



Publishers Serve the Needs of Students and Faculty

- Publishers' primary focus is on meeting the needs of students. Today, a wider range of instructional supplements enable faculty to teach more students and students to achieve better results.
- Colleges are being asked to serve students with diverse learning styles and a wide range of preparedness and skill sets. At least 50 percent of students who enter 2- and 4-year colleges drop out and only 54 percent of students who remain in college graduate in 4 to 6 years, increasing the costs and debts of individual students and pressure on campus resources.

Today's New Teaching and Learning Tools Improve Student Success

- Studies show new technology based learning tools improve students' success rates. At the University of Alabama, the passing rate for students taking an intermediate algebra class doubled from 40 to 80 percent after the class was redesigned to rely more heavily on publisher-produced supplemental materials and instructional software, such as interactive tutorials and online practice exercises.
- Today's students value new learning tools and customizable digital homework products that encourage active learning and provide more personalized study plans. A growing body of research demonstrates that these new learning tools help students succeed.
- Modern textbooks are entire teaching and learning programs. They incorporate innovative tools and formats into the traditional textbook approach, tailored for what instructors request and students need.
- To meet today's learning and teaching needs, instructors require a full complement of supplements in a variety of formats, including Web-based materials.
- At the community college level, 63 percent of instructors are using supplemental teaching materials, such as CDs, online self-assessment tests, interactive learning tools and online homework, to teach their students. Overall, 55 percent of instructors use these and other high-tech teaching tools.
- The integrated learning materials employed in today's college classrooms are an extension of the materials students have become accustomed to in their K-12 years. A recent National Conference of State Legislatures report found that today's school children are surrounded by technology in their daily lives and, therefore, also need to have technology integrated fully into their classroom environments.

Faculty Prefer Most Up-to-Date, Advanced Texts

- The market itself—not publishers—determines whether a new revision is necessary. The average length of time between editions is four years, a number that has remained constant for the last 10 years.
- 80 percent of college instructors say it is important that the material in texts used for their courses be as current as possible, according to a nationwide Zogby faculty poll. The same survey found that 62 percent of college faculty members prefer to order texts with the most recent copyright date.
- In disciplines where core information may not change radically (e.g., chemistry, calculus), the application of that information or its relevance to a discussion can change or evolve significantly, requiring new treatment in the textbook and in instruction.

Textbook Prices

- One way that publishers have responded to price concerns is by greatly expanding the number of low-cost texts, including split editions, electronic books, black-and-white editions, custom books and abbreviated editions.
- Publishers are taking great strides to make their content customizable and scaleable so that a professor can order no more and no less than what she or he plans to assign, providing students with lower cost and better value.
- While tuition and student fees are heavily subsidized, they have gone up at a much faster rate than textbook prices.
- Textbooks represent only a fraction of the overall cost of higher education. Research by *Student Monitor* says the average four-year undergraduate spent \$650 on textbooks during 2007, a cost that has remained generally steady during the past three years.

Textbooks as Essential Learning Tools

- 84 percent of college instructors believe students need a textbook to pass their courses, and 75 percent require or recommend their students use supplementary books or digital materials, according to a nationwide Zogby faculty survey. These findings show that the textbook is one of the most critical tools students have to ensure academic success and that more emphasis is being placed on new supplemental learning tools.
- Students' pass rates, retention rates and grades improve when they employ supplemental materials in addition to their textbooks. A study by the National Center for Academic Transformation found that underserved students, in particular, benefited from information technologies.

Bundling Offers Choices and Savings

- A “bundle” is the term used to describe texts packaged with supplemental materials that support the textbook and enhance the learning experience. These components may include study guides, practice tests, CDs, videos and a variety of online support including tutors, graded homework, research, editing, language labs, problem and practice sets, artwork and other online tools.
- Publishers offer nearly all the same new learning tools in both bundled and unbundled forms.
- Publishers offer these new components to: 1) meet the changing needs of higher education, such as the diversity in students' learning styles, 2) address the increase in part-time faculty members who require greater instructional support, and 3) meet the demand for supplements that will enhance student learning, as well as the increased use by colleges of online course management systems.
- Traditional textbooks and integrated or supplemental materials purchased together typically cost less than if they were purchased separately.
- Students and teachers have seen first-hand the positive effect bundled materials have on the learning experience. As a result, demand for supplemental learning tools continues to grow as their value has become clear.

J. Bruce Hildebrand
Executive Director for Higher Education

bhildebrand@publishers.org

Stacy M. Scarazzo
Assistant Director for Higher Education

sscarazzo@publishers.org