

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 with Inclusive Access.

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• 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 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.

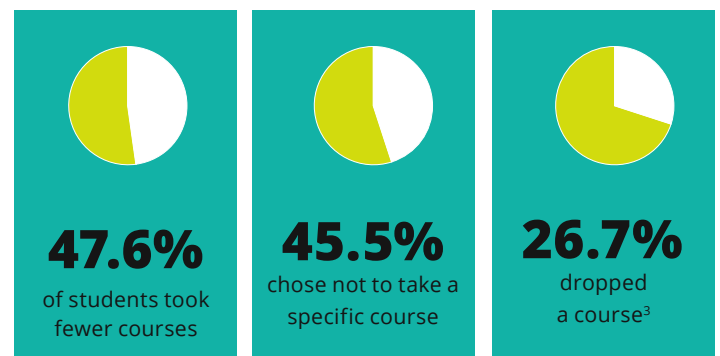
- Determine how extensively students are using smartphones or tablets to study, or whether they still primarily work with laptops.
- Explore how students use video to achieve mastery, and how they would like to use it.
- Assess whether current (or potential) digital platforms support the environments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

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.

Due to textbook costs:



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 publisher offerings.
- 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.
- 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/>

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

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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

