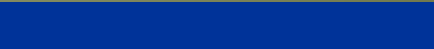




# Publisher-led Practices and Initiatives



## Meeting and Matching Student and Faculty Needs



**Textbook Summit  
University of Maryland**



Bruce Hildebrand

Executive Director for Higher Education

Association of American Publishers

November 24, 2008



 [textbookfacts.org](http://textbookfacts.org)

# Dynamics: U.S. Higher Education

- State subsidies down, costs up, larger classes, less support staff for faculty, more distant/online learning
- More diverse student body
  - Less prepared — more remedial needs
    - Nationwide, more than 30% of students are taking remedial classes; 50% or more in some states
    - 75% of instructors from two-year colleges say incoming freshmen are unprepared
      - *Zogby International, 2006*
    - More varied learning styles
- Adjuncts now conduct 48% of all instruction
  - *American Educational Research Association, 2008*

# Dynamics: U.S. Higher Education

- 46% of all undergraduates are enrolled in community colleges
  - *American Association of Community Colleges*
- Students age 30 or over make up more than 35% of 2 year college enrollments
  - *National Center for Educational Statistics, 2006*
- Only 56% of students are graduating in 6 years
  - *U.S. Department of Education*

# Priorities

- Provide students with the education they deserve
- Improve student retention, pass rates
- Lower cost per pupil for instruction
- Hold down tuition increases and price of course materials

# What This Means

- Faculty are seeking effective learning methods for less-prepared students and improving the effectiveness of learning for all students

– *im+m Technical Brief, 2006*

- Technology and digital tools are now more widely adopted
- Student success rates are increasing with technology use

# Publishers' Response

- “...publishers are assuming roles that have traditionally belonged to post-secondary institutions”

– *GAO Textbook Report, 2005*

- Partnerships with schools to explore new business models and cost-saving options
- Colleges and publishers are redesigning courses to seek more efficiency and greater standardization
- Utilization of technology to save money and time, while addressing learning needs
- Training faculty in use of technology, developing solutions to offset funding cutbacks

# Evolving the “Textbook”

- **More technology**
  - Course management systems
  - Self-assessments
  - Online quizzes and tests
  - Automated grading
  - Student response systems (“Clickers”)
  - Smartboards
  - Video tutorials
  - Interactive simulations
  - Virtual labs
  - 24/7 labs and tutorials
- **More e-Textbooks**
  - Books by-the-chapter
- **More low-cost editions**
  - Three-hole punch or loose-leaf options
  - No-frills editions
  - Abbreviated texts
  - One- or two-color books
  - Split editions
- **More custom textbooks**

# Expanding the Use of Technology

- 86% of surveyed faculty require or recommend supplementary materials
  - *Zogby International, 2006*
- 77% of faculty believe supplementary materials enhance most students' learning
  - *Zogby International, 2006*
- Faculty expect and select textbooks based on the availability of supplementary materials
  - *im+m, 2006*
- 90% of faculty surveyed agree that technology tools help them better meet the needs of varied student learning styles
  - *Cengage Learning*

# Expanding the Use of Technology

- **For students**

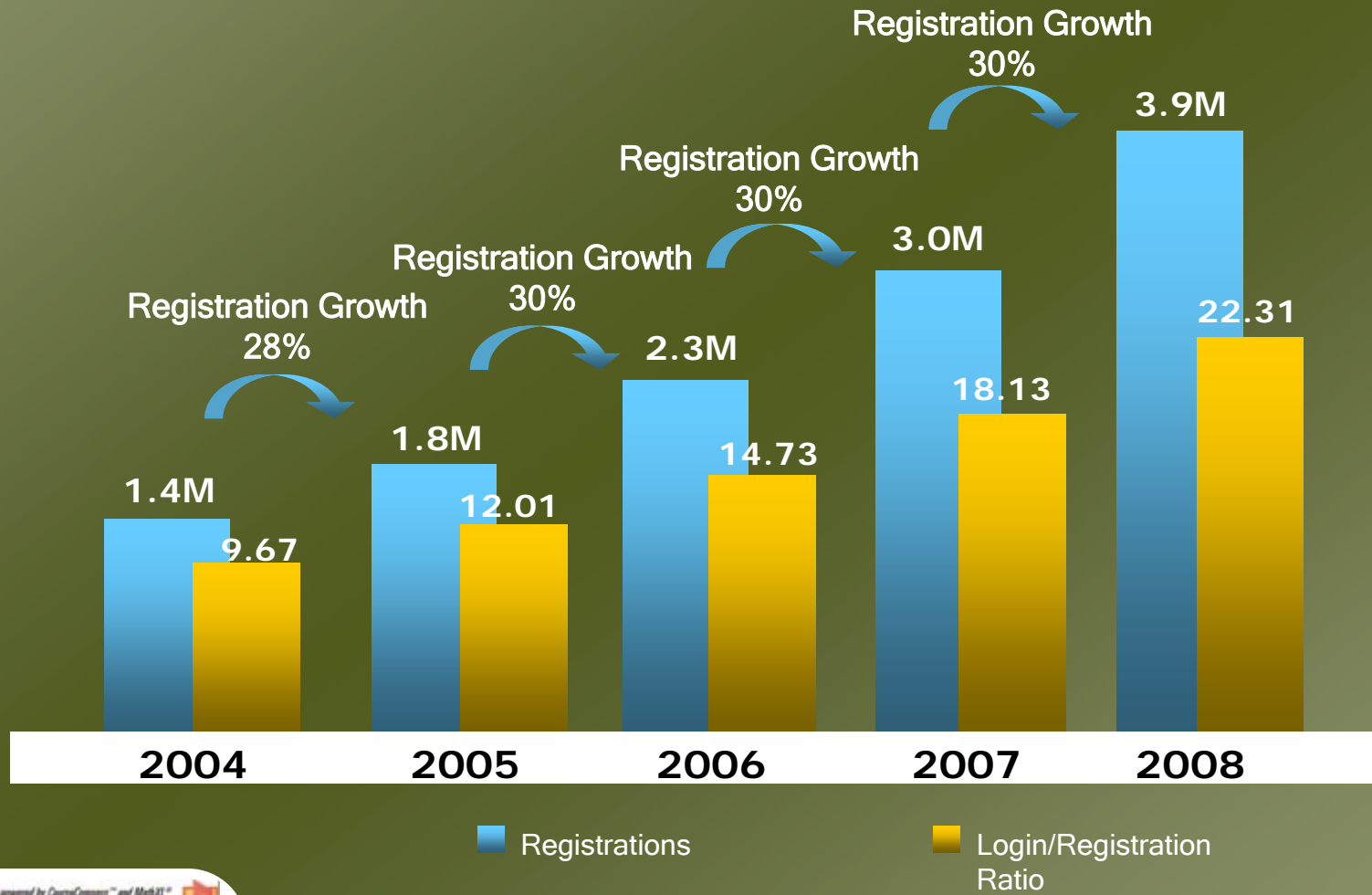
- Instantaneous, personalized feedback
- Non-judgmental, private learning environment
- Flexibility—anytime/anywhere access
- Better results—higher grades, greater retention
- Available with or without the printed book

- **For educators**

- Automating time consuming tasks
- Customization
- Achieving learning outcomes
- Improved results—fewer repeats
- Lower cost per pupil for instruction

# Technology Trends

## Online Use in Higher Ed

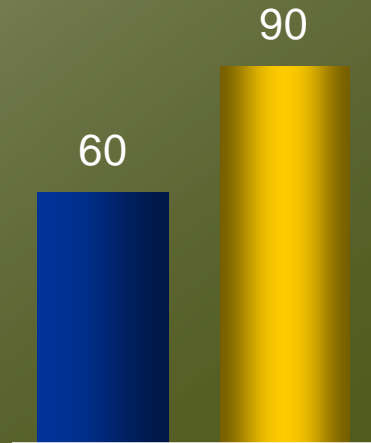


# Technology Trends

## Improve Student Performance

### Success rate

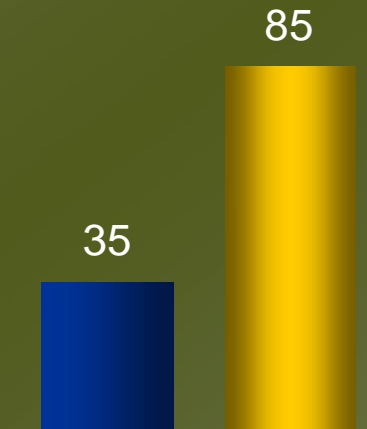
Onondaga CC,  
New York



Traditional MML

### Success rate

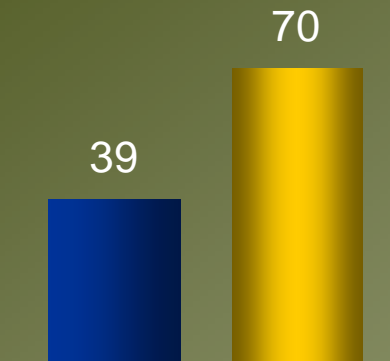
Youngstown State  
University, Ohio



Traditional MML

### Success rate

DeVry/Miramar  
Campus



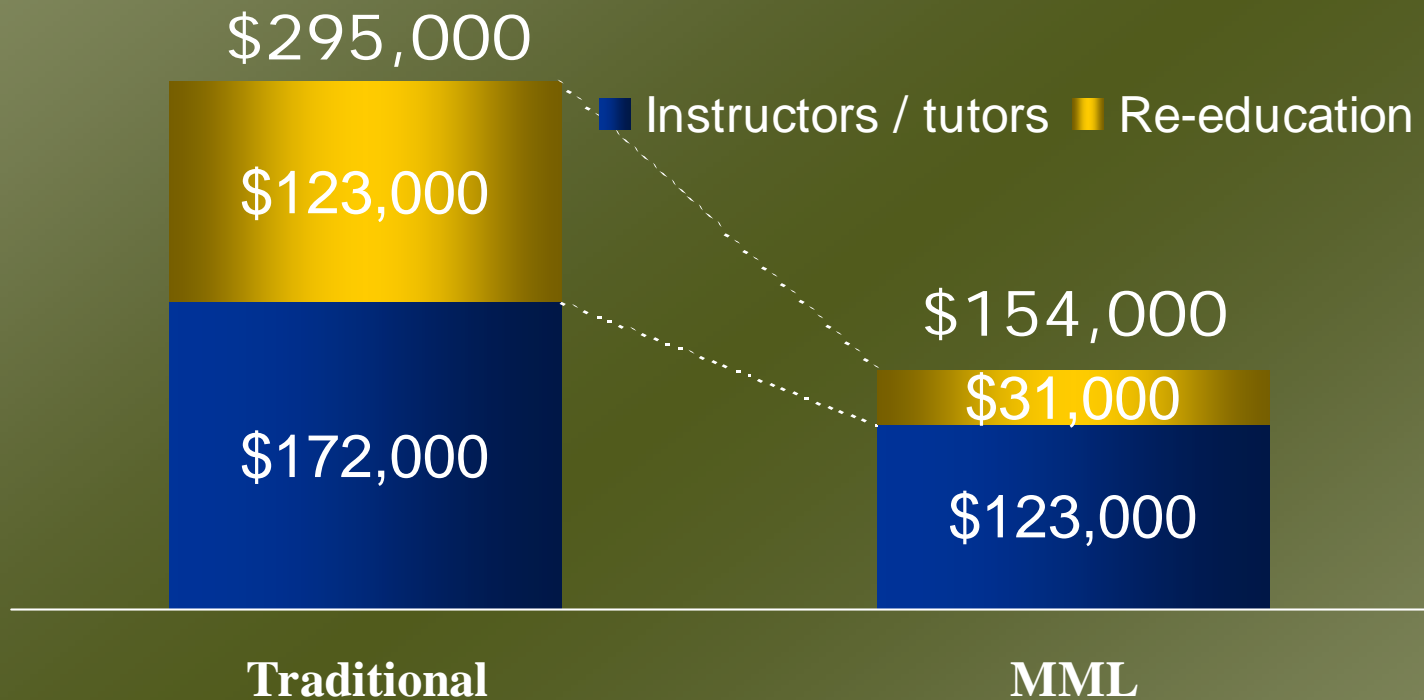
Traditional MML

% success rates = grade C or better



# Technology Trends

## Institutional Cost Savings



**University of Alabama: Course Math 110**  
**1,480 students**

Source: Joe Benson, University of Alabama



# Technology Trends

## Students Support Technology

- 83% said *WileyPLUS*, an e-learning program, improved their understanding of the material
- 75% said *WileyPLUS* helped them better retain and remember the material
- 77% said they were better prepared for tests
- 80% would recommend that their instructor use *WileyPLUS* again

– Based on 7,000 student responses collected over three terms (F06, S06, F07)

# Technology Trends

## Maryland Student Feedback

- *"I really hope that many professors realize what an asset WileyPLUS is. I am taking ACCT 221 next semester and I pray to God that my professor uses WileyPLUS."*
  - Tanika L. White, University of Maryland, University College
- *"I loved the immediate response to homework problems and exams. I was able to find out what errors I had made, and go back to the chapters to research why I made the error. It made my learning much easier!"*
  - Theresa Klicker, University of Maryland, University College

# Publisher-led Initiatives

## More Choices

- **CourseSmart**
  - Formed by six major textbook publishers
  - Online retailer of more than 4,000 e-Textbooks titles, found at CourseSmart.com
  - Saving students as much as 50 percent
  - Partnership with the Ohio Board of Regents is saving students an extra 10-15%
- **iChapters.com**
  - “Like a payment plan for students”
  - Print, e-Textbooks, and electronic chapters
  - Print and digital study tools
  - Online deals

# iChapters.com

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**Nuria Seijas**  
University of Houston



1 2 3 4 5 6



# Publisher-led Initiatives

## More Choices

- **Breadth of available titles**
  - Introductory Psychology
    - 216 titles – retail \$23.50 to \$120.50
  - Introductory Algebra
    - 234 titles – retail \$40.75 to \$126.50
  - Introductory Biology
    - 116 titles – retail \$22.00 to \$138.50
- **\$53 - average new textbook retail price in 2006-07**
  - *National Association of College Stores*

# Publisher-led Initiatives

## More Choices

- **University of Maryland, Economics**
  - MyEconLab, an online learning tool, offers students personalized learning and textbook choices
  - Most students are using one of these options
    - MyEconLab online for \$40 plus a used book
    - MyEconLab with an e-Text for \$70
    - MyEconLab with three-hole-punch version of the book for \$75
- **Anne Arundel Community College, Anatomy and Physiology**
  - Adopted binder ready version with digital supplement
  - Savings to student: \$44

# Publisher-led Initiatives

- **Pearson's Student Advisory Board**
  - Works directly with college students to determine exactly what students need and want to be successful
  - Publishers are speaking with student consumers, understanding their concerns and attempting to address their learning needs at the same time

# Publisher-led Initiatives

- **University of Texas-Austin, Wiley e-Textbook pilot program**
  - A subscription model offers free electronic course materials to approximately 1,000 students
  - Students can print the book on campus for \$20 to \$40
- **California State University, Digital Marketplace**
  - Offering commercial and non-commercial course materials in one digital network
    - Publisher-produced content, open course content, faculty-produced content, and Internet resources

# Publisher-led Initiatives

## Custom Course Materials

- **With customs, instructors choose exactly the content they want to use in their classes**
- **Students purchase only what they will need**
  - No need to buy the entire book when only a few chapters will be used
  - The right combination of content for each class
  - Textbooks can be resold on campus
- *“With custom, our students get more of the content they actually need, plus more resources—typically at a reduced price...that means more value for students, more clarity for faculty, and more quality overall.”*
  - *Dr. John Beyers, Director and Professor Mathematics  
University of Maryland, University College*

# Publisher-led Initiatives

## Custom Course Materials

- **Rio Salado College uses all custom materials**
  - Average savings of 52 percent
  - Students say upfront savings and use of all content are important factors
- **University of Maryland University College, Algebra**
  - Attrition rate dropped by one-third to 22%
    - Traditional drop/fail/withdrawal rates were 35%
  - Provides cost saving for students and the college
- **University of Maryland - College Park, Accounting**
  - Goal: Reduce costs, have students purchase only necessary content
  - Students receive custom book, homework manager and calculator for \$50 less
  - Faculty access to homework manager for easier grading and tracking



# Maryland

- **University of Maryland, Criminal Justice**
  - Professor overwhelmed with testing, grading due to large enrollment (500 students) and reduced graduate assistants
    - Student performance down
  - Professor moved to online tools and customized textbook
  - Reduced course material spending by one-third
  - Professor now spends more time on instruction, grades are up
- **Community College of Baltimore County, Mathematics**
  - Enrollment outpaced instructor resources
  - Text customized to match the syllabus, eliminating waste
  - Class size and diversity required online tool to assign, collect, grade, and record homework results
  - Instructor now spends more time teaching, less time grading
  - Enables instructor to assess student performance, focus on areas of weakness

# Maryland

- **Community College of Baltimore County – Essex**
  - Online auto-grading tool adopted
  - Offers consistent grading regardless of class size
  - Accurate, immediate and detailed feedback for students
  - Ensures students are prepared for real-world business problems
- **Salisbury University, Biology**
  - Two online biology courses were created to match faculty-selected topics and learning objectives
  - Interactive content drawn from four subject areas, includes hands-on activities, audio, video and text, to best serve learners of various styles and enable them to succeed
  - Online course was launched quickly and efficiently, at a significant savings to the institution
  - Students are charged \$50 net
  - Students access course materials any place, any time

# Maryland

- **Towson University, Biology**
  - Professor wrote an original book, integrated the text with publisher's photos, line art and illustrations
  - Book now matches syllabus and learning objectives exactly
  - Custom book is \$45
- **University of Maryland University College, Managing Global Business**
  - Publisher offers free online preview chapters for the online course
  - Goal: Ensuring students do not fall behind at the beginning of the semester while waiting for their texts
  - Students have access to full content of traditional edition, customized website
  - National edition text is \$98 net, custom edition is \$80 net



*“Just as teaching and learning have changed with increasing reliance on technology, the college textbook has evolved from a standalone text to include a variety of ancillary products designed to enhance the educational experience for instructors and students.”*



*GAO Textbook Study, 2005*

