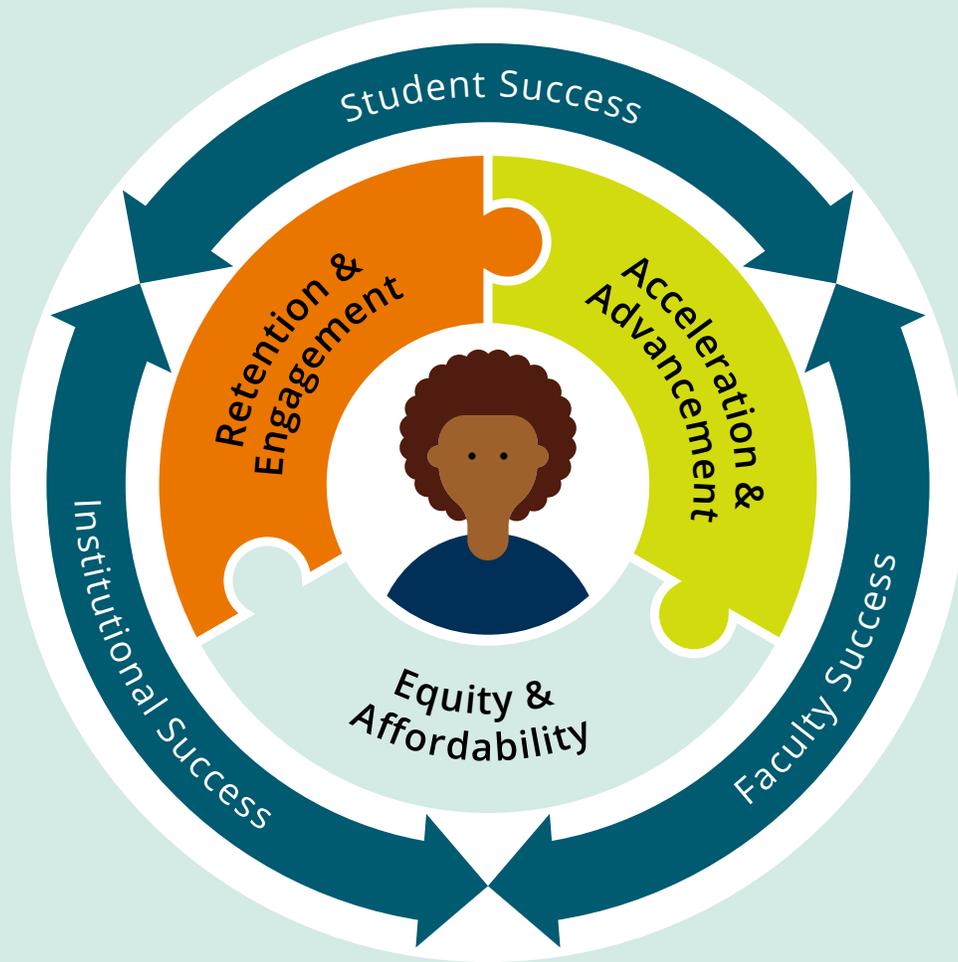




Student success
starts with engaging
course materials



Pearson



Equitable, engaging access

The path to improved outcomes, engagement, and retention begins with immediate, equitable access to quality course materials. Impact studies show measurable increases in results, course success, and retention rates when students have access to course materials and can start actively engaging with them on or before the first day of class.

The digital learner

Today's student actively uses technology in their learning on multiple devices, and expects high-value, engaging, interactive, on-demand course materials and support — anytime, anywhere. Institutions must first strive to ensure that all students have the same opportunity to take full advantage of their education and benefit from the required course materials & educational services.



Challenges and opportunities

More engaging materials won't solve every issue. Course materials must also be affordable — priced with the student in mind — and offer real value in terms of students' learning experiences and outcomes. Institutions must also engage their students, and address the issues that cause them to abandon their education.

Using inclusive access delivery models, students, faculty, and administrators have benefited from immediate, more streamlined, and more cost-effective student access to course materials. And when students can begin working on course assignments before the term starts, results show that early drop and withdrawal rates decrease, and success rates increase.

By offering course content in an inclusive access model, students have timely access to their course materials so that they'll come to class prepared to participate, engage, and succeed. And because all students have access by the first day of class, your faculty won't lose any teaching days.

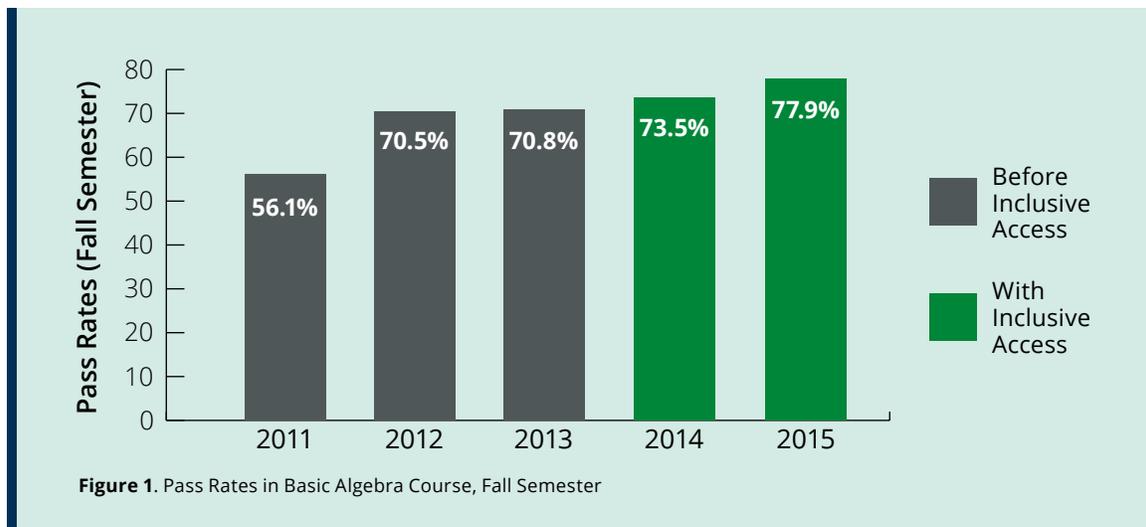


Results

Improved pass rates and time saved

At Cleveland State University, pass rates for the 3,432 students enrolled in six math courses that implemented an inclusive access model increased more than 4%. The implementation enabled a Basic Algebra course to transition to an emporium model, and pass rates increased 7% (figure 1).

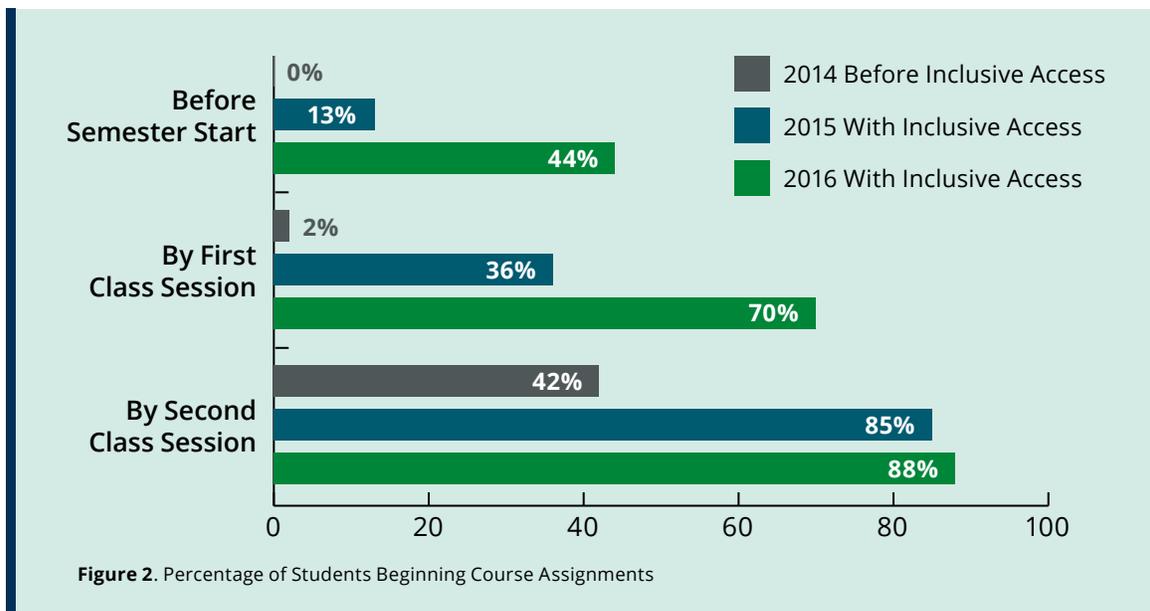
Faculty and administrators commented that before an inclusive access model was implemented, significant instructional time was lost due to access issues at the start of the semester. After the model was introduced, students began completing assignments and reaching mile markers as early as the first week of the semester.



Earlier access and streamlined purchasing

Before the University of Iowa implemented an inclusive access model in their General Chemistry course, less than 1% of students began assignments before the course began, and only 2% of students began by the first day of class. Two years after implementation, 44% of students began working on their online chemistry assignments before the course began, and 70% of students did so by the first day of class (figure 2).

Over those two years, students enrolled in the General Chemistry course have gained instant access to the online course and an eText, and saved over \$146,000 — a 47% discount compared to the national price of the same materials. And purchasing is more straightforward: faculty members don't have to get involved with the bookstore to coordinate textbook purchases each semester, and the complications that delayed financial aid have posed in the past are now irrelevant.



Greater success rates and code-free access

As part of a larger course redesign and textbook change, Miami University's implementation of an inclusive access model in the Statistics course has played an important role in improved student learning outcomes. This model has facilitated the department's transition to hybrid course delivery at the Oxford campus by enabling digital courseware integration within the university's LMS, providing students code-free access to the program at the start of the semester.

Course success rates (earning an A, B, or C) among students at the Oxford campus have increased by 5.6% since the inclusive access model has been implemented as part of the course redesign.

Implementation has also enabled more streamlined course material delivery, offering simpler and earlier access, and easy access to the course on mobile devices.

Increased access and money saved

At Auburn University, students were surveyed about their inclusive access experience. Their responses shed light on how the model enables access to course materials for students who would otherwise not have purchased the course text.

Over one-third of students surveyed reported that they were unlikely to purchase course materials if they were not offered digitally via the inclusive access program. In Spring 2017 alone, this translated to a gain of an additional 2,185 students.

92% of students opting in to the program believed that the cost of digital materials in the program were a similar or better value compared to print textbooks they purchased in the past.

With the inclusive access model:

- Students paid an average of \$50 less per digital textbook or courseware unit compared to the new price of the digital course materials purchased outside the program.
- Students saved over 50% off the lowest print alternative to their required course materials (new or used).
- Over the course of only two semesters, 22,500 students saved more than \$600,000.

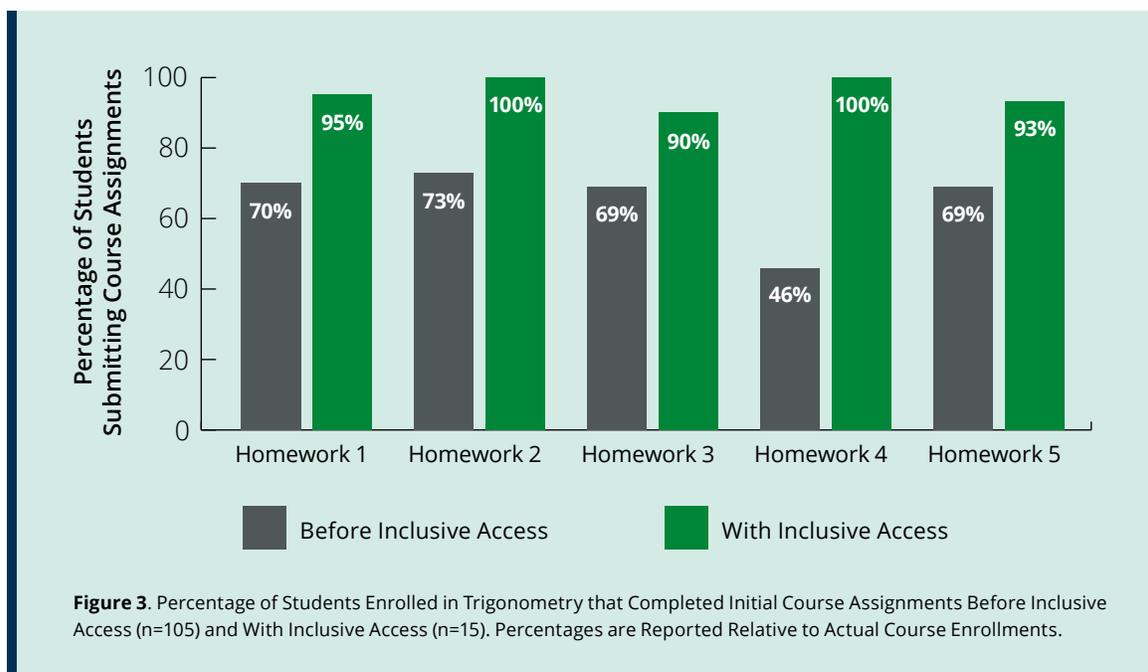


Improved engagement and better submission rates

Connors State College implemented an inclusive access model across four math courses, including trigonometry, where student enrollment in the digital courseware increased from 77% to 100%.

Under the new model, between 90% and 100% of students in the course submitted each of the first five homework assignments, compared to rates between 46% and 73% before implementation (figure 3). In addition, students submitted those assignments within two weeks under the new model — this previously occurred over a five- to six-week period.

Trigonometry grades improved dramatically. After the inclusive access model was implemented, the percentage of students earning an A or B increased from 39% to 74% — a 35% improvement.

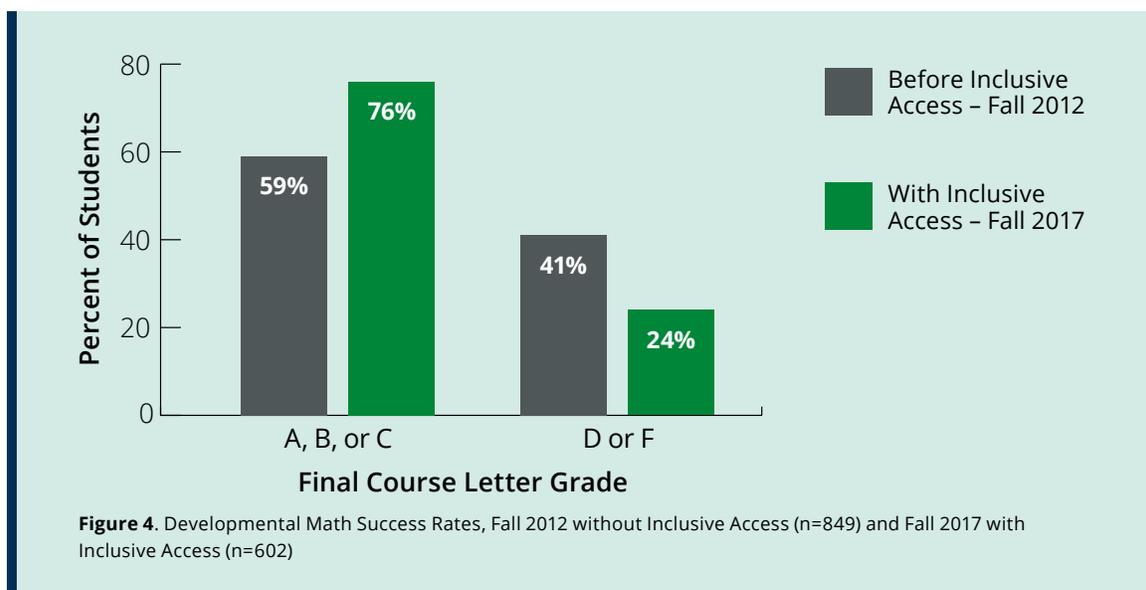


Better grades and higher retention rates

A key motivator for transitioning to an inclusive access model at Copiah-Lincoln Community College was improving the success rates of developmental students.

Developmental mathematics course results have improved dramatically since the inclusive access model was implemented. Student success rates in gateway mathematics courses have increased 17% (figure 4), overwhelmingly represented in the percentage of students receiving an A in the course.

And that's not the only thing that has improved since the implementation — graduation rates have increased by 8% and retention rates have increased by 10%.



It can be a struggle to provide equitable, affordable access to materials that help increase student achievement. Higher education institutions everywhere are solving these challenges by transitioning to digital course materials. Pearson Inclusive Access can help you offer all students greater access to high-quality course materials and support services, and provide insights that can help you optimize learning, increase success, and improve retention rates.

For more information on partnering with us to boost engagement, drive down costs, and improve results, contact your Pearson rep or visit pearson.com/inclusive-access

