

# DIGITAL LEARNING INFORMATION PACKET

Presentations at the  
Joint Meeting of the House and Senate Interim Committees on Education  
December 12, 2016

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## Presenters

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## **Digital Discount Programs: Helping College Students Cut Costs and Achieve More with Course Materials**

### **Association of American Publishers**

AAP's Higher Education members represent the country's leading publishers and education companies. AAP's Higher Education work emphasizes the role of digital platforms and learning tools in improving student success, lowering students' cost for course materials and lowering colleges' and universities' cost per pupil.

### **The Challenge: College Affordability**

Student loan balances exceed \$1.3 trillion, according to a report from the Federal Reserve Bank of New York. Always an important issue, college affordability has recently become an even more prominent concern. A hot topic with presidential candidates, legislators, the media and of course with students, the country is anxious for a solution to increasing college costs and student debt.

### **The Solution: Digital Discount Programs**

Publishers are working hard to help reduce the cost of college for students. Education companies are aligned with legislators and policymakers in the desire to make college more affordable. They also share the goal of ensuring students have course materials on the first day of class, allowing for a better chance of success.

**Digital Discount Programs** can help achieve that by saving students money on course materials while helping improve grades. They offer an opportunity to solve the college affordability issue.

By partnering with colleges and universities, publishers help make it easier and cheaper to access digital materials. These programs:

- Offer substantial discounts – sometimes up to 70% less than the price of a hardbound textbook – on digital learning materials
- Often allow students to purchase materials when paying for tuition and fees and can allow use of scholarship, federal loan or grant money
- Pass savings on to students through volume discounts from publishers
- Ensure students have materials on the first day of class, an important contributor to student success
- Utilize digital materials which are interactive and personalized

## **Digital Discount Programs give students fast, affordable access to course materials.**

### **Success Models**

States across the country have begun enacting legislation allowing universities to adopt Digital Discount Programs. Florida and Massachusetts have already set precedents with legislation and interest is high in Ohio, Arkansas and Illinois.

Several universities have enacted programs and seen great success. For example:

- **Indiana University** has helped 47,000 students save more than \$15 million since piloting its eText Initiative in 2009.
- **University of California Davis** has helped 17,000 students save more than \$2.3 million since beginning its Inclusive Access program in 2014.
- Students at **Rowan-Cabarrus Community College** in North Carolina have saved an average of 32% since 2013 with its Inclusive Access program.

### **How You Can Help**

AAP and its member companies ask that you consider:

- Including Digital Discount Programs in policy briefs
- Encouraging candidates to include digital discount programs in education platforms
- Encouraging members to introduce legislative vehicles authorizing Digital Discount Programs

### **Suggested Language**

“The [department/council] of higher education may establish suggested guidelines and protocols in accordance with 34 CFR 668.164(c)(2) to encourage and assist colleges and universities with the implementation of programs which reduce the cost of textbooks and other educational materials.”

34 CFR 668.164(c)(2) is the U.S. Department of Education regulation governing institutions charging for learning materials as part of tuition and fees.

# Students Can Save Up to 70% On Textbooks Bought Through Digital Discount Programs

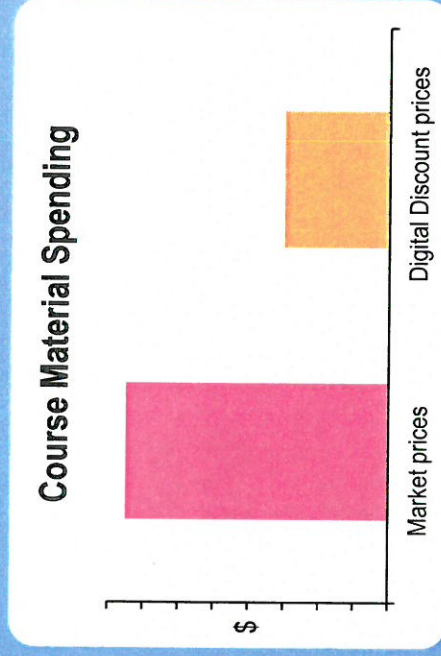
**Today: Students Buy Expensive Print Textbooks**



With Digital Discount Programs, college students can save up to 70% on downloadable course materials that are available before the first day of class.

These digital programs give students an easy, affordable way to get the materials they need for classroom success.

**Tomorrow: Students Download Affordable Interactive Materials**



## Digital Discount Programs Give Students Fast, Affordable Access to Their Course Materials

# Success Stories

## Southern Illinois University - Edwardsville

- Students have materials on the first day of class. Materials are fully integrated into the LMS, allowing for automatic grading and real-time analytics
- Faculty participation has quadrupled (from 8 to 38) since the program began in Fall 2014
- Students pay an average of 60% for materials than if they purchased using any other method

## Rowan-Cabarrus Community College

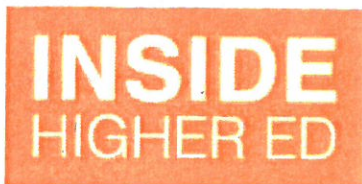
- College wanted to Provide affordable, integrated and instant access for course materials
- Saved an average of 32% over price of print materials
- Piloted Inclusive Access program in 2013

## University of California Davis

- University hoped to improve educational outcomes and reduce the cost of course materials
- 17,000 students have saved more than \$2.3 million
- Began Inclusive Access program in 2014

## Indiana University

- University's goal was to reduce student cost, offer materials of choice, enable new tools and create sustainable models
- 47,000 students have saved more than \$15 million
- Piloted eText Initiative in 2009



(<https://www.insidehighered.com>)

## As Indiana U's eTexts initiative grows, a textbook model emerges

Submitted by Carl Straumsheim on September 16, 2016 - 3:00am

Indiana University's eText initiative [1] is rapidly becoming the go-to way for students there to buy textbooks and other course materials.

The initiative, which began as a pilot in 2009, has a simple goal: ensure all students have access to textbooks. To do so, IU has developed a model that it says balances benefits and compromises for all partners involved -- faculty members, publishers, students and the university.

"We don't ask students to bring their own desk and chair to the classroom," Bradley C. Wheeler, vice president for information technology, said in an interview. "Why do we ask them to waste their own time running around, playing games trying to find the book they need, when we can simplify the process electronically and have the university buy it wholesale?"

Essentially, the eTexts initiative treats textbook acquisition as software licensing. In course sections where faculty members opt in to the program, the university is able to negotiate discounted prices by promising publishers that virtually every student in the section will buy the textbook. The course materials are then delivered through an ereading platform controlled by IU, giving the university control over the data collected about how students interact with their textbooks. Students themselves are notified if a course section they wish to enroll in uses an eText, telling them up front how much they will be charged.

The program has over the last 12 months seen a surge in popularity [2]. Last academic year, more than 40,000 students -- about one-third of the university's total enrollment -- got at least one textbook through the program. This fall alone, more than 27,000 students did the same, suggesting another record-setting year ahead. Now the growth has experts wondering if IU has developed a model the higher education textbook industry has been searching for.

Wheeler said a combination of factors is behind the growth, including the maturation of the smartphone and tablet markets, as well as a growing sense that faculty members and students are more comfortable with digital course materials today than they were a few

years ago.

The persistence of the used and rental book market also plays a major role, Wheeler said. While it serves as a convenient and affordable option for students, it represents a tantalizing missed revenue opportunity to publishers.

The life cycle of a traditional textbook goes something like this: student A pays up to several hundred dollars for a brand-new textbook. At the end of the semester, the student may decide to sell the book back to the bookstore, receiving slightly less than list price in return. The book then enters the used-book market, where a new student is able to purchase it for considerably less than the first student. That cycle of depreciation repeats until the publisher releases a new edition, after which the cycle restarts.

Publishers, of course, only make money on the first sale, and as a result they have made several attempts to cut into the used and rental book markets -- for example, pushing for more faculty members to use [digital course materials](#) [3], exploring [direct-to-student marketing and sales](#) [4], and charging students who buy used books to access homework questions.

None of those strategies have addressed the “fundamental problem” of making course materials affordable and accessible to a greater number of students, Wheeler said

“We’ve just had such a distortion in how people who consume pay the people who produce,” Wheeler said. “If every user pays a little bit, you do away with piracy, you do away with ... whether a student can afford to buy a book or not. It brings a whole new level of rationality of acquiring course materials.”

Other universities have signed [similar agreements](#) [5] with a single publisher, such as the California State University System’s 2012 deal with Cengage Learning. IU has expanded its program to about two dozen publishers, including the five largest -- Cengage, John Wiley & Sons, Macmillan Publishers, McGraw-Hill Education and Pearson -- but also smaller ones, such as its own university press. The publishers aren’t disclosing how much of a discount they give, but students pay substantially less than they would for a traditional print book.

Joseph J. Esposito, a management consultant in the publishing industry, said the initiative is a “major development” in the textbook market that, if copied by other large universities, could shift the balance of power in textbook sales away from resellers and back toward publishers. He described it as a “brilliant move” -- and not just for the university or its students.

“Meanwhile, behind closed doors, they’re uncorking the bottles of champagne in the publishers’ offices, because they’re making more money on this deal than they would have otherwise,” Esposito said.

Picture a class of 30 students. About a dozen of them -- if publishers are lucky -- will buy the newest version of the textbook assigned by their instructor. Among the remaining



students, maybe 10 rent or buy the book used, a handful get their hands on pirated copies, and some can't afford or simply don't buy it.

With the eTexts initiative, publishers are guaranteed that virtually every student in a class buys the textbook -- an almost unheard-of 100 percent sell-through rate. None of those digital course materials end up in the used book market. And since the textbooks are delivered digitally, the publishers are able to cut down on manufacturing and shipping costs, as well as the markup college bookstores collect, Esposito said.

College bookstores aren't expressing any concern about the eTexts initiative and similar programs, however. On the contrary, the National Association of College Stores in a statement said it "applauds efforts to make course materials and education more affordable for students." NACS pointed to institutions such as the [University of California, Davis](#) [6], which works with outside vendors to offer students a choice of where they buy their course materials.

"The campus store is well positioned to play an important role in these programs," the organization said in the statement. "The store has relationships with students, faculty, other campus services and content providers that are key when creating and implementing a digital course materials initiative."

While faculty members at IU opt in to using eTexts in their courses, the growing popularity of the program means it is becoming increasingly opt out for students. Many IU students today have a choice between sections using eTexts and those that don't, but if more faculty members continue to opt in, that may no longer be the case in the future. IU offers an electronic opt-out form for students who want to purchase their own course materials regardless of which sections they enroll in (although "practically no one" has used it, Wheeler said).

A 2015 [case study](#) [7] that looked at student participation levels and motivation suggested students prefer eTexts to print textbooks -- as long as their instructors actively used the course materials in the class. In those classes, a slight majority of students said they read and learned more.

IU's model also raises questions of ownership. Students who pay the fee to access the eText assigned in a course lose access once they are no longer enrolled at the university. That is a much longer window than what many rental programs offer, but still temporary.

But the "notion of physical ownership" is tied to print books, Wheeler said. Students "expect more" from digital course materials -- features like collaboration and searchable highlights and notes, he said.

For print lovers, IU's agreements with publishers allow students to print as many pages as they want. And for an additional fee, students can order a print copy on top of digital access -- which is still less expensive than opting out and buying a new print copy at list price, Wheeler said.

“I think we’ve struck the right kind of balance with eTexts,” Wheeler said.

**Source URL:** <https://www.insidehighered.com/news/2016/09/16/indiana-us-etexts-initiative-grows-textbook-model-emerges?width=775&height=500&iframe=true>

**Links:**

[1] <https://uits.iu.edu/etexts>

[2] <https://itnews.iu.edu/articles/2016/iu-etexts-initiative-rapidly-growing,-surpasses-10-million.php>

[3] <https://www.insidehighered.com/news/2016/03/30/publishers-report-digital-sales-overtaking-print-sales>

[4] <https://www.insidehighered.com/news/2015/09/09/textbook-publishers-explore-direct-student-marketing-and-sales>

[5] <https://www.insidehighered.com/quicktakes/2012/02/23/cal-state-announces-deal-e-textbooks>

[6] <https://www.insidehighered.com/news/2014/08/14/amazon-expands-campus-program-purdue-u-partnership>

[7] <http://er.educause.edu/articles/2015/2/instructor-engagement-with-etexts>

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**Proposed Guidelines and Procedures on Establishing Digital Discount  
Programs  
Pursuant to 34 CFR 668.164(c)(2)**

**Background**

On October 30, 2015, the U.S. Department of Education issued regulations allowing institutions of higher learning to charge students for books and supplies as part of tuition and fees. In its regulation, the Department allows institutions to charge students for books and supplies as part of tuition and fees in three different situations: The first instance is where the institution has an arrangement with “a book publisher or other entity” that makes books or supplies available “below competitive market rates,” provides a way for students to obtain books and supplies by the seventh day of the payment period, and provides students the ability to opt out of the program. The second situation is where books and supplies, “including digital or electronic course materials,” are not available elsewhere or cannot be obtained “from sources other than those provided or authorized by the institution.” The third situation is where the institution demonstrates that there is a compelling health or safety reason.

Many institutions of higher learning are working with publishers to develop new models beneficial to their students for purchasing digital textbooks and digital learning systems. Typically, digital textbooks are interactive electronic course materials that integrate reading tools and may include additional media such as video, animations, and tutorials into the reading experience and that may be accessed online or downloaded onto a mobile device. Digital learning systems typically are a program or an application that provides a technical platform for learning, assessment, and analytics to support an interactive electronic textbook and additional media.

These new models are known often as digital discount, inclusive access or digital direct access programs.

Under a digital discount program, learning materials are purchased as part of tuition and fees. The program should contain the following benefits for students and institutions of higher learning:

- Students are able to use Title IV funds to pay for books and supplies;
- Students are ensured to have all the required learning materials in their possession on the first day of class;
- Students are able to purchase digital learning materials at below market rates;
- Students have the ability to opt out of the program.

Department heads often work with faculty to develop a consensus list of digital learning materials that are appropriate for their students, taking into account the quality of the materials, the extent to which they match the requirements of the curriculum and the extent to which the materials enhance student learning. The list may contain alternative selections. The department head or his or her designee may then negotiate with the publishers of the alternative selections to receive the most competitive price under the digital discount program.

## **Establishing Digital Discount Programs Pursuant to 34 CFR 668.164(c)(2) Guidelines and Procedures**

### **A. Definitions**

1. “Competitive market rate” means the list retail price for a digital textbook or digital learning system.
2. “Digital learning materials” means digital textbooks, digital learning systems and other digital materials used as part of the curriculum.

### **B. Guidelines and Procedures**

1. Institutions shall establish digital discount programs where appropriate to meet the needs of students.
2. Such programs shall contain the following elements:
  - a. Students will pay for digital learning materials at the same time and in the same manner as they pay tuition and fees;
  - b. Students may use Title IV funds to pay for digital learning materials;
  - c. Students will have their digital learning materials before the first day of classes;
  - d. The price for digital learning materials offered through a digital discount program will be below competitive market rates;
  - e. The program should be structured to maximize student savings; and,
  - f. Students will have the ability to opt out of the programs as set forth in 34 CFR 668.164(c)(2).
3. At least once a year, academic department heads will meet with departmental faculty to select, where appropriate, a list of digital learning materials, including alternative digital materials, to be adopted and assigned to students. The selection will be based upon the quality of the materials, the extent to which the materials match curriculum requirements and the extent to which the materials enhance student learning.

**Potential Legislation Promoting the Implementation of Digital Discount Programs Pursuant to 34 CFR 668.164(c)(2)**

The department of higher education may establish suggested guidelines and protocols in accordance with 34 CFR 668.164(c)(2) to encourage and assist colleges and universities with the implementation of programs which reduce the cost of textbooks and other educational materials.

The citation the Code of Federal Regulations contained in the proposed legislative language refers to a regulation issued by the U.S. Department of Education on October 30, 2015 allowing institutions to charge students for books and supplies as part of tuition and fees. In its regulation, the Department allows institutions to charge students for books and supplies as part of tuition and fees in three different situations: The first instance is where the institution has an arrangement with “a book publisher or other entity” that makes books or supplies available “below competitive market rates,” provides a way for students to obtain books and supplies by the seventh day of the payment period, and provides students the ability to opt out of the program. The second situation is where books and supplies, “including digital or electronic course materials,” are not available elsewhere or cannot be obtained “from sources other than those provided or authorized by the institution.” The third situation is where the institution demonstrates that there is a compelling health or safety reason.

[U.S. Department of Education Regulation – set out for the reviewer’s convenience, not as part of draft guidelines and procedures

(2) An institution may include the costs of books and supplies as part of tuition and fees under paragraph (c)(1)(i) of this section if —

(i) The institution—

(A) Has an arrangement with a book publisher or other entity that enables it to make those books or supplies available to students below competitive market rates;

(B) Provides a way for a student to obtain those books and supplies by the seventh day of a payment period; and

(C) Has a policy under which the student may opt out of the way the institution provides for the student to obtain books and supplies under this paragraph (c)(2). A student who opts out under this paragraph (c)(2) is considered to also opt out under paragraph (m)(3) of this section;

(ii) The institution documents on a current basis that the books or supplies, including digital or electronic course materials, are not available elsewhere or accessible by students enrolled in that program from sources other than those provided or authorized by the institution; or

(iii) The institution demonstrates there is a compelling health or safety reason.]





## Studies Show College Students Get Higher Grades and Learn Better with Digital Course Materials

*Lower cost digital options from education publishers provide measurable improvements for students*

Washington, DC; Sept 28, 2016 – Multiple studies from education publishers reveal that digital learning materials are improving student performance in college, resulting in higher exam scores, better grades, and fewer students dropping out of classes. Digital materials, which are available via access codes or software, are used with or instead of print textbooks and typically cost less than traditional materials. The materials can be rented or purchased online, in the campus bookstore or directly from the publisher - offering students options to match their budget and preference.

In addition to the full text of a printed textbook, many digital materials include features like adaptive quizzes, practice activities, animations and simulations, calendaring functions and gradebooks. With digital course materials, professors can customize lectures based on class progress, and materials can be quickly updated when new information is found or new discoveries are made. They provide immediate feedback on progress in class and offer guidance to students in the areas they are struggling with at any hour.

### Improving Grades

Several studies indicate students using digital learning platforms are getting better grades than their peers using only a print textbook.

- A study surveying students using Pearson’s digital learning platform for a two-semester Anatomy and Physiology course found that there was a [13 percentage point improvement](#) in students earning an A, B or C for the first semester when using digital materials, compared to students who did not use a digital platform. For the second semester, that increase was 27 percentage points.
- A research collaboration between W. W. Norton and Dustin Tingley of the Learning Research Group at Harvard revealed that students using InQuizitive for an Intro to American Government class had an [8.4-point increase](#) when they completed an InQuizitive activity prior to taking a summative quiz. This improvement increased by 13.1 points (more than a letter grade) for students using InQuizitive as part of their course.
- A McGraw-Hill Education study of nine instructors across 16 disciplines found that [15% more students earned A’s and B’s](#) when using digital materials compared to students who did not use digital course materials.

### Learning Improvements

Because the digital platforms are personalized to each student, they adapt to the individual's needs and focus on the areas that are most critical to that student's success. They offer practice questions and progress reports with immediate feedback that help students learn from their mistakes by testing where the student is and then providing learning aids to get them to where they need to be. Learning and practicing concepts using tutorials, quizzing modules and multimedia provides skills that help students prepare for graduation and future jobs.

- In addition to [better grades](#) (32% more A's), independent research confirms that students using Cengage's MindTap for a History course improved their critical thinking skills more than a comparable group of students that did not use the platform.
- Two-thirds of Economics students using MindTap felt the platform helped them [go beyond memorization and recall](#) to higher levels of learning.
- Macmillan Learning found that [78% of the students](#) who used their LaunchPad digital platform during the Fall 2015 semester reported that it helped them improve their knowledge of the course material.
- [Eighty-six percent](#) of students using Macmillan Learning's adaptive quizzing tool, Learning Curve, for a Psychology course found that it helped them learn the key concepts and helped them more than studying on their own would have.

### Students Stay in Class

According to the National Center for Education Statistics, only [about 60%](#) of students seeking a bachelor's degree at a four-year institution in Fall 2008 earned one. Digital learning solutions help address some reasons that students cite for dropping out – workload, preparation for class and lack of advising. The analytics incorporated in digital materials help instructors easily track performance and identify at-risk students and encourage them to continue with the class.

- A McGraw-Hill Education study on the effectiveness of their digital tools found that student retention [increased from 70% to 90%](#) in sections using a digital learning platform versus sections not using a digital platform.
- A professor teaching developmental math improved the rate of students passing her class from [56% to 88%](#) using the personalized learning features in Pearson's MyMathLab.
- WileyPLUS with ORION resulted in better outcomes for students who were not fully engaged in the classroom. Instructors who cite this as a challenge saw an average of a half-grade point increase in student performance.

### Increased Use of Digital Materials:

Recent studies from independent research firm [Student Monitor](#) have shown that an increasing number of students are using digital learning products, which typically cost half of the price of a printed textbook. Student Monitor reports that in Spring 2016, the share of students purchasing digital course materials for unlimited use increased 63% while the number of students renting a digital textbook increased 100%, compared to Spring 2015.

In addition to lower prices and improved grades, students also choose digital because it is more convenient than print books, more environmentally friendly and can often be purchased at the same time as tuition and fees.

Unsurprisingly, students who use digital materials tend to have more favorable opinions of them. When WileyPLUS was introduced to an introductory psychology course at the University of Cincinnati, students who used it found it beneficial – [three out of four](#) would opt to use the digital learning tool again in a future course.

“Education publishers and learning companies have heard college students loud and clear and are offering them more of what they want – more affordable materials without sacrificing high quality content,” said David E. Anderson, Executive Director of Higher Education at the Association of American Publishers. “Publishers are able to do that, in large part, because of this transition to interactive and engaging digital materials. In addition to paying less, students are also getting better grades, passing more classes, and graduating on time.”

[Find out more about Digital Learning Materials.](#)

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### **About AAP**

The Association of American Publishers (AAP) represents about four hundred member organizations including major commercial, digital learning and education and professional publishers alongside independents, non-profits, university presses and scholarly societies. We represent the industry’s priorities on policy, legislative and regulatory issues regionally, nationally and worldwide. These include the protection of intellectual property rights and worldwide copyright enforcement, digital and new technology issues, funding for education and libraries, tax and trade, censorship and literacy. Find us online at [www.publishers.org](http://www.publishers.org) or on twitter at @AmericanPublish.



## **FAQs: Digital Learning Systems, Access Codes & eTextbooks**

### **What's the difference between digital learning systems, access codes and eTextbooks?**

Though these terms are often used interchangeably, they're actually different products. Digital learning systems are customizable, collaborative online learning materials. They incorporate interactive and personalized learning technology, including interactive tutorials, homework engines and assessments and tools to track grades and coursework progress.

Access codes are the “keys” used to unlock digital learning systems that include various quality content, tools and services.

eTextbooks are typically a PDF version of a print textbook. They do not have the robust interactive features found in a digital learning system.

### **How long do access codes typically provide access to the digital learning systems?**

Access codes are available for both purchase and for rent. The length of the subscriptions to digital learning systems varies, depending on type of course, course length and type of learning materials. eTextbooks are often available under both a permanent and temporary license. Tests, quizzes, homework and calendar functions are typically available for the duration of a class.

### **Do digital learning systems cost more or less than print books?**

Digital learning systems are substantially less expensive – often 30% to 60% -- than the cost of a traditional print textbook. Students cite the lower cost of digital materials as the top reason they prefer digital.

The transition to digital is one of the reasons that students are spending less on textbooks in recent years. For the 2015-2016 academic year, Student Monitor and Student Watch found that students spent an average of \$600 for college course materials. This is a decrease of about 12% -- or \$80 – from the average spent during the previous academic year. In fact, students spent an average of just \$69 for each course material in Spring 2016.

### **What are the benefits of a digital learning system?**

Students experience many benefits when using digital learning systems, including earning better grades. One study surveying students who used digital materials versus students who did not found that those using the digital learning systems earned 15% more As and Bs than those who did not use a digital learning system.

Digital learning systems also improve overall learning. Students are reporting better critical thinking skills, overall improved knowledge of course materials and the ability to go beyond memorization and

recall to higher levels of learning. Retention of students in the class also improved in course sections using digital learning systems over those who have not used them.

With digital learning, faculty are able to customize the students' learning experience based on their specific course and class needs. Instructors can assign homework and quizzes, set up online office hours for assistance or collaborative work assignments, and better engage students and improve their chances of course success.

Digital learning systems can be accessed on smartphones, tablets, and laptops.

### **College is pretty expensive. What if students still can't afford their materials and have to drop out?**

The greatest financial burden falls on students who pay tuition and take out loans but fail to graduate and get a degree. Today, student loan balances in the U.S. exceed \$1.3 trillion. The educational learning industry is working hard to address this by creating powerful digital course materials that make learning more efficient helping students to graduate.

### **What happens if students choose to "opt-out" of using a digital course material even if their professor assigns one?**

The method for opting out will vary depending on the specific learning materials in question and the digital systems and curriculum policies for each institution. Typically, a student is not charged for digital course materials until after the drop/add period has ended.

### **Are digital learning systems the way of the future?**

Digital learning systems and the codes used to access them are not new. Students and instructors have relied on these systems for many years given their affordability and the ability to integrate interactive course materials into the curriculum. Education companies have invested in research and product development for years to help improve learning outcomes for college students and decrease cost – digital has proven to be an excellent solution.



# The True Cost of College



## College is Expensive!

### Average tuition



**\$9,410**  
Public 4 year college

**\$32,405**  
Private 4 year college

### Average room and board



**\$10,138**  
Public 4 year college

**\$11,516**  
Private 4 year college

### Average "other" expenses



**\$2,106**  
Public 4 year college

**\$1,628**  
Private 4 year college

Tuition and fees are **39%** of the overall budget at a 4 year public college and **67%** at a 4 year private college.<sup>1</sup>

## Good News!

Students spent **\$602** on college course materials in the 2015/2016 academic year.<sup>2</sup>

That's **\$99** less than the average of **\$701** in 2007/2008.<sup>3</sup>



Education companies and publishers are offering students less expensive course materials like digital resources, textbooks, ebooks, book rentals and digital discount programs.

## Textbook Costs in Perspective:

Books and supplies make up between 2-5% of the overall budget for college students at 4 year public and private schools.<sup>4</sup>

**\$67** was the average price students paid on a textbook in the 2015/2016 academic year.<sup>5</sup>

Students spend an average of **\$367 a month** on discretionary spending like entertainment and eating out.<sup>6</sup>

In 2015/2016, the **\$99** students saved on textbooks could buy them...



**40 gallons of gas**  
(\$2.45/gallon)<sup>7</sup>



**7 pizzas**  
(\$13.21/pizza)<sup>8</sup>



**12 movie tickets**  
(\$8.43/ticket)<sup>9</sup>

1. College Board, "Trends in College Pricing 2015" <http://www.collegeboard.org/college-pricing>  
2. National Association of Public College Students, "The True Cost of College: Student Wallet 2015-16 Academic Year" <http://www.aapbacktocampus.org>  
3. College Board, "Trends in College Pricing 2015" <http://www.collegeboard.org/college-pricing>  
4. National Association of Public College Students, "The True Cost of College: Student Wallet 2015-16 Academic Year" <http://www.aapbacktocampus.org>  
5. Energy.gov, "Average price of gas in 2015" <http://energy.gov/eers/vehicles/tod/915-march-7-2016-average-price-of-gas-in-2015>  
6. National Pizza Federation, "The National Pizza Price" <http://www.nationalpizza.org>  
7. National Association of Theatre Owners, "Annual Average US Ticket Price" <http://www.nato.org/boxoffice>

**www.aapbacktocampus.org**  
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**AAP} HIGHER EDUCATION**





# Why Students Choose Digital Course Materials

Digital is a less expensive alternative to the traditional textbook. It uses personalized learning and interactive features to present content in more engaging and interactive ways.





# Myth vs. Truth: The Real Story of College Textbooks



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EDUCATION

# The Real Story...

Did you know the amount students spend on textbooks is one of the only college expenses that's declining?

**Here are a few myths and truths about college course materials that may be news to you...**

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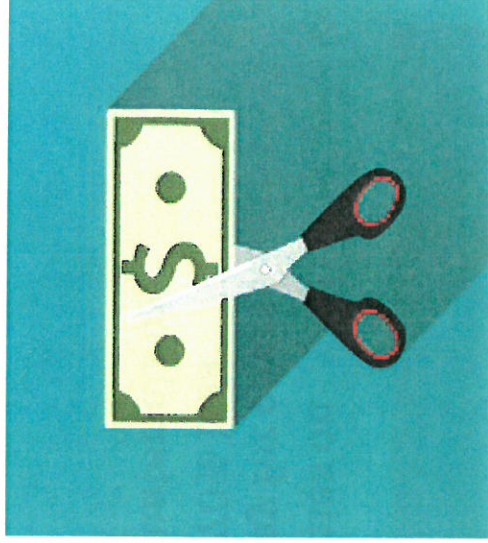
## Myth

Students are spending more than ever on college textbooks.

## Truth

Student spending on course materials has *decreased* in recent years. The amount students spent on course materials went down 12% from \$691 in the 2014 – 2015 academic year.

(figures from [Student Monitor survey, 2015-2016 academic year](#))

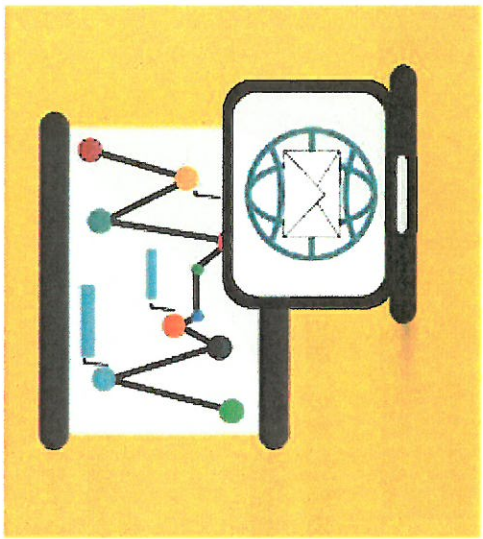


## | Myth

Colleges can't help students save money on course materials.

## | Truth

Many colleges are partnering with learning companies on [Digital Discount Programs](#) that allow students to pay for course materials with tuition and fees. Students pay up to 70% less than traditional print books and have their course materials by the first day of class.





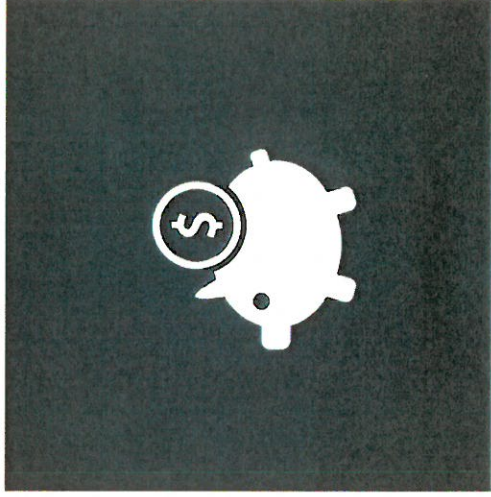
## Myth

Students spend so much on course materials that they can't afford anything else.

## Truth

Students report spending **\$367 per month** on discretionary items (such as entertainment and eating out). This is nearly **five times** what they spend on essential items like course materials.

(figure from [Student Monitor survey, 2015/2016 academic year](#))



## Myth

Textbooks cost \$1,200 per year.

## Truth

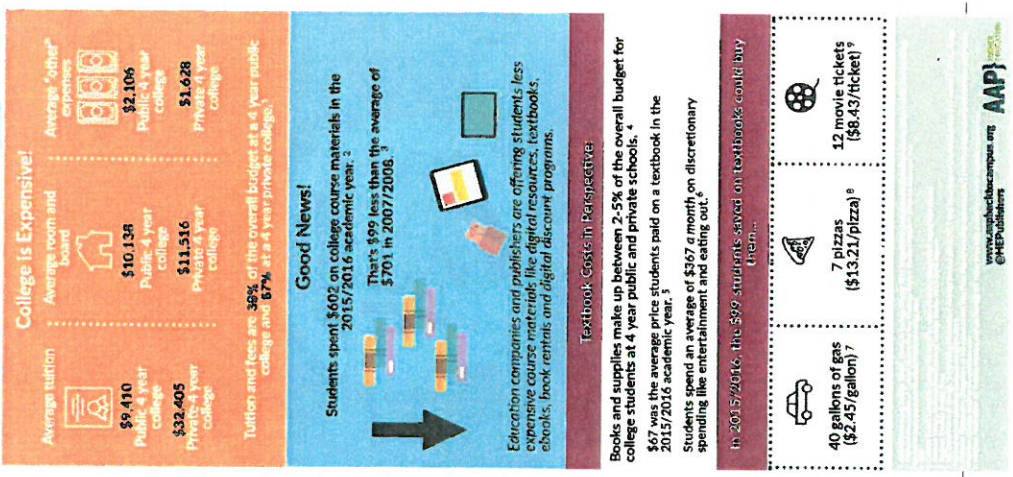
Students spent about \$600 on course materials during the 2015-2016 academic year.

This frequently-cited College Board statistic is often used out of context. It represents books AND supplies and is an estimated budget average from university financial aid offices. It does not represent what students are actually spending.

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# The True Cost of College



## Myth

The cost of course materials is the biggest burden on students.

## Truth

The cost of course materials is just 2-5% of the total cost of college. Tuition and fees alone are 39% of the overall college cost for one year at a four year public college and 67% at a four year private college.

(figures calculated with [College Board information](#))

# Why Students Choose Digital Course Materials

Digital is a less expensive alternative to the traditional textbook. It uses personalized learning and interactive features to present content in more engaging and interactive ways.



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**Myth**  
Learning companies aren't doing anything to help students succeed or save money.

## Truth

Learning companies recognize that college is expensive. That's why they've developed more engaging and less expensive digital course materials, which can increase student success and save students up to 60% compared to the cost of print materials.

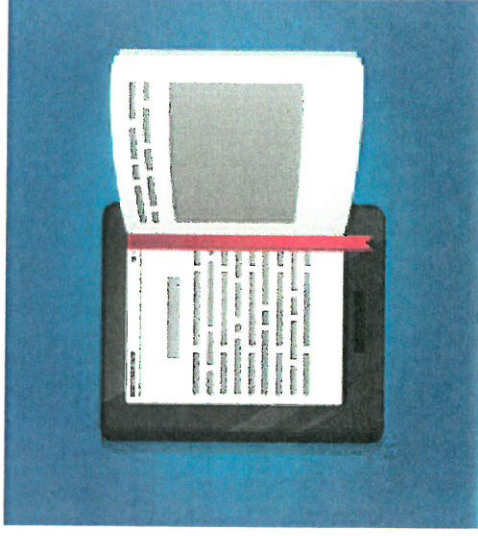
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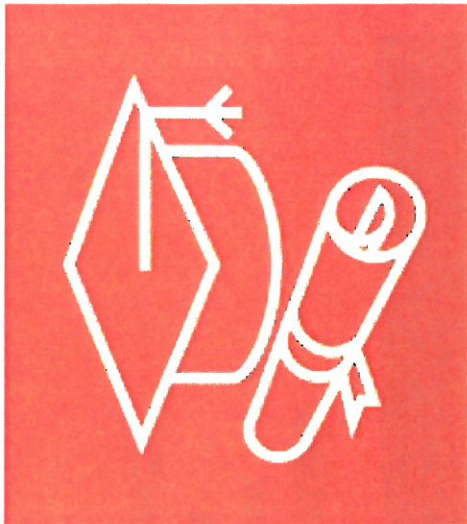
## Myth

Students aren't willing to spend money on course materials.

## Truth

College students actually spent [61% less on course materials](#) than they said they were *willing* to pay. Students spent an average of \$75 per course material, but said they'd pay a maximum of \$194 for materials they found extremely useful, according to Student Watch.





## | Myth

Students see their course materials as a waste of money and don't use them.

## | Truth

According to [NACS](#), 79% of students indicated their course materials were either a very good or somewhat good investment. Students use their books quite frequently: 95% use them to complete reading assignments and to study for an exam; 93% used them to complete homework assignments and 74% used them to assist with class projects.

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**For more information:**

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## THE DIGITAL LEARNING REVOLUTION

### HELPING STUDENTS, EMPOWERING FACULTY AND LOWERING COSTS

Higher education publishers and digital learning companies have dedicated themselves to helping college students earn their degrees with **new and innovative personalized learning technologies** that increase student performance and the effectiveness of faculty and lower costs.

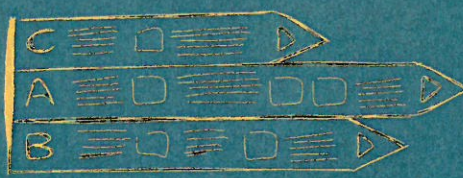
#### WHAT ARE THEY?



Paper is static; digital is dynamic. Digital learning materials can be used on virtually any device including a laptop, tablet or smartphone, making it easy for students to adapt their education to their technology.

They can also be bundled with digital or hardcopy textbooks or paired with open educational resources. The possibilities for digital learning materials are vast and exciting.

#### HOW ARE THEY USED?



Digital learning materials use personalized learning technologies such as quizzes, tests and games that closely match the learning styles of today's smart phone, tablet and laptop-savvy students.

They use artificial intelligence to focus on those areas where the student is weakest by drilling students and highlighting text to emphasize areas where the students need special attention.

These technologies even send real time results to inform instructors on how individual students and whole classes perform. Digital learning materials provide the ability to adapt in-class instruction to fit the needs of students.

#### WHY ARE THEY IMPORTANT?



According to *The Chronicle of Higher Education*, today, an average 69 percent of students who enroll in a four-year institution will not graduate within four years.

Digital learning materials help educators in the fight to keep students in school and increase graduation rates.

Publishers are continuing to develop technologies to equip professors and students with the best possible materials to assure successful outcomes. Digital learning materials maximize student achievement, save money and enhance engagement between students and faculty.

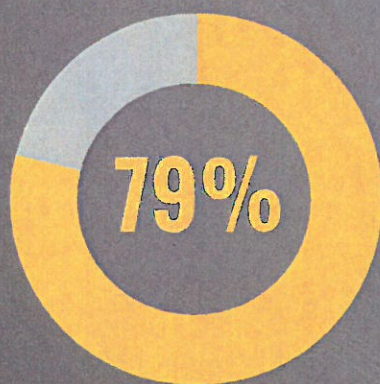


See flip-side for stats!

## THE DIGITAL LEARNING REVOLUTION

HELPING STUDENTS, EMPOWERING FACULTY AND LOWERING COSTS

*Publishers, policymakers, academics and administrators must work together to find the best technologies and adopt them in ways that both maximize student success and cost savings while enhancing the role and reach of faculty.*

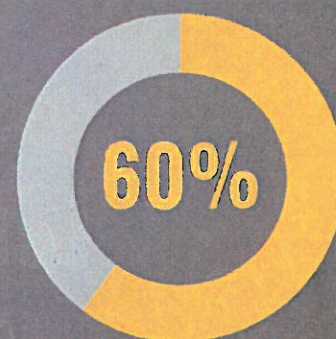


### Digital Learning Technologies Improve Student Outcomes

In a study where students were tested at the beginning and again at the end of the course, students who used both the textbook and digital learning platform experienced a **79%** improvement rate in their grades.

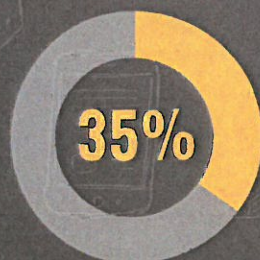
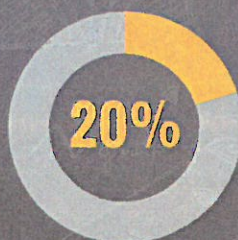
### University Faculty Want to Use Digital Learning Technologies

According to a Book Industry Study Group report, about **20%** of all faculty currently use these new digital learning platforms and a vast majority are interested in learning to employ the technology in their classrooms.



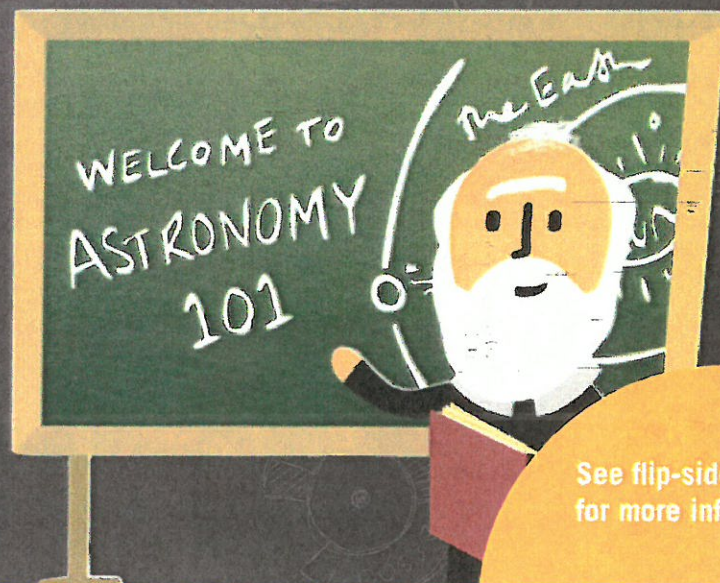
### Digital Learning Technologies Save Money

These learning platforms typically cost only a fraction of the price of a color, hardbound book. The money saved by shifting from print to digital platforms can be as much as **60%**.



### Colleges and Universities Save Money With Digital Learning Platforms

Use of digital learning platforms has been shown to reduce institutional costs up to **35%**. Institutions would also see an influx of revenue from students now able to afford tuition and other on-campus purchases.



For more information on digital learning products, visit [www.aapbacktocampus.org](http://www.aapbacktocampus.org) or contact [astraub@publishers.org](mailto:astraub@publishers.org)

See flip-side for more info!