.3% 227	5,235	
<i>Overall response rate</i>	6.2% 1,367	22,154	
Please answer the following questions regarding your textbooks and course materials for Fall 2022.			
For Fall 2022, how much did you spend on required textbooks and course materials for your classes?	Financial Aid Recipients % N	No Financial Aid % N	Total Responses % N
\$0	7% 80	9% 21	7% 101
\$1-\$100	26% 298	26% 60	26% 358
\$101-\$200	34% 383	31% 71	34% 454
\$201-\$300	22% 252	23% 53	23% 305
\$301-\$400	6% 72	4% 10	6% 82
\$401-\$500	3% 30	3% 7	3% 37
\$501-\$600	1% 7	1% 2	1% 9
\$601 or more	1% 6	1% 3	1% 9
<i>Total</i>	100% 1,128	100% 227	100% 1,355
If you spent \$0 on textbooks and course materials for Fall 2022, why? Check all that apply.	Financial Aid Recipients % N	No Financial Aid % N	Total Responses % N
No materials were required	15% 11	29% 6	18% 17
The required materials were all free; there was nothing for me to purchase.	51% 38	57% 12	53% 50
Materials were required, but the instructor doesn't actually use them, so I didn't buy them.	31% 23	19% 4	28% 27
I had already purchased the required materials for a previous course.	-- --	5% 1	1% 1
I rented my textbooks or course materials.	-- --	5% 1	1% 1
Someone else loaned or gave me the textbooks or course materials.	14% 10	10% 2	13% 12
I had access to the materials through the library.	11% 8	5% 1	9% 9
Other (please specify): <i>[See Appendix]</i>	18% 13	10% 2	16% 15
<i>Total Responses</i>	-- 74	-- 21	-- 95

How did you pay for your required Fall 2022 textbooks and course materials? Check all that apply.	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Cash and/or personal finances	52%	573	47%	103	51%	676
Credit card(s)	43%	479	66%	146	47%	625
Financial aid: Grants/scholarships	24%	268	3%	6	21%	274
Financial aid: Loans	11%	125	0%	1	9%	126
Help from friends, family, etc.	23%	258	30%	66	24%	325
Other (Optional: indicate alternate sources below) [See Appendix]	2%	23	3%	7	2%	31
<i>Total Responses</i>	--	1,108	--	220	--	1,328
How much of your required Fall 2022 textbooks or course materials were covered by Financial Aid?	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
0%	11%	37	29%	2	12%	39
25% or less	15%	50	--	0	15%	50
26%-50%	14%	46	--	0	14%	46
51%-75%	11%	35	43%	3	11%	38
76%-99%	8%	25	29%	2	8%	27
100%	25%	81	--	0	24%	81
Not sure	16%	54	--	0	16%	54
<i>Total Responses</i>	100%	328	--	7	--	335
Where did you acquire your required Fall 2022 textbooks and course materials? Check all that apply.	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Campus Bookstore						
Campus Bookstore - New Purchase	35%	378	40%	88	36%	466
Campus Bookstore - Rental	20%	211	22%	48	20%	259
Campus Bookstore - Used Purchase	18%	195	13%	29	17%	224
Online Store (Amazon, Chegg, etc.)						
Online Store (Amazon, Chegg, etc.) - New Purchase	38%	409	40%	87	38%	496
Online Store (Amazon, Chegg, etc.) - Rental	30%	322	21%	46	28%	368
Online Store (Amazon, Chegg, etc.) - Used Purchase	24%	262	18%	39	23%	301
Other Off-campus Store						
Other Off-campus Store - New Purchase	10%	108	9%	20	10%	128
Other Off-campus Store - Rental	7%	78	5%	10	7%	88
Other Off-campus Store - Used Purchase	10%	108	5%	10	9%	118
Other Method						
I scanned the library copy.	8%	88	8%	18	8%	106

I received my textbooks from other students.	10%	108	13%	28	10%	136
Directly from the publisher (digital access or print)	20%	219	24%	52	21%	271
I downloaded my required textbooks and course materials from somewhere else on the Internet without purchasing them.	20%	217	23%	50	21%	267
Other (please specify): <i>[See Appendix]</i>	2%	20	2%	5	2%	25
None of the above - My Fall 2022 courses did not require textbooks.	1%	15	3%	7	2%	22
<i>Total Responses</i>	--	1,078	--	220	--	1,298
For Fall 2022, did you purchase required textbooks and course materials that were not used?	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Yes, I purchased required textbooks or course materials that my instructor didn't use for Fall 2022.	48%	511	47%	99	48%	610
No, my instructors used everything they asked me to purchase for Fall 2022.	52%	556	53%	111	52%	667
<i>Total</i>	100%	1,067	100%	210	100%	1,277
Please answer the following questions regarding all of your textbooks and course materials while enrolled as a student at UCR.						
Please indicate how much you agree or disagree with the following statements:						
Textbooks and course materials are too expensive	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Strongly agree	77%	775	75%	157	76%	932
Agree	19%	195	21%	45	20%	240
Neither agree nor disagree	2%	21	1%	3	2%	24
Disagree	1%	6	1%	2	1%	8
Strongly disagree	1%	15	1%	3	1%	18
<i>Total</i>	100%	1,012	100%	210	100%	1,222
The process of getting textbooks and course materials each term can be a hassle	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Strongly agree	51%	512	49%	101	50%	613
Agree	35%	349	38%	78	35%	427
Neither agree nor disagree	9%	95	10%	20	9%	115
Disagree	3%	34	3%	7	3%	41
Strongly disagree	2%	20	0%	1	2%	21
<i>Total</i>	100%	1,010	100%	207	100%	1,217

I always get all of the required textbooks and course materials for my courses	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Strongly agree	26%	261	20%	42	25%	303
Agree	34%	344	33%	68	34%	412
Neither agree nor disagree	15%	156	16%	33	16%	189
Disagree	21%	212	25%	53	22%	265
Strongly disagree	3%	35	6%	13	4%	48
<i>Total</i>	<i>100%</i>	<i>1,008</i>	<i>100%</i>	<i>209</i>	<i>100%</i>	<i>1,217</i>
I always have all of the required textbooks and course materials before the first day of class	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Strongly agree	7%	68	8%	16	7%	84
Agree	12%	126	13%	26	12%	152
Neither agree nor disagree	15%	148	13%	26	14%	174
Disagree	37%	373	35%	72	36%	445
Strongly disagree	29%	297	33%	68	30%	365
<i>Total</i>	<i>100%</i>	<i>1,012</i>	<i>100%</i>	<i>208</i>	<i>100%</i>	<i>1,220</i>
Not having the required textbooks or other course materials has had a negative impact on my learning	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Strongly agree	28%	259	17%	33	26%	292
Agree	36%	340	41%	80	37%	420
Neither agree nor disagree	24%	224	23%	46	24%	270
Disagree	9%	83	12%	24	9%	107
Strongly disagree	3%	27	7%	14	4%	41
<i>Total</i>	<i>100%</i>	<i>933</i>	<i>100%</i>	<i>197</i>	<i>100%</i>	<i>1,130</i>
At any point in your academic career, have you delayed or avoided purchasing required textbooks and course materials because of their cost?	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Yes	91%	921	83%	174	90%	1,095
No	9%	92	17%	36	10%	128
<i>Total</i>	<i>100%</i>	<i>1,013</i>	<i>100%</i>	<i>210</i>	<i>100%</i>	<i>1,223</i>
How has the cost of required textbooks and course material costs influenced your academic decisions and ability to progress at UCR? Select all that apply.	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
I enrolled in fewer courses	12%	122	7%	14	11%	136
I did not register for a specific course	13%	127	10%	21	12%	148
I dropped or withdrew from a course	10%	102	9%	18	10%	120

I did not purchase the required textbooks or course materials	53%	535	50%	105	53%	640
I earned a poor grade because I could not afford the required textbooks or course materials	22%	218	15%	32	21%	250
I avoided a certain major because of the higher cost of textbooks or course materials	6%	58	2%	5	5%	63
I failed a course because I could not afford to buy the required textbooks or course materials	4%	42	2%	5	4%	47
Other (please specify): <i>[See Appendix]</i>	3%	27	4%	9	3%	36
Not applicable - The cost of textbooks and course materials has not influenced my academic decision	23%	228	29%	61	24%	289
<i>Total Responses</i>	--	1,010	--	270	--	1,219
Have you ever refrained from making certain purchases in order to afford your required textbooks or course materials at UCR? Check all categories that apply.	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Clothes, shoes, or other apparel	53%	532	35%	73	50%	605
Recreation (travel, dates, social activities)	46%	466	43%	90	46%	556
Self-care (gym membership, haircuts)	38%	384	30%	63	37%	447
Other Education Expenses (upgrade computer supplies)	32%	323	26%	54	31%	377
Savings and Debt Reduction (savings, paying off debt or student loans)	35%	358	18%	37	32%	395
Food (groceries, meals)	42%	424	31%	65	40%	489
Health (doctor bills, prescriptions, insurance)	14%	141	11%	23	13%	164
Transportation (gas, car repairs, transportation needs)	30%	302	18%	38	28%	340
Housing (rent, room, housing costs)	17%	168	9%	19	15%	187
Childcare	1%	9	0%	1	1%	10
Not applicable - I have not refrained from making purchases in order to afford my required textbooks or course materials	18%	181	31%	65	20%	246
<i>Total Responses</i>	--	1,009	--	207	--	1,216
When you register for courses, does the price of the required textbooks or course materials influence which courses you select?	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Yes	20%	202	17%	36	20%	238
Sometimes	44%	449	41%	85	44%	534
No	36%	360	42%	88	37%	448
<i>Total</i>	100%	1,011	100%	209	100%	1,220

UC Riverside is considering offering a program that would automatically provide and deliver all of your textbooks and course materials before the start of each term. The cost could be about 35-50% LESS than buying your course materials individually. Students would have the option to opt-out of the program before the start of each term.

Please indicate if you agree or disagree that UCR should offer such a program for students.	Financial Aid Recipients		No Financial Aid		Total Responses	
	%	N	%	N	%	N
Strongly agree	61%	610	49%	103	59%	713
Agree	28%	278	33%	70	29%	348
Neither agree nor disagree	6%	57	10%	21	6%	78
Disagree	2%	24	3%	7	3%	31
Strongly disagree	1%	14	2%	5	2%	19
Not sure	2%	20	1%	3	2%	23
<i>Total</i>	<i>100%</i>	<i>1,003</i>	<i>100%</i>	<i>209</i>	<i>100%</i>	<i>1,212</i>

Do you have any additional comments regarding the potential cost-saving program for textbooks and course materials?

[See Appendix]

Appendix C: Demographic Analysis for Representativeness

Demographic Analysis: Survey Respondents & UCR Undergraduates Overall					
Class Year	Survey Respondents (N=1,367)		UCR Undergraduates (N=22,154)		% Diff*
	%	N	%	N	
Freshman	27%	372	20%	4,481	-7%
Junior	27%	365	21%	4,736	-5%
Sophomore	24%	321	25%	5,532	2%
Senior	22%	305	33%	7,314	11%
<i>Total</i>	100%	1,363	100%	22,063	0%
College	%	N	%	N	
SOBA	5%	70	7%	1,505	2%
ED	4%	55	3%	568	-1%
BCOE	14%	193	17%	3,692	3%
CHASS	44%	598	45%	9,975	1%
CNAS	31%	426	28%	6,172	-3%
PP	2%	21	1%	242	0%
<i>Total</i>	100%	1,363	100%	22,154	0%
Ethnicity	%	N	%	N	
American Indian/Alaskan Native	0%	1	0%	13	0%
Asian	39%	527	37%	8,106	-2%
Black/African American	3%	40	3%	665	0%
Chicano/Latino	40%	549	39%	8,664	-1%
Domestic Unknown	1%	20	1%	310	0%
International	2%	33	4%	828	1%
Native Hawaiian/Pacific Islander	0%	3	0%	24	0%
Two or More Races	4%	53	5%	1,164	1%
White	10%	140	11%	2,380	0%
<i>Total</i>	100%	1,366	100%	22,154	0%
Gender	%	N	%	N	
Female	71%	958	52%	11,344	-19%
Male	29%	398	48%	10,490	19%
<i>Total</i>	100%	1,356	100%	21,834	0%
First Generation Status	%	N	%	N	
Yes	47%	638	48%	10,654	1%
No	53%	727	52%	11,434	-1%
<i>Total</i>	100%	1,365	100%	22,088	0%

Pell Status	%	N	%	N	
Yes	51%	693	54%	11,931	3%
No	49%	673	46%	10,223	-3%
<i>Total</i>	<i>100%</i>	<i>1,366</i>	<i>100%</i>	<i>22,154</i>	<i>0%</i>
Financial Aid Recipient 22-23	%	N	%	N	
Yes	84%	1,143	76%	16,919	-7%
No	16%	223	24%	5,235	7%
<i>Total</i>	<i>100%</i>	<i>1,366</i>	<i>100%</i>	<i>22,154</i>	<i>0%</i>
Age	Mean	N	Mean	N	Diff [^]
	20	1,366	21	22,372	1

*% Diff calculates the percent difference between UCR Undergraduates - Survey Respondents. It is not a measure of statistical significance.

[^]Diff calculates the mean difference between UCR Undergraduates - Survey Respondents. It is not a measure of statistical significance.

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ACADEMIC SOLUTIONS · ARTICLE

EQUITABLE ACCESS IMPROVES STUDENT OUTCOMES: 3 TYPES OF DATA CONFIRM IT

November 17, 2022

Equitable access has grown by approximately 95% in the U.S. since 2019, estimates Dr. Michael Moore, a researcher at the University of New Hampshire studying course material initiatives and how they impact student outcomes. As more and more colleges and universities implement equitable access programs like [First Day[®] Complete](#), it creates more opportunities to gather data. The results are clear: equitable access to course materials improves student outcomes and experiences.

In our recent webinar, [The Equitable Access Impact: New Data on Student Outcomes](#), Barnes & Noble College and guest experts explored data and insights from three different angles. BNC's proprietary [research on student satisfaction](#) was affirmed by Dr. Moore's independent [student success study](#) on equitable access and course completion rates. Dr. Allison Gillespie provided firsthand **institutional feedback** on the positive effects of First Day Complete at The University of Southern Mississippi (Southern Miss). [Watch the full conversation.](#)

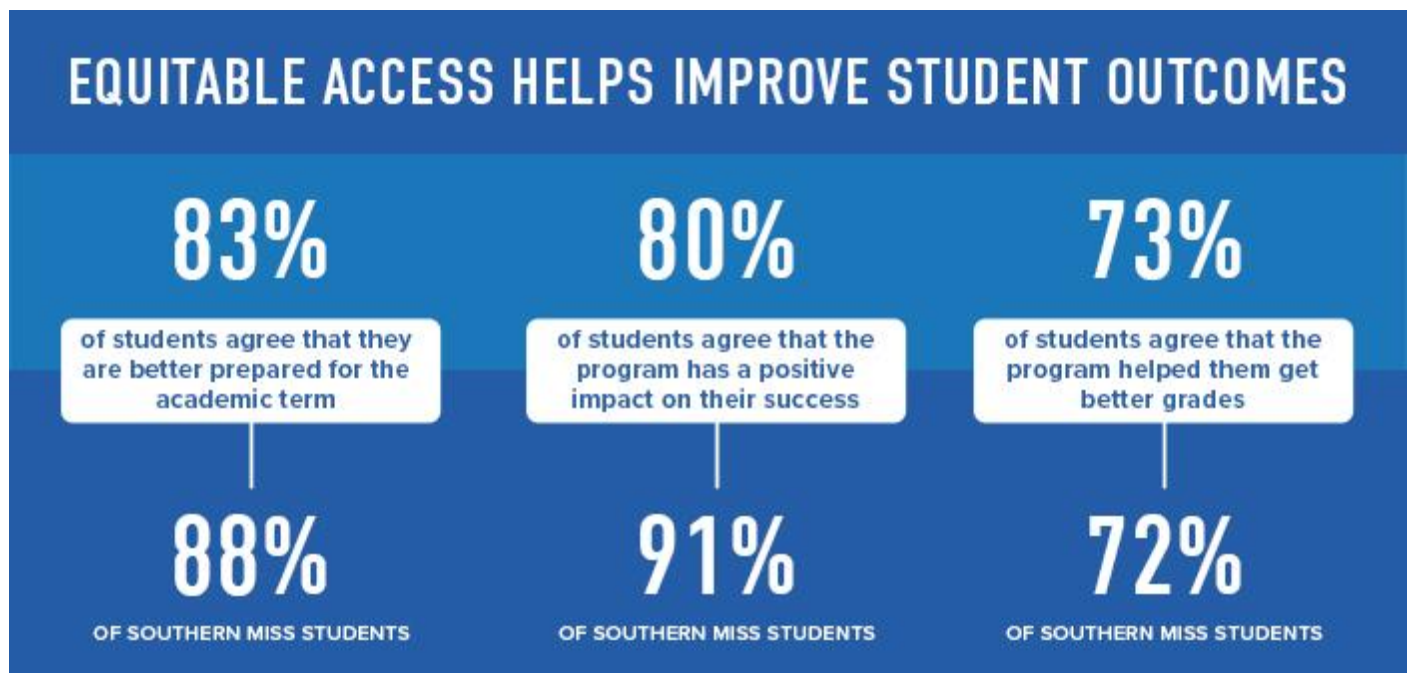
STUDENT SATISFACTION

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experiences, students confirmed the program bolstered their academic success. A significant majority said they were better prepared (83%) and even credited the program with helping them get better grades (73%).

The national survey results were strong, and the numbers at Southern Miss were similar – or even higher. During the webinar, Dr. Gillespie explained the challenges students had faced before the program’s implementation and how it’s been used to better support their academic journey.



INSTITUTIONAL FEEDBACK

Before First Day Complete, students at Southern Miss often started the term unprepared – a trend seen at many institutions nationwide.

“What we know from historical behavior is half of our students would get their materials before the first day of class – if they even purchased them,” said Dr. Gillespie. “And about 25% of those students actually waited until after the first week of class, which can really put a student at a disadvantage. Especially when classwork and some of these upper-level classes start day one or even before the semester.”

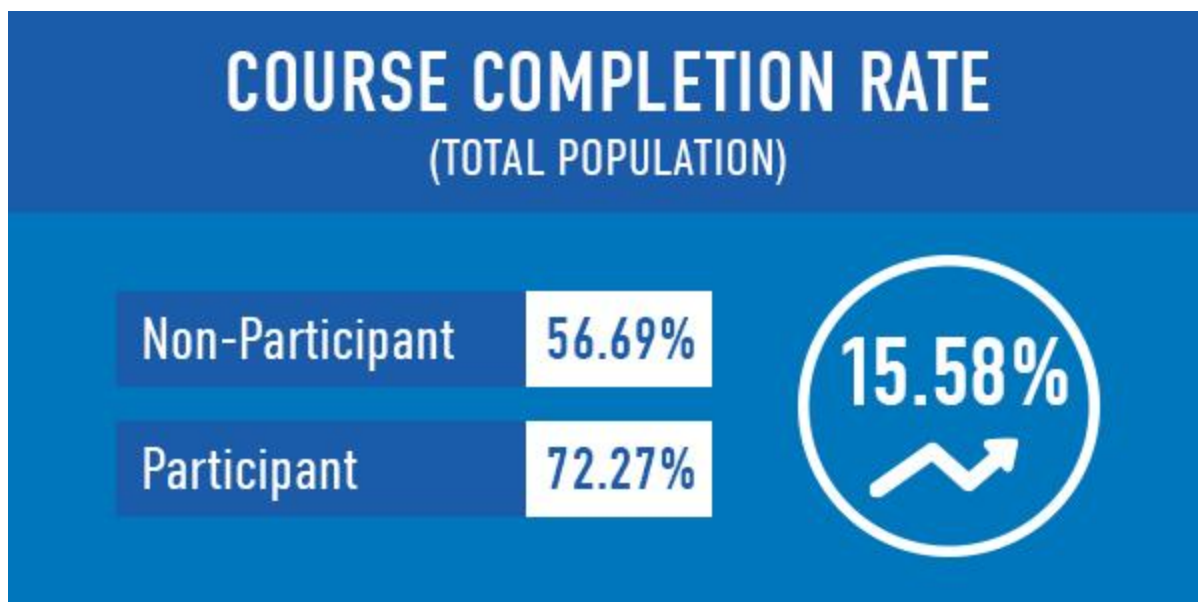


burden for payment for all students. For those using financial aid to purchase or rent materials, it fundamentally levels the playing field; they no longer need to wait until leftover funds are disbursed, which often takes place after the start of the term.

“Having this program in place has really made that ease of access and that ease of affordability. It makes it easier for students to be prepared. They’re not having to figure out where am I going to get the book? Who can I borrow it from? Is it going to be available? And I really do think, especially for new students, having those materials on day one makes a difference. It has made a difference in their success in the course because they’re not playing catch-up,” she added.

STUDENT SUCCESS

It’s also important to understand how equitable access programs affect student outcomes. Dr. Moore shared findings from **his study** of community college students, which showed that participants in an equitable access program are much more likely to complete a course than non-participants.



The study also showed increases in course completion rates across multiple demographic groups – including a few that were new within the existing research on



of race and ethnicity,” said Dr. Moore. “For the first time that I’ve been able to find as a researcher, we’ve been able to break out Asian students, Native American students and students who identify as two or more races as their own standalone category for analysis. So this is a really great opportunity for us to benchmark the impact that equitable access has on these particular demographics.”

“What I also want to look at is Black students. If you identified as Black and you opted out [of the program], you only completed the course at a 39% rate. Whereas if you stayed in, it was 60% –a 21% difference. That is tremendous growth, especially if you also look at two or more races, which is 22%. These are pretty interesting numbers when we look at what happens for students if they opt out of an equitable access program,” he added.

IMPLICATIONS AND OPPORTUNITIES

Equitable access data and insights collected to date are incredibly positive, but research will continue to further develop our understanding of its impact. Dr. Moore offered his perspective on the implications of his work, which shows an opportunity to improve additional measures of student success.

“I believe from my research is that there is a chance for us to impact college completion [obtaining a degree in 150% of time or six years] over the long term,” he said.

“What I’m seeing and what I believe is happening is that equitable access is one of the most immediate, impactful interventions that could be undertaken in higher ed. And we know from research that first semester GPA is very critical to students’ persistence and retention. So, it’s not hard to extrapolate and say that if we’re able to move students more quickly through classes and towards degree attainment and keep their GPA elevated, that we’re likely to have more success overall.”

The Husky Book Bundle is lit

By **Youssef Macary** - January 19, 2023



The UConn Bookstore is a central point of campus where students can get school spirit clothing, technology, textbooks, and so much more. The bookstore sits at the junction of Jim Calhoun Way and Hillside Road right next to Gampel Pavilion. Photo by Izzi Barton/Daily Campus.

It is entirely possible that my editor makes me take this part out, however, I'd like to begin by stating that what you'll find in this article is a true rarity: A Daily Campus writer is about to write something good about the University of Connecticut, and that the Husky Book Bundle is a good thing for the university to provide.

Before I even look at the cost analysis of what the bundle can save students and the other benefits it provides, the most important aspect of the Husky Book Bundle is that it's optional. It is practically impossible to say something bad about it because if it does not benefit the student, they can simply opt out of it. The individual decision-making aspect of the Book Bundle is unlike many other fees and fundamentally makes it impossible to negatively impact the student community, outside of the obvious potential for user error. The only occasion that may cause students to lose is if they pay for the book bundle and then buy their books anyways, either because they failed to opt out properly or didn't realize the program exists.

However, looking at the numbers behind the book bundle, I believe that many students will find it financially beneficial. According to the program's [website](#), students "will save an average of 35-50%" on course materials if they use the bundle. The program saves students money, which is extremely important with college prices being as high as they are. Additionally, with textbooks now considerably

cheaper, there is less of a concern that students may fail to purchase course materials for financial reasons and subsequently lose out on valuable resources that can be utilized to succeed in their classes.

The second major benefit of the Husky Book Bundle is its convenience. Instead of students scrambling to buy their textbooks in the first week of school, returning books for classes they dropped and making sure they have the right version, they can skip the shopping and just have the books shipped to their house. This past semester I got my physical textbooks shipped to me before the semester even started, making life significantly easier. This draws a stark contrast to my last semester, where I had to dedicate much more time to ensure I had the necessary materials for class. Additionally, students no longer have to spend time looking for the cheapest version of the book in order to save money because the Book Bundle is a flat rate. The payment is the same regardless of having the more or less expensive version of the text. On top of that, if a student adds or drops a course, they're still covered by the [Book Bundle](#). There are so many reasons why the book bundle makes students' lives easier.

Finally, the Husky Book Bundle also allows students to assess their courses immediately. Students don't have to wait to buy a textbook until they see if they're going to stay in the course, as it is sent to them regardless. This program "gives undergraduate students access to all required textbooks, lab manuals, access codes and electronic book versions in a convenient bundle before the first day of class." Students can now hit the ground running as soon as the semester starts instead of running to get their textbooks.

The Husky Book Bundle is all positive. Students can save money and time — assets that are invaluable for a busy college student. This option has the potential to make life easier for so many people. And in the case that a student feels they won't benefit from this program, they can just opt-out. You can't lose.

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