



## Success story

University of California, Davis

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**The number one thing  
that faculty are happy  
about is day-one access...**

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Jason Lorgan, executive director, Campus Recreation, Memorial Union,  
and University of California, Davis (UC Davis), Stores

**It's your time.**  
Inclusive Access



Pearson

# The challenge

"New students come to campus prepared for everything," Jason Lorgan, executive director, Campus Recreation, Memorial Union, and University of California, Davis (UC Davis), Stores, explained.

"They have a bus pass and a gym pass. All their classes and their dorm room are assigned. Yet the default is that they have no access to their course materials. Something that is core to their education is not automatic."

So Lorgan began investigating ways to increase student access to course materials. "As more adaptive learning digital content such as MyLab™ & Mastering™ came out, we started thinking that it could be adapted to a licensing model similar to the one our design students use for Adobe® Photoshop® versus the textbook model where the default is that you start without access to the content."

## The digital delivery solution

In the fall of 2014, UC Davis administrators agreed to pilot an opt-out digital delivery solution. Working with Pearson and several other publishers, UC Davis gave 3,000 students participating in ten courses automatic access to their course material online. Because of the number of users, the university was able to negotiate discounts for the online material, but any student who did not want to participate in the pilot could opt out during the first ten days of the quarter.

The pilot was a success. Sixty-two percent of student participants who responded to a survey said that they felt digital was more effective than print for learning, and 60 percent felt the price of their digital course materials was better than the price they would have paid for print versions.

Given the pilot's results, UC Davis decided to expand the program under the name Inclusive Access. Over the past few years, Lorgan and the UC Davis Stores team have persuaded faculty responsible for more than 170 courses to participate in the program. Here are some tips he shared for getting faculty buy-in:

### Profile:

University of California, Davis

### City/State

Davis, California

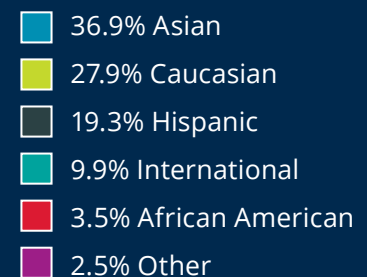
### Institution Type

Public 4-year university

### Institution Enrollment

35,186 students

### Ethnicity



- 1. Lead with the cost savings:** Not all faculty are ready to embrace digital materials, but they are all concerned about the rising cost of higher education. By finding common ground with professors around the issue of affordability, Lorgan could start a discussion about ways to reduce textbook costs, including transitioning to course material online.

David Lang, an adjunct professor of statistics and a longtime user of MyLab Statistics, decided to try Inclusive Access in order to help his students save money. “I’m an economist, and what my students are paying out of pocket for a product is something that’s just on my mind all the time,” he explained. “I don’t mind trying new things if I think they’re going to potentially benefit my students.”

- 2. Provide on-campus technical support:** One of the primary objections Lorgan has heard from faculty is that they don’t feel comfortable providing technical support. He’s had professors say to him, “I know how to tell students how to flip the page, but what if they tell me they can’t access the course material or if it doesn’t work with their browser or operating system?”

He added, “We could have said, ‘Students can call the publisher’s 800 number,’ but that would have made faculty uncomfortable because they knew that students were going to have the expectation that their problem would be solved locally. So the bookstore said, ‘That’s our role, not yours.’ Very often we do refer students to the publisher support network. However, the faculty are reassured knowing that they’re sending their students to an on-campus resource first.”

- 3. Share how student access increases efficiency:** To show professors how Inclusive Access will benefit them, Lorgan shares feedback that he’s received from faculty participants. “The number one thing that faculty are happy about is day-one access, particularly in a quarter school like ours where you only have ten-week terms. If it takes two weeks for students’ online book orders to come in, they’ve lost 20 percent of the course.”

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—**Jason Lorgan**, Executive Director,  
Campus Recreation, Memorial  
Union, and UC Davis Stores

# Results

Over 45,000 students have participated in Inclusive Access, saving \$3.4 million compared to what the cost of new print textbooks would have been. In addition to saving money and establishing student access to course materials on the first day of class, Inclusive Access is providing students with adaptive learning tools.

"Students are telling us that they are having a good experience with adaptive learning content," Lorgan noted. "If they are taking calculus and they don't understand the question, in the past they'd have to flip through the book to find the part of the chapter where the topic was covered. Now they can either push a button that says 'hints' or say, 'Take me to the part of the chapter that this is in.' If they are getting a question incorrect, the algorithm is going to feed them similar questions until they get it correct. So students feel like the material is adapting to their performance."

"We feel the Inclusive Access digital delivery program has been a huge success," Lorgan declared. The University of California, Office of the President, agreed, recently honoring the program with the 2016 Larry L. Sautter Award for Innovation in Information Technology. The program also won the Innovation Achievement Award from the National Association of College Stores Foundation this past spring.

To see how digital delivery can help your institution meet its goals, visit [pearson.com/inclusive-access](https://pearson.com/inclusive-access)

## It's your time. Inclusive Access