



Inclusive Access

- **Goal: curb soaring textbook prices**
- By moving select courses to a digital distribution only model which encourages higher sales volume which is then leveraged to reduce prices.
- Improve student experience with a host of dynamic digital adaptive software that moves learning forward by being more responsive to individual needs and learning styles.
- Resolve pain points with both faculty and students regarding day one universal access.
- Collaborate with faculty and key organizations on campus to make the program a reality.
- Create a program that can be reproduced elsewhere to help other universities and the entire industry address rising textbook prices.

2016 Larry Sautter Award Submission

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What is Inclusive Access?

Inclusive Access (IA) loosely resembles a course fee model with some key differences that make it amenable to faculty and students, more feasible, and easily replicated on other campuses. A course fee model is a billing and distribution system wherein students are automatically given the course materials when enrolled in a course and billed for them (student account), either immediately or as in the case of Inclusive Access, after the drop date.

Also key is that Inclusive Access only deals with distributing digital adaptive materials. Flat ebooks, pdf's and hard copies of any sort cannot be in the Inclusive Access program as it is constituted here. Programs such as Mindtap¹, MyEconLab, etc. qualify for the program. This restriction exists to add value to the program and is the first way Inclusive Access differentiates itself from the standard course fee model.

The fact that students are in the program immediately upon enrollment and that faculty are encouraged to use digital graded assignments dramatically increases sell through.

Then, with higher sell through numbers in tow we are able to negotiate a lower price with publishers. Along with lower margins on the store's end, significant savings are passed down to students, up to 70% off the new list price.

However, another key difference from the standard course fee model is the ability for students to opt out of Inclusive Access. Faculty are still encouraged to use the assignment functionality in the digital software so as to incentivize students to stay in Inclusive Access, but there must ultimately be a workaround for those few who choose to opt out. Students also have a two week trial period where they can access the software before opting out.

Lastly, Inclusive Access focuses on converting courses on a case by case basis as opposed to being tied to an "all in" mindset where the entire campus needs to be converted before moving forward. Convince one person at a time, not an entire organization.

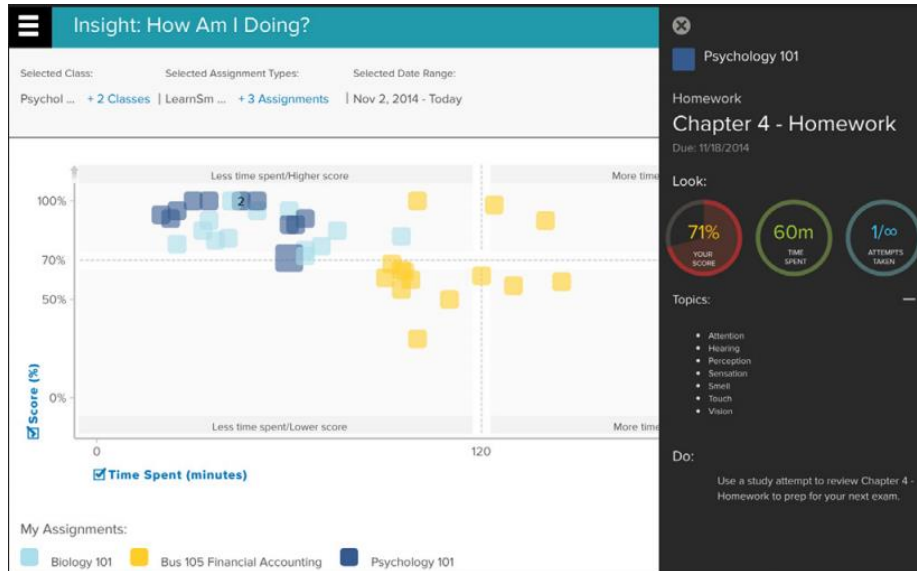
- Late 2013: Store participates in the National Association of College Stores content Licensing Task Force.
- December 2013: Store sets goal to begin Inclusive Access program in Fall 2014.
- Fall 2014: 10 Courses, 3000 students in Inclusive Access
- Fall 2015: 40 courses, 13,000 students in Inclusive Access.

Starting in Fall of 2014, the program has grown to include 17,000 students (who have participated at least once), \$1,384,000 in sales and saved students \$2,300,000. UC Davis Stores pioneered this specific form of digital distribution and billing and has received national industry and even legislative attention for its efforts to reduce textbook prices²

What is digital adaptive learning?

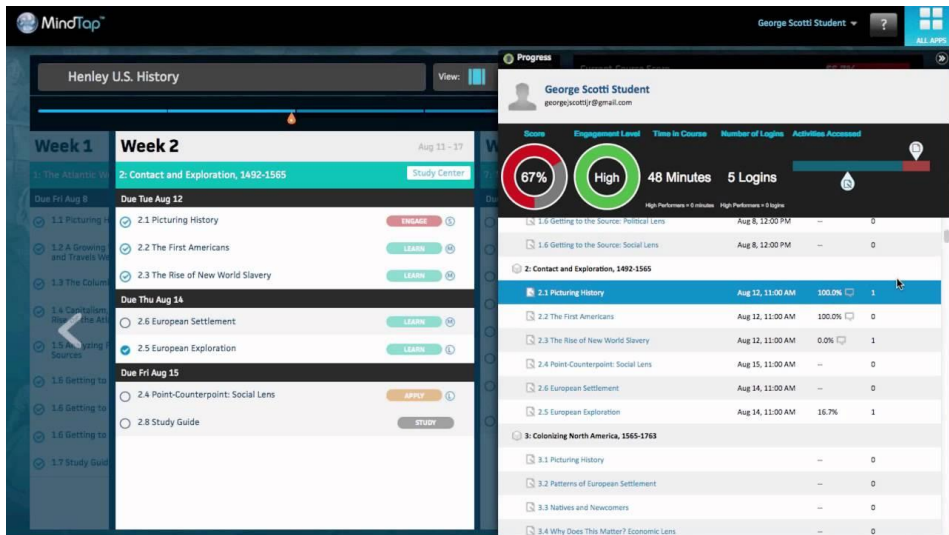
Digital adaptive technology responds to individual student interaction in real time. It can often change content, sequence and even immediate assessment based on how students respond. For example, if a student does particularly well with a subject, the adaptive tech may ask fewer questions about it. If a student does poorly the adaptive tech may ask more questions, walk the student through the answer or make a note to review that topic more in the future.

One hallmark of adaptive tech is backend assessment for the benefit of the instructor.³ Instructors can see things such as, how much time a particular student spends reading the material or answering questions, which sections give students problems, etc. Instructors have the flexibility and capacity to structure their courses with more precision and receive constant feedback about whether students are adhering to that structure and how they are reacting and performing.



Further, the ability to make course materials more game like in structure and organize it in more discrete portions can be appealing and engaging to those students who have grown up consuming similar digital products in other media.

In short, digital adaptive technology does a better job of acknowledging that students don't learn in a one size fits all fashion. The added flexibility and feedback tools allow professors to account for this, as do automated processes within the software.



Collaboration

Making this program a reality required the cooperation and collaboration of many departments.

UC Davis Registrar: We used the class lookup tool to aid in outreach and setting up course info in our database. The Registrar also provides Banner data.

Campus Rec and Unions Information Technology: CRU-IT staff developed our IA interface, a web platform that 1) provides program communication to students, 2) manages and tracks student participation, 3) initiates billing, and 4) provides analytical data.

Academic Technology Services: We coordinate with ATS staff on IA courses to integrate IA into the Learning Management System.


Student Disability Center: SDC reviews IA digital adaptive materials to ensure they are compliant with accessibility standards, and helps develop solutions when they are not met.

Campus Data Warehouse: Provides backup data views to assist with comparisons of program and course enrollment data from Banner.

Campus end innovation

To implement IA the UC Davis Stores IT department developed a web based application that:

- Adds courses participating in IA.
- Interfaces with Banner for course and enrollment data.
- Provides program communication to students.
- Allows students to opt out.
- Initiates billing.
- Provides analytical data.



Doe, Jane

To reduce your course materials costs, your instructor or department for the course(s) below are participating in the **UC Davis Inclusive Access Program**. All students enrolled or wait-listed in IA courses are automatically included and subject to deferred billing for the discounted access charge. Please read the following access and billing information carefully.

For questions about the Inclusive Access program, please visit the FAQ page at <http://ucdavisstores.com/SiteText.aspx?id=37700> or email inclusiveaccess@ucdavis.edu.

For specific curriculum questions, please contact your instructor or a TA.

Please scroll down to see info for all applicable IA courses.

Classical Physics
PHY009C
Curro, Nicholas

Bill Status: You have continued access from a previous course and will not be billed.

- **Access Instructions:**
 - Link to: <http://www.masteringphysics.com>
 - Note: Previous access to the content was for PHY 9A and 9B only.
 - Since 9C is optional, the price is a single quarter access.
 - If your instructor is assigning homework in Mastering, click 'YES I have a course ID', and use the **course ID** from your syllabus to access the assignments.
 - If your instructor is NOT assigning online homework, you can still use the online resources in as a non-graded self-study tool. Click 'No, my course doesn't require an ID'.
 - Register **USING THE ACCESS CODE PROVIDED BELOW**.
 - If you create an account in any other way, you must opt out of Inclusive Access to avoid being billed by the campus.
 - **DSSERS-QESHM-BLOOD-WANNA-JAUNT-GLEES**
- **Billing Info:**
 - **Inclusive Access Price: \$25.00**
 - **All enrolled students will be billed** after the end of the designated drop period for your course, *unless* you have elected to opt out of Inclusive Access.
 - Please note opt out info below.
- **Opting Out of Inclusive Access:**
 - You have until the **10th day of class** to opt out of Inclusive Access, regardless of your actual billing date.

(student view of Inclusive Access signup)

Non-Financial Benefits

But it's not all about money. Students benefit in a couple different ways beyond saving money. First, engagement with the material is higher. That is after all, one of the core goals of digital adaptive learning. Learning in an environment that's capable of offering immediate feedback more closely resembles working with a tutor than the traditional method of simply ingesting information.

Second, digital distribution can alleviate the pain point of dealing with opening week crowds. There isn't a single student who enjoys waiting in line. Indeed, in an age of instant gratification and fast technology there may be even less tolerance for it. But that's what textbook rush entails, lines and often long ones. It may be impossible to avoid.

For faculty, Inclusive Access addresses the major pain point of not all students having materials on day one. Often the first two weeks of class can be an irritating tango of who has what, in what edition and when it's arriving from wherever and also "do we really need it for the midterm I know you said yes but I sort of don't believe you."

Some faculty may even use the software as a teaching assistant of sorts, to satisfy the broad general requirements of the course, freeing the instructor to focus on more specific, esoteric aspects during lecture.

Budget

The program is run using existing staff and there are no additional costs. In fact, the more streamlined delivery of digital reduces expenses in shipping, receiving, stocking, returns and shrink.

Including other stakeholders

Faculty and administrators on campus aren't blind, they see the skyrocketing price of textbooks and consider it a problem as well. More and more faculty are moving away from paid content entirely as a response. A big part of this program is letting these stakeholders know that we are trying to address the problem.

But a bigger part is making them a key to the solution through the choice they make. We speak to their desire to be part of the solution and give them an opportunity to do so that is convenient and doesn't require compromising on the quality of course materials.

Why is this innovative?

- It lets students ultimately retain the choice to opt out. Mandatory fees are not welcome in the current climate nor does it seem like they will ever be. Make the program sustainable by increasing sell through primarily through added value and convenience and not compulsion.
- Because of its course by course implementation it can be feasibly replicated on other campuses.
- Inclusive access leverages the increased efficacy and appeal of digital adaptive technology, along with a novel and innovative billing and distribution model to help reduce costs for students.
- It helps catalyze consumer movement towards more efficient, powerful learning tools that have, according to our surveys improved user experience.
- It ensures that all students get equal access to materials on day one for a reasonable cost.



INCLUSIVE ACCESS

Adaptive Digital Content

Our Inclusive Access program has two main drivers

1 Reducing the cost of course materials.

2 Improving educational outcomes for students.

How it works for faculty

- You express interest in the program.
- UC Davis Stores:
 - Verifies availability of adaptive version of text you have chosen.
 - Negotiates **MUCH lower price** than print.
 - Provides students with access to this **content in SmartSite**.

How it works for students

- Access content through SmartSite.
- Enjoy **free access for first two weeks**.
- If opting out, do so electronically through registrar link before two-week deadline.
- If remaining in, **simply do nothing**; retain access until course end. Charge conveniently billed to student's university account.

Advantages

- Dramatically reduced cost; **we saved students over \$1 million in the first year.**
- Day-one access to course materials for students.
- Adaptive and interactive content.
- Full academic freedom for faculty to choose content.
- Faculty **ability to tailor content**.
- Unlimited practice with feedback for students.
- **Scores report automatically to gradebook**



"I like how all my course materials are all accessible in one location."
 -Carmen Romo
 2nd year | Polymer Sci Major

"Professors can highlight important materials in the digital textbook—that saves me time and energy."
 -Ed Ju 3rd year | Econ Major



UC DAVIS STORES

¹ <https://www.youtube.com/watch?v=39EsrtabMuM&feature=youtu.be>

² <http://www.nacsfoundation.org/Awards/InnovationAchievementAward/Recipients.aspx>

³ <https://www.youtube.com/watch?v=JLUUZC2EWGw>

⁴ <https://www.youtube.com/watch?v=w1aZJ-uZVDw>