



Textbook Affordability Summit

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Percentage of ...		Source
18.5	Students who report preferring digital textbooks to print textbooks	E. Walton, Dean, University Libraries. & Assistant Professor, Southwest Baptist University, 2007
<1	Faculty who report preferring digital textbooks to print textbooks	E. Walton, Dean, University Libraries. & Assistant Professor, Southwest Baptist University, 2007
<1	Unit sales for digital textbooks, compared to print options	Industry data, multiple sources
2-3	Conversion rate of students from print to digital	Publisher data, presented at O'Reilly TOC Conference, 2008
10-30	Students enrolled buying digital textbooks in the <u>best cases</u> , i.e., at institutions selling the most digital textbook units	Industry data, multiple sources
2	Current college seniors who had computers in the classroom in second grade	Project Tomorrow, 2007

Conclusions:

- Digital is not the answer... yet.
- Students will not adopt digital if faculty do not adopt digital

Open Access Textbooks

- Advocated by Student PIRGs
 - Have over 1200 faculty signatures supporting a call for more open access textbooks (PIRG, Aug. 2008)
 - This from a pool of over 1,157,000 U.S. faculty just in the top 20 academic disciplines (US Bureau of Labor Statistics, 2008)
- There are problems with many open access textbooks, e.g., advertisements and quality
- Some new initiatives (e.g., Flat World Knowledge) may help address these issues
- Open educational resources (OER) is a growing movement

Conclusions:

- Open access will provide part of the solution in the future, but is not yet mature
- A critical mass of faculty are not yet willing to adopt open access materials

Licensing

- Advocated by some publishers
 - Institutions would pay to license digital versions of textbooks
 - Example: University of Texas at Austin
- Licensing costs could increase rapidly over time for institutions and students
 - Currently print mostly subsidizes digital
 - Price increases will eventually need to transfer to students via some mechanism
 - Example: digital journal subscriptions at university libraries have more than quintupled in cost in the past five years. Libraries note a “serials crisis” where digital journal subscriptions are becoming “unsustainable” for most institutions (Library Journal, 2005)

Conclusions:

- Digital licensing may save money for students in the short term, but long term could prove more costly for higher education, and thus both students and taxpayers

Content Piracy

- “Culture” of content piracy
 - Inherited from the music industry
 - Provisions for institutional responsibility built into the HEOA
 - Student Bay and Textbook Torrent are examples
- Textbook “pirate” quote:

Scan as many of your other textbooks as you can, and put them up here for others to benefit from. There aren't very many scanned texts out there, so let's change that. A basic rule of thumb to determine if something is acceptable: if you can find it in the courses section of your local university bookstore, it's fair game.

Conclusions:

- Finding ways to reduce textbook pricing is critical to preventing textbook piracy
- This is an area where many of the stakeholders may be in agreement

Changing Course Materials

- Creating “born digital” course material that improves learning outcomes is more expensive than digitizing traditional course materials
- We need solutions that provide options or choices for students, enabling better cost management
- More “customized” course materials and content chunking at the class and student levels are probably in the future
- Currently, many student report wanting both the print and digital editions – the print to read and the digital from which to study

Conclusions:

- Digital course materials will continue to improve in terms of usability and learning effectiveness
- Enabling choice and options may help improve affordability

Digital as a Choice

- We are seeing more experimentation around digital course materials
 - Corporate examples: Jumpbooks, CourseSmart, iChapters, CaféScribe, Sony
 - Institutional examples: California State Univ., Univ. of Kansas, Providence College
 - Store examples: Brigham Young Univ., Univ. of California San Diego, San Diego State,
- The outcomes of pursuing choice
 - Pursuit of digital has resulted in new innovations that provide students new choices in course materials delivery and pricing
 - A great deal of innovation is occurring throughout higher education to determine when and how digital course materials can be provided, not just at a lower cost, but attached to better student outcomes
 - New entrants and new partnerships are being formed that already have produced some cost savings for students

Conclusions:

- Technology and models are still emerging, we are probably still 3-5 years away from a more viable e-textbook market
- The transition period from print to digital will be the toughest for institutions and stores, which means we should encourage and support innovation and flexibility

Percentage of ...		Source
18.5	Students who report that they bought or accessed at least one textbook in digital format last year	NACS StudentWatch study, 2008
89	Digital textbooks acquired by students through campus resources (library, college store, or LMS)	NACS StudentWatch study, 2008
48-52	Students who report that they do not know if e-books or digital textbooks are available on their campus (library or college store)	ACRL study 2007, NACS StudentWatch study, 2008
91	Students who report buying at least one textbook (print or digital) through the college store	NACS StudentWatch study, 2008
70	Course materials (print or digital) bought through college stores	NACS StudentWatch study, 2008

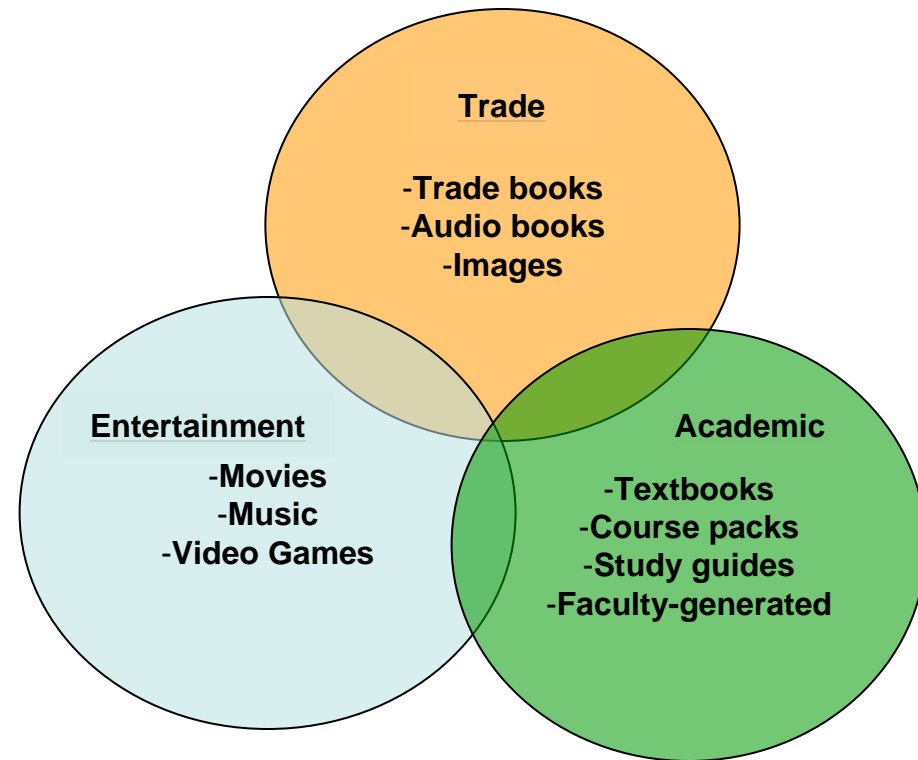
Conclusions:

- College stores and other campus resources are the primary location where students acquire their course materials—whether print or digital
- We must find ways that support the college store mission and the local benefits they provide to institutions and local communities, while still reducing the costs of course materials

What NACS is Doing...



- NACS Media Solutions, LLC
 - Enhancing higher education's capability to handle digital content
 - Broad vision: Any content in any format
 - Improved choice at reduced cost for stores and students
 - Content spanning from education to entertainment
 - Delivery platforms spanning PCs, print-on-demand, e-readers, and much more...
 - Pursuing multiple pilot projects with many different stakeholders



More Information on Digital Course Materials...



The screenshot shows a Blogger-style blog page for 'the CITE'. The header includes a search bar, navigation links for 'FLAG BLOG' and 'Next Blog', and a 'Create Blog | Sign In' link. The main title is 'the CITE' with a logo of an open book and the tagline 'Course materials, Innovation, & Technology in Education'. A large URL 'http://thecite.blogspot.com' is displayed in the header. The main content area features a 'Welcome!' message and a post from Friday, November 21, 2008, titled 'Coastline Community College offers replacement textbooks to students affected by recent California wildfires'. The post text describes how the college store is offering to replace damaged textbooks. Below this is another post from Thursday, November 20, 2008, titled 'Judge tentatively approves Google Book Search settlement', which discusses a settlement between Google and rights holders. The left sidebar contains a 'Subscribe to The CITE' section with dropdown menus for 'Posts' and 'All Comments', a 'Contributors' list with Elizabeth Looney and Dr. Mark R. Nelson, and a 'Blogroll' with several links to related blogs like 'Brave New World' and 'TeleRead: Bring the E-Books Home'. The footer of the page is a blue banner with the text 'CONNECT GROW SUCCEED' and the NACS logo.