

Campus Bookstore & Course Materials Survey

Mock Results Summary

Illustrative output
(Results shown are fabricated for mock-up purposes)

Mock field parameters (for illustration)

- Audience: Students
- Sample size: n=1,000 completes
- Benchmark pool: n=50 institutions (peer median + top quartile)

Benchmark highlights (what we're seeing)

- Overall satisfaction is slightly above peer (**62%**, **+4 pts** vs peer ●) and advocacy is stronger (**+12 NPS**, **+4 ●**). Service & checkout also exceeds peer (**+4 pts ●**).
- Course-material channel share is an opportunity: campus bookstore use trails peer (**46%**, **-4 ●**) while Amazon/other online sources lead. Publisher sites slightly over-index (**+3 pts ●**).
- Affordability pressure is elevated: **37%** skipped a required item due to cost (**+3 ●**), and price strongly influences purchase decisions. Spending intensity is higher (**35%** spend \$300+ vs **29% ●**).
- Awareness of IA / EA programs trails peers (**28% / 15%**, **-7 / -5 ●**), suggesting “white space” for communications and uptake.
- Online experience is near peer but friction remains (**55%** satisfied, **-2**): checkout clarity + real-time availability are typical pain points.

Implications & actions (what this suggests)

- **Increase day-one readiness:** integrate bookstore links into syllabus/LMS and improve early, accurate materials lists (Q6, Q8).
- **Lead with affordability:** expand used/rental/free options; consider IA/EA where feasible and communicate savings simply
- **Remove online friction:** streamline checkout, clarify fees/shipping, and improve ‘available by’ dates with pickup/delivery options
- **Convert strengths into advocacy:** highlight service and school spirit while targeting segments most likely to switch channels

• Statistically significant vs peer median (p<0.05)

Benchmark definitions

Peer benchmarks are based on the participating institution pool (e.g., n≈50 institutions in pilot).

Peer median = 50th percentile; Top quartile = 75th percentile (top-performing 25%).

“Gap vs peer” is shown in percentage points (or NPS points) vs the peer median.

Directionality is labeled where “lower is better” (e.g., cost barriers).

Minimum peer-group sizes may be applied to protect confidentiality and improve stability.

Visual indicators

- indicates a statistically significant difference vs peer median ($p < 0.05$).

NPS is derived from 0–10 likelihood ratings (Promoters 9–10 minus Detractors 0–6).

Percentile rank (optional) shows where your institution sits within the peer distribution.

Metric	Your	Peer median	Top quartile	Gap vs peer	Pctile rank
Overall satisfaction (Top-2 box)	62%	58%	70%	+4 •	62nd

• Statistically significant vs peer median ($p < 0.05$)

Overall satisfaction

62%

+4 pts vs peer •

Top-2 box

Bookstore NPS (general)

+12

+4 vs peer •

0–10 scale

% using campus bookstore for course materials

46%

–4 pts vs peer •

Select-all

% skipped required item because cost too high

37%

+3 pts vs peer •

Lower is better

Online experience satisfaction

55%

–2 pts vs peer

Top-2 box

Awareness of IA / EA programs

28% / 15%

–7 / –5 pts vs peer •

IA=Inclusive, EA=Equitable

• Statistically significant vs peer median ($p < 0.05$)

Metric	Your school	Peer median	Gap vs peer
Overall satisfaction (Top-2 box)	62%	58%	+4 ●
Bookstore NPS (general)	+12	+8	+4 ●
NPS – Purchasing textbooks	+5	+2	+3
NPS – Branded merchandise	+18	+15	+3
% purchased all required materials	52%	49%	+3
% skipped required item due to cost*	37%	34%	+3 ●
% acquired materials by week 1	78%	81%	-3
% used campus bookstore for materials	46%	50%	-4 ●
% agree bookstore supports academic success	54%	50%	+4 ●
Online experience satisfaction (Top-2 box)	55%	57%	-2

● Statistically significant vs peer median (p<0.05)

Funnel vs peer median

Informed via instructor (syllabus/email) (Q6)

Your 76% | Peer 73% | Gap +3 •

Acquired most materials by Week 1 (Q8)

Your 78% | Peer 81% | Gap -3

Purchased all required materials (Q3)

Your 52% | Peer 49% | Gap +3

Skipped a required item due to cost (Q10) • Lower is better

Your 37% | Peer 34% | Gap +3 •

Used campus bookstore for materials (Q9)

Your 46% | Peer 50% | Gap -4 •

What this view helps answer

Pinpoints where your student journey differs most vs peers (awareness → timing → purchase → channel).

Separates operational issues (availability / fulfillment) from affordability barriers (Q10/E5/E6).

Helps prioritize interventions: syllabus/LMS links, earlier reminders, inventory transparency, affordability messaging.

Can be cut by year of study / major (where base sizes allow) to target support.

• Statistically significant vs peer median ($p < 0.05$)

Example KPI distributions (percent-based)

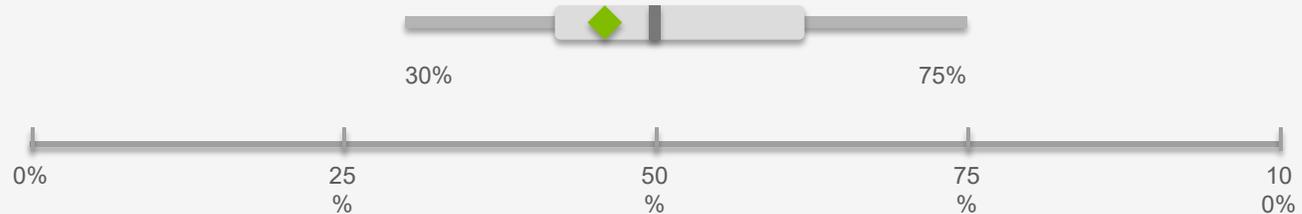
Overall satisfaction (Top-2 box)



% skipped required item due to cost (lower is better)



% used campus bookstore for materials



Summary

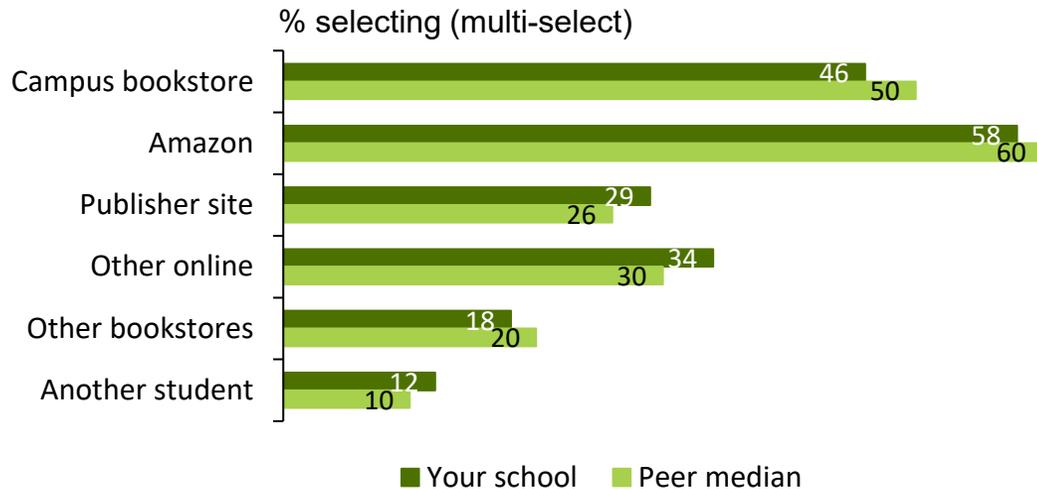
Gap vs peer: +4 ●
Percentile: 62nd

Gap vs peer: +3 ●
Percentile: 60th

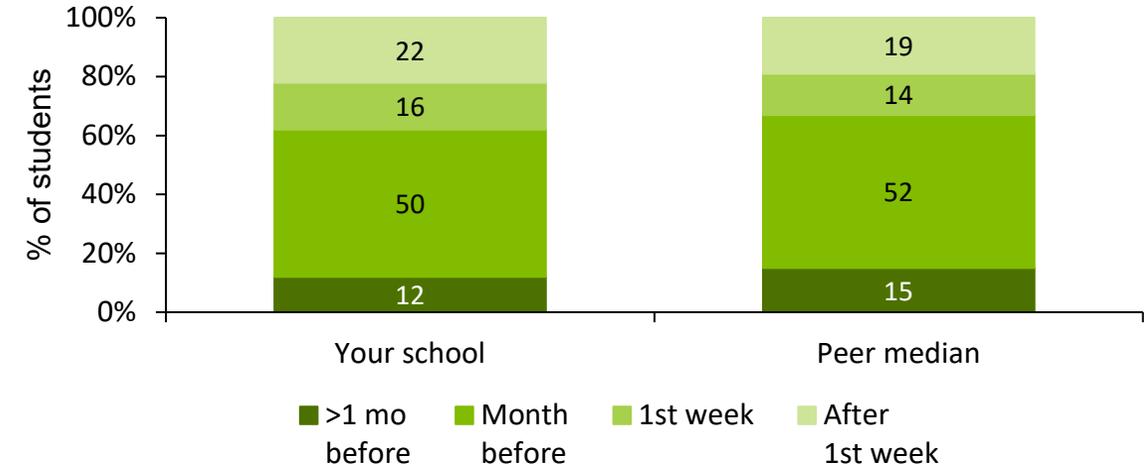
Gap vs peer: -4 ●
Percentile: 40th

● Statistically significant vs peer median ($p < 0.05$)

Sources used for required/suggested materials (select all)



When students acquired most course materials



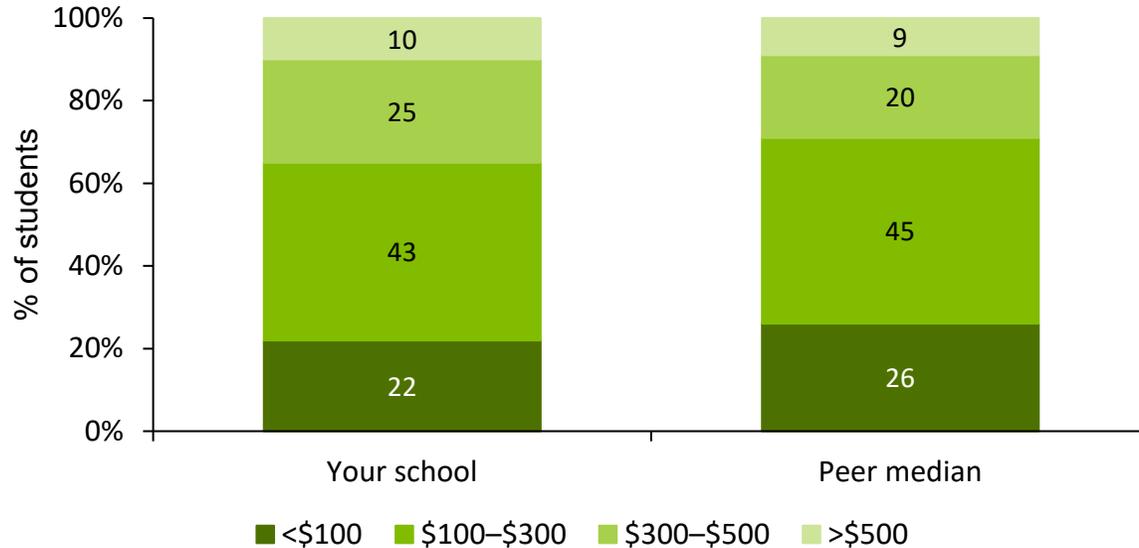
Key Insights (illustrative)

Amazon remains the leading source for course materials (58% vs. 60% peer). Campus bookstore use trails peer (46% vs. 50%, -4 pts ●), while publisher sites over-index (29% vs. 26%, +3 pts ●).

Day-one readiness is slightly lower (78% by Week 1 vs. 81% peer). Instructors drive awareness (74%); bookstore communications reach 16% (vs. 18% peer).

● Statistically significant vs peer median (p<0.05)

Term spending on course materials



Cost barrier

37% skipped at least one required item because the cost was too high

Peer median: 34% (lower is better) ●

Price influence

74% say price is influential (extremely + influential)

Key implication: demand for low-cost options

Spending intensity

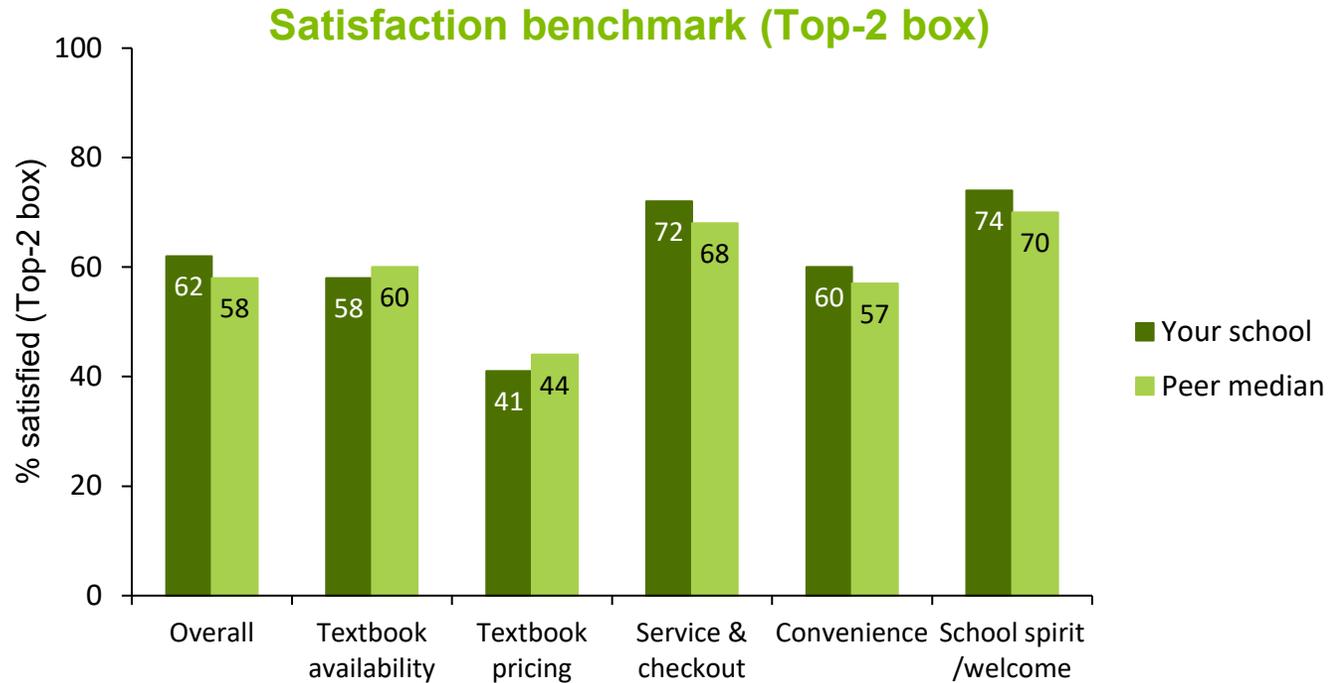
35% spend \$300+ per term

Peer median: 29% ●

Key Insights (illustrative)

Affordability is a clear pressure point: 37% skipped a required item due to cost (vs. 34% peer, +3 pts ●), and 74% say price is influential.

Spending intensity is higher (35% spend \$300+ per term vs. 29% ●), underscoring demand for low-cost options and clearer price transparency.



Top 5 elements students say matter most (E1)

- Pricing of textbooks / course materials
- Availability of required materials (Day 1)
- Online ordering + fast pickup / delivery
- Helpful staff / customer service
- Selection of branded merchandise

Key Insights (illustrative)

Overall satisfaction is above peer (62% vs. 58%, +4 pts ●), driven by strengths in service & checkout (72% vs. 68%, +4 pts ●) and school spirit/welcome (74% vs. 70%). Textbook pricing remains a relative gap (41% vs. 44% peer), reinforcing affordability as the biggest lever.

● Statistically significant vs peer median (p<0.05)

Derived importance index (pooled overall)



Index shown on a 0–100 scale (higher = more important). Mock data – illustrative only.

Key Insights (illustrative)

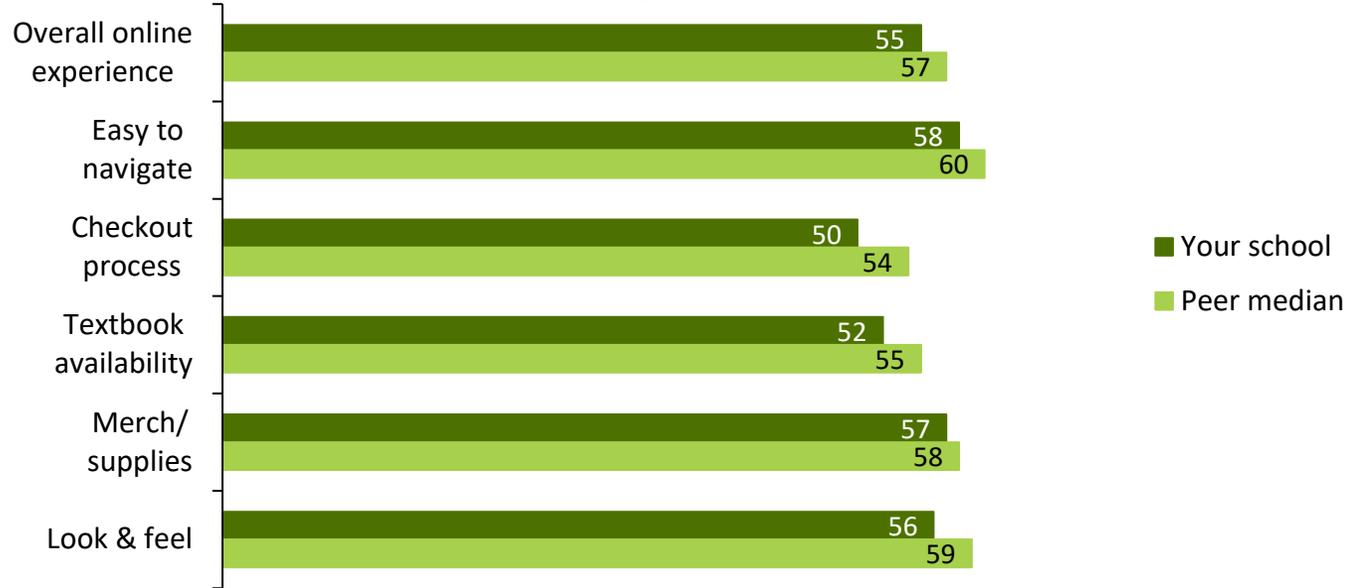
Pricing and day-one availability are the clear primary drivers of overall bookstore performance. Online ordering and customer service form the next tier of influence, while operational elements like checkout speed and store convenience are secondary.

Visual/design elements and branded merchandise pricing have comparatively less impact.

The implication is clear: focusing on affordability and ensuring materials are ready at the start of term will deliver the greatest improvement in overall performance.

Online bookstore experience (Top-2 box)

% selecting (multi-select)

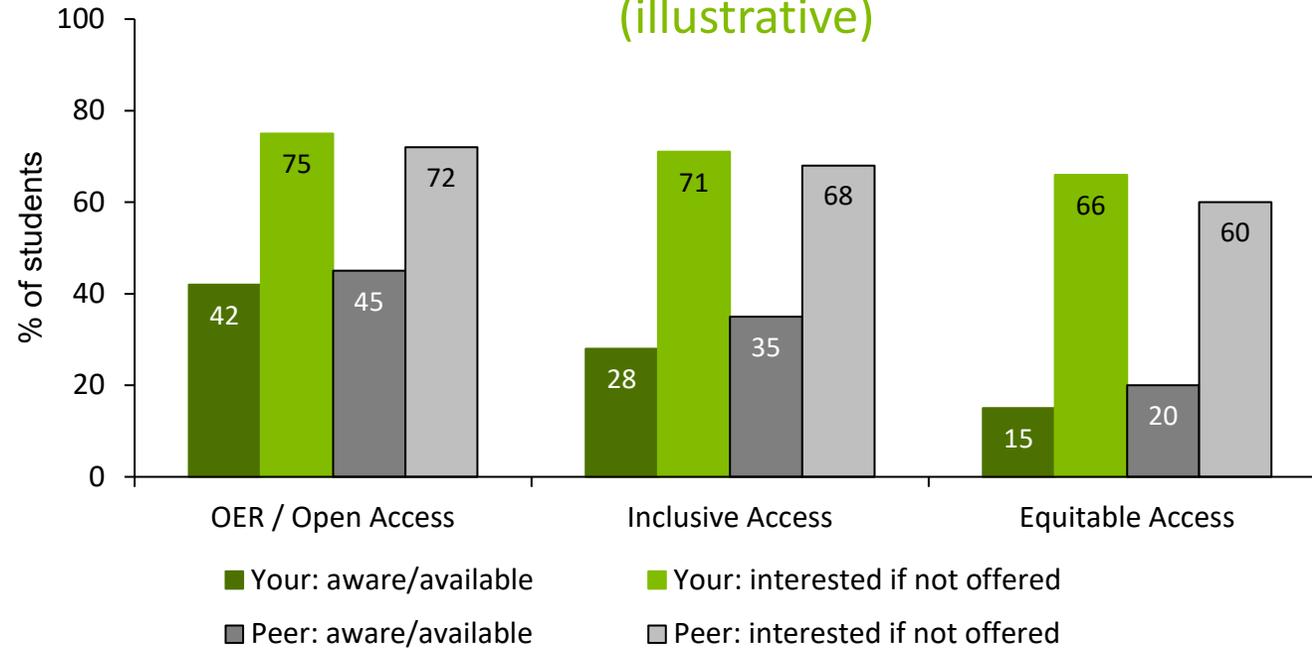


Key Insights (illustrative)

Performance is broadly competitive across most service and experience attributes, with results closely tracking peers. In several areas, performance slightly exceeds benchmark levels, indicating solid execution and few structural weaknesses. The opportunity is less about fixing major gaps and more about incremental optimization—refining key touchpoints to strengthen differentiation and maintain competitive positioning.

Affordability program awareness & demand

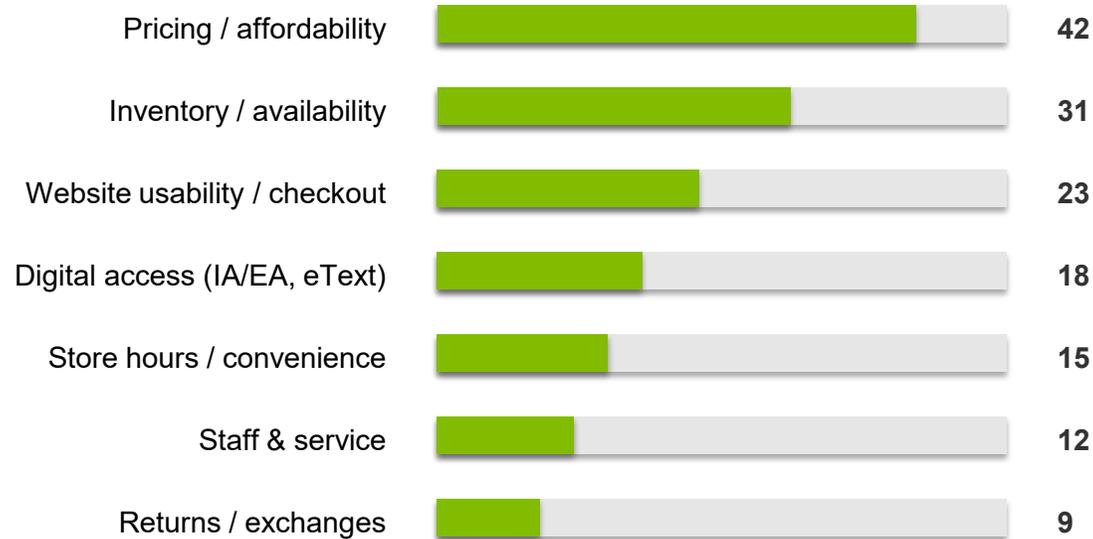
(illustrative)



Key Insights (illustrative)

Across programs, interest levels are consistently stronger than current awareness or reported availability—indicating meaningful white space. A substantial segment of students express openness to structured affordability programs, suggesting latent demand that is not yet fully activated. The opportunity is clear: improving communication and clarity around these programs could significantly increase uptake and strengthen perceptions of value and academic support.

Top themes in open-ended comments (% of mentions)



Theme % reflects share of coded mentions (multi-coded; totals may exceed 100%). Mock data – illustrative only.

Illustrative verbatims (examples)

“I compare prices online first—if the bookstore matched, I’d buy there.”

“I needed the book day one but it showed ‘backordered’ until week two.”

“Checkout was confusing because fees/shipping weren’t clear until the end.”

Key Insights (illustrative)

Student commentary is heavily concentrated around pricing and affordability, followed by inventory and day-one availability. Website usability and checkout clarity also emerge as recurring friction points.

Digital access programs and store convenience are mentioned less frequently, while staff and service are comparatively lower concerns.

Overall, feedback reinforces that cost transparency, reliable availability, and a smoother online purchase experience represent the most meaningful opportunities to improve perception and competitiveness.