



Help students achieve more —and spend less

A leader's guide to meeting the challenge of reducing student costs and improving learning: plan a digital content delivery program that works for everyone.



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Give students the resources to succeed, from the first day

Many students agree, and research supports them: when they have all course materials on the first day of class, they can achieve more. They're less likely to fall behind. Faculty can confidently dive into their subjects faster, cover more, and do more to encourage mastery. Unfortunately:

80% of students say they've delayed purchasing materials

37% have avoided purchasing them altogether

92% cite cost as the reason

39% say their grades were negatively impacted.¹

That's a major problem for everyone who cares about student outcomes.

Going digital helps alleviate the problem. It empowers institutions to offer all course content to all students at a lower cost on the first day of class.

Hundreds of institutions are already succeeding with digital delivery through Inclusive Access. Their secret: careful planning to address key considerations related to *students, faculty, technology, and the institution* as a whole.

5 ways Inclusive Access programs help everyone

Improve access to course materials, offering all students an equitable start regardless of their financial circumstances

Dramatically improve convenience, making it easier than ever to get all required texts

Reduce textbook costs, lowering the overall cost of a degree

Deepen student engagement through compelling adaptive content

Provide valuable data and analytics to help faculty monitor progress and improve achievement





¹ QuickRead Report, Wakefield Research for VitalSource, May 2018; <https://get.vitalsource.com/hubfs/2018%20Wakefield/Wakefield%20Research%20QuickRead%20Report%20for%20VitalSource.pdf?t=1535488277305>

To plan and execute successfully, ask the right questions upfront

Here's a four-step roadmap for transforming the promise of Inclusive Access into reality.

| Explore key considerations to plan your model | Find partners and champions | Implement and support | Evaluate and refine |
|--|--|---|---|
| <ul style="list-style-type: none"> • Student needs • Faculty concerns • Technology issues • Institutional priorities | <ul style="list-style-type: none"> • Faculty early adopters • Executive team • Advisory groups • Students, including student government leaders and other peer influencers • Publishers | <ul style="list-style-type: none"> • Identify implementation manager/leader • Engage financial functions (e.g., registrar, bursar, bookstore) • Plan training and communications for students, faculty, and other stakeholders | <ul style="list-style-type: none"> • Gather feedback from stakeholder groups • Identify pain points and stumbling blocks to address • Make improvements to grow future savings and adoptions |

This guide focuses on the crucial first step: exploring key considerations for shaping your program. We've organized these considerations into four sets:

|  |  |  |  |
|---|---|--|--|
| Student | Faculty | Technology | Institutional |
| <ul style="list-style-type: none"> • Motivations and concerns • Devices used • Online/offline access • Print options • Duration of access • Equitable support for disabled students | <ul style="list-style-type: none"> • Choice and types of content • Training and support | <ul style="list-style-type: none"> • Network infrastructure • Tech support • Instructional design and ADA accessibility | <ul style="list-style-type: none"> • Role of campus bookstore • Course fee regulations • Billing workflows and communication • Plans for promotion |



Student considerations

86% of students believe they would get better grades studying with tools they can interact with, rather than traditional printed textbooks. So students are likely to be receptive to your Inclusive Access program.²

But that's just the start. To succeed, build your program around their needs, concerns, and preferences.

Motivations and concerns

Discover students' motivations and concerns so you can anticipate them in your roll out.

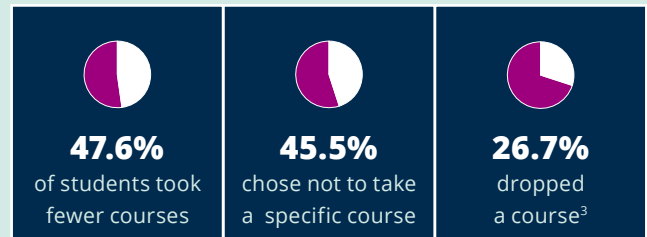
- Consider students' current attitudes about required texts:
 - » Which students aren't buying, renting, or borrowing texts?
 - » Are students deterred from acquiring texts by the inconvenience of comparison shopping?
 - » How serious a concern is cost?
- Identify students' likely concerns and questions:
 - » What are the program's advantages to me, and what might I lose?
 - » How can digital content help me?
 - » How do I opt out (or opt in)? (Financial aid, registration, and billing procedures need to be clear and intuitive, with appropriate reminders.)
 - » How will you protect my privacy? What data will you collect, and how will you use it?

Devices used

Anticipate the types of devices students will use to interact with digital content.

- Determine how extensively students are using smartphones or tablets to study, or whether they still primarily work with laptops.
- Explore how students use video to achieve mastery, and how they would like to use it.
- Assess whether current (or potential) digital platforms support the environments students use.
- Explore whether students want to work via apps, browsers, or both; and whether digital platforms limit any of these modalities.

Due to textbook costs:



Online/offline access

Determine what kinds of access your students will need.

- Explore which content options will be available when students aren't connected to the internet.
- Identify which content can be fully downloadable.

Print options

Assess needs for printing, to reflect it in your model, contracts, and infrastructure.

- Determine if you want to offer students the ability to print chapters or selections.
- If necessary, arrange with publishers to offer print options.

Duration of access

Determine how long students will require access to content.

- Assess whether students need access only during a current semester, or need the same materials for later courses or certification preparation.
- If necessary, identify ways to support both scenarios.

Equitable support for disabled students

Plan for content that serves all students, and complies with the requirements for access by students with disabilities.

- Make sure students know their options for accessible digital content.
- Identify any resources needed to retrofit materials for accessibility compliance, or confirm that Open Education Resources (OER) or publisher content has already addressed this.
- Consider ways high-quality digital content may improve accessibility compared with printed texts.

² QuickRead Report, Wakefield Research for VitalSource, May 2018; <https://bit.ly/2R21UQb>

³ Florida Virtual Campus 2016 Textbook and Course Materials Survey, Florida Virtual Campus Office of Distance Learning & Student Services October 7, 2016; <https://bit.ly/2DC3uUI>



Faculty considerations

Faculty have the most direct contact with students, and care deeply about providing the best content in the best ways. Today, nearly two-thirds of faculty support more use of technology in education, and 42% have taught online courses.⁴ Faculty support for your program is crucial — and you can earn it by engaging them from the outset.

Choice and types of content

Faculty and departments rely heavily on course content and have legitimate questions about how it will be selected and delivered. Build their support by making sure your program is flexible enough to address their concerns and preferences.

- Explore whether faculty rely heavily on their own materials and library resources, or primarily use textbooks and textbook homework assignments.
- Maintain academic freedom by selecting Inclusive Access programs that permit choice among multiple publishers' offerings and OER, and can seamlessly accommodate most content.
- Plan to support individual faculty content decisions, department-wide decisions, or both, as needed by your institution.
- Help faculty balance cost with the need for high-quality materials.

Training and support

Careful planning for faculty training and support is especially crucial, because instructors impact usage and can encourage meaningful, engaging interaction around digital content. As Indiana University puts it, "When instructors engage with eTexts, so do their students."⁶

- Explore ways to build on existing faculty development programs.
- Make sure faculty know your program's instructional goals: e.g., to make sure they can dive into their subjects quickly, because all students have the right content.
- Explain how digital/adaptive materials can provide insight about students, and train faculty on the analytics available to them.
- Encourage faculty use of note-taking, annotations, and other digital features, especially during early-semester free-access periods when students are deciding whether to opt in or out.⁷
- Offer tips for integrating digital content with what faculty are already doing.
- Make sure faculty understand your ongoing support; e.g., "digital toolkits" that unify resources in one online location; 24/7 help desk availability, etc.
- Understand and plan to use support and training resources offered by publishers or other providers.

Focus on gaps in support



76% of academic leaders called IT training and support for faculty "very important"

but only



39% call their campus IT investments for academic support and on-campus instruction "very effective."⁵

⁴ Report on faculty and digital learning leaders' attitudes: Jaschik, Scott, and Doug Lederman (Eds.), *The 2017 Inside Higher Ed Survey of Faculty Attitudes on Technology. Research report*. Washington, DC: Inside Higher Ed and Gallup, December 2017. Report on students' attitudes: Brooks, D. Christopher, and Jeffrey Pomerantz. *ECAR Study of Undergraduate Students and Information Technology, 2017*. Research report. Louisville, CO: ECAR, October 2017.

⁵ *Provosts, Pedagogy and Digital Learning: The 2017 ACAO Survey of Provosts and Chief Academic Officers*, Kenneth C. Green, Association of Chief Academic Officers, November 2017; <https://www.acao.org/assets/caosurveysummary.pdf>

⁶ *eTexts 101: A Practical Guide*, David Lewis, Indiana University, 2018; <https://iu.pressbooks.pub/iuetexts101/>

⁷ *Affordable Content Models: Chapter 16 – Inclusive Access: Who, What, When, Where, How, and Why?*, Cheryl Cuillier, University of Arizona; <https://open.lib.umn.edu/affordablecontent/chapter/inclusive-access-who-what-when-where-how-and-why/>



Technology considerations

We've outlined some key considerations to help you and your IT teams provide technology that helps students and faculty achieve their full potential.

Network infrastructure

As you move to digital content and other digital services, students and faculty will rely more heavily on your technical infrastructure.

- Define and implement service-level agreements for instructional content.
- Establish backup plans to ensure reliability.
- Consider digital content in capacity planning to ensure there is adequate bandwidth and network performance. Recognize that your digital content program will likely ramp up over time and there will be peaks of usage (e.g., during final study periods).
- Consider students who wish to use shared campus printing resources as license rights permit.

Tech support

While students and faculty are transitioning to digital materials, you may receive more requests for help.

- Plan ahead for potential increases in campus help desk calls.
- Train tech support staff on issues students and faculty may encounter in using digital materials (e.g., problems accessing an individual text, installing a relevant app, or using adaptive content).
- Plan to leverage the support offered by content providers, so you don't have to do it all alone.
- If your on-campus help desk is staffed primarily during business hours, consider complementary online options for providing off-hours services.

Instructional design and ADA accessibility

Consider how you will make your digital learning environments accessible to the widest number of people.

- Identify any instructional design assistance that might be needed.
- Review legal requirements and best practices to serve all students.
- Explore content providers' approaches to making interactive features accessible.

eBook platforms

Make sure that the eBook platform(s) you work with are robust, compatible, and serve all students well.

- Consider whether your campus or store has adopted an eBook platform, and assess whether it supports the diverse devices your students want to use.
- Determine who'll manage your eBook platform and delivery.





Institutional considerations

Many institutions are using Inclusive Access to improve outcomes and reduce cost pressures on their students. Since 2012, for example, Indiana University has saved its students more than \$26M through its innovative IU eTexts Initiative, and the savings continue to grow.⁸

Inclusive Access connects multiple institutional stakeholders. Considering the following items can help you make it work for everyone.

Role of campus store

Define the optimal role for your campus store in the context of your goals and contractual arrangements.

- Review the terms of your relationship with your campus store, and whether the institution views it as a profit center.
- Understand whether your campus store can help you implement digital distribution with multiple publishers.
 - » If so, are you required to use their program?
 - » If the option is yours, do you wish to use their program?
- If you have a campus store, consider how you can partner with it to drive down the cost of course materials. Explore whether a third-party distributor should be engaged to assist.

Course fee regulations

Perform careful due diligence about state, federal, and other rules concerning student fees.

- Most states allow institutions to set their own course fee regulations, but some have more stringent guidelines for when fees may be charged.
- Your state's regulations may impact how you move to Inclusive Access, and whether you pursue an opt-out or opt-in model.

Billing workflows and communication

Plan to ensure accurate and timely billing.

- If students are billed via their bursar account for course materials, plan to incorporate the appropriate systems.
- Integrate departments and systems that need to share information.
- If course fees or direct bursar bills will be charged to students in specific courses, coordinate with the Registrar to notify students when they register.

In Spring 2017, students saved \$171k off the lowest new/used print option available with Inclusive Access. Students recognize the value of Inclusive Access, as can be evidenced by our low opt-out rate of 1.5% in the spring.

— Rusty Weldon, Assistant Director,
Auburn University Bookstore

Plans for promotion

Prepare to brand your program and systematically promote it to both faculty and students, recognizing that each group of stakeholders needs targeted information about what's in it for them.

- Consider naming your program to align with your institution's brand and make it even more attractive.
- Plan to reach on-campus and distance students through the channels best for them.
- Explain the potential cost savings and other benefits of Inclusive Access as clearly and simply as possible.
- Clarify your faculty's role in explaining the program to students.
- Help students clearly understand their opt-out (or opt-in) choices.

⁸ *Growth of the eText Program, eTexts 101: A Practical Guide*, David Lewis, Indiana University, 2018; <https://iu.pressbooks.pub/iuetexts101/chapter/growth-of-the-etext-program/>

When you're ready, we can help

When you're ready to go digital, we can help you create and implement an Inclusive Access program that works for everyone. We'll help you offer all students greater access to affordable, high-quality course materials and support services — and give you data and analytics to drive increased achievement.

As your partner, we'll support you every step of the way, as you build a program that works for students, faculty, and your entire institution. We can help you leverage all we've learned working with hundreds of institutions that are succeeding with Pearson Inclusive Access. We offer expert guidance and solutions for content, analytics, best-practice process and workflow consulting, and much more.

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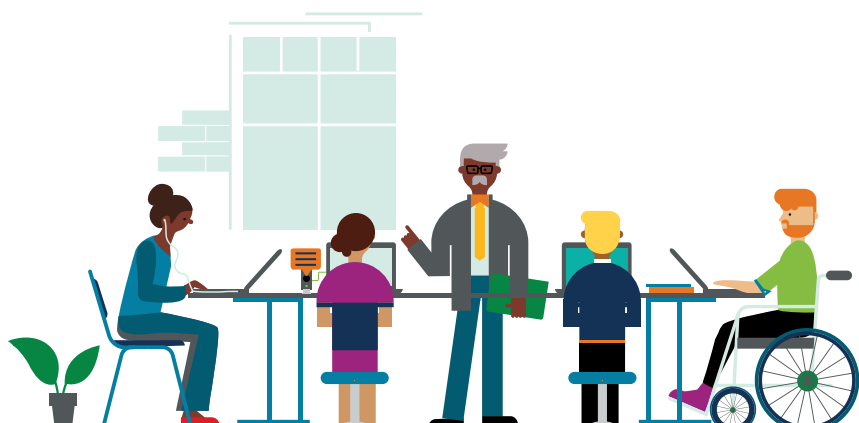
pearson.com/inclusive-access

to see how we can help you improve access, affordability, and achievement, all at the same time.



Our students are more technologically savvy than we ever were, so we need to make sure we stay ahead of the curve and do what our students need for us to do — it's to move to digital.

— Stephanie Duguid, Dean of Academic Instruction, Copiah-Lincoln Community College



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