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# **The Higher Education Textbook Market**

**Prepared by the  
Association of American Publishers  
for submission to the  
Advisory Committee on Student Financial Assistance**

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## **Introduction**

The publishing industry takes great pride in its contributions to students' remarkable achievements. Helping students achieve future success is an essential goal of America's higher education system, especially in today's increasingly competitive, global economy. Providing students with the right tools for success is essential. Textbooks and other educational materials are critical to student achievement in college; they are not a barrier to access.

The member publishers of the Association of American Publishers (AAP) are sensitive to the rising overall cost of a college education, of which textbooks constitute a relatively small amount, and have responded by giving faculty a wide variety of choices of instructional programs and textbooks at varying prices. Publishers also have invested heavily in giving students choices by producing digital textbooks and alternative print editions that are sold routinely at significantly reduced rates.

U.S. educational publishers are working hard to develop 21<sup>st</sup> century tools and technologies that will help both students and faculties succeed in their respective roles. Publishers have a compelling story to tell, and an objective review of the facts is the place to begin.

On the pages that follow, AAP endeavored to lay out clear descriptions of the various factors that impact faculty choices, publishers' offerings and pricing, and student spending on textbooks and related materials. We also describe the many steps publishers have taken to help ensure textbook affordability.

## The Basics about Higher Education Textbooks

- **The post-secondary textbook market is complex.**

The textbook marketplace comprises authors, publishers, faculty, students, book wholesalers, bookstores and other retailers, and college administrators. Faculty, however, are the gatekeepers for the textbook decision. Although complicated, the market is transparent and textbook prices and costs are known or knowable to all concerned. Wholesalers, campus bookstores, and other resellers determine the final cost to students who purchase textbooks and other course materials with retail markups.
- **Publishers are responding to the changing dynamics of the higher education marketplace.**

Changing needs resulting from cuts in the financial support of all levels of government for institutions and for student financial assistance (e.g., larger class sizes, higher numbers of adjunct faculty and reduced teaching support personnel, greater reliance on loans instead of need-based grants) and ill-prepared college freshmen and the growing need for remedial instruction have created a new reliance on state-of-the-art technology for teaching and learning. Publishers have responded with a broad range of learning materials developed to meet the diverse needs and demanding expectations of today's students, to provide the technology tools and support for time-strapped faculty, and to enable greater productivity by faculty. At the same time, publishers must maintain the quality required of the educational marketplace because textbooks remain the primary instructional tool for the classroom, particularly in the first two years.
- **Publishers are committed to investing in a range of course material options that contain costs and provide instructional support to enhance student success.**

Publishers are continually looking for new ways to deliver cost-effectively learning materials utilizing technology and web-based options, integrating printed text and technology, customized publishing, low-cost versions of printed texts, and other creative solutions. Nationwide, currently there are more than 8,000 publishers and more than 262,000 active titles in college bookstores. For any given subject area, publishers offer numerous options unthinkable 20 years ago at varying prices to accommodate different calculations of price and presentation of content. Publishers are under intense pressure in a very competitive marketplace to keep their prices under control. Publishers need to produce superior materials at attractive prices or their competitors will.
- **Textbooks are the primary tools used in a classroom, but represent only a fraction of total educational costs for most students.**

The average student spends about \$650 a year on textbooks, an amount that does not include money students receive from used book buybacks. The focus by some on the cost of textbooks has diverted attention from much more significant costs and other impediments to access to higher education. The average tuition, room, and board at a public institution is now more than \$12,000 and at private institutions averages \$30,000 per year. In light of these expenses, focusing solely on the cost of textbooks is unreasonable. These textbooks are, after all, the primary tools upon which teaching at universities are based.

- **Revenue from new textbook sales is the sole source of funding for the development and production of educational materials and support services for both instructors and students.**

Although used booksellers may offer students a lower-cost alternative to the new textbook, revenue from used book sales is not available to help fund the development of new educational materials, learning technologies or instructional support services – works written by authors and underwritten by publishers. Author royalties and publisher income are only from the sales of new books. Today approximately one-third of the textbooks purchased annually are used, not new, books.

- **Publishers train and support thousands of faculty.**

Last year, textbook publishers provided more than 121,000 hours, or the equivalent of about 5,000 days or almost 14 years, of faculty training and support through workshops, seminars, the Internet and individual faculty training sessions. Several publishers also offer technology support 24 hours a day, seven days a week. Like e-books and other technology-based instruction, professional development of this extent is a new and essential part of educational publishing that twenty years ago institutions and instructors did not expect to be integrated with publishers' textbooks.

## Separating Fact from Myth

Emotion, advocacy, and politicized rhetoric mark the current textbook debate, rather than informed, objective, and clear-headed analysis. Regrettably, misunderstandings and misstatements assumed to be fact have found their way into the mainstream dialog.

The following sets the record straight on some of the more egregious myths regarding textbook marketing and costs. A more detailed explanation of the textbook market follows on page 11.

**Myth #1: The typical four-year public college student will spend \$900 to \$1,000 on textbooks and course materials this academic year.**

*Fact: Numerous authoritative independent sources all say differently. According to the National Association of College Stores and AAP sales data, and independent studies done by Student Monitor and Synovate, the average student spends less than \$650 a year on textbooks, a cost that has remained generally steady over the past three years. Additionally, this figure does not consider that students who sell their used books recoup between 35-50 percent of their cost.*

**Myth #2: Faculty members do not know the price of the textbooks they order.**

*Fact: Textbook prices are incredibly transparent to faculty members and are becoming even more so because of the Internet. Faculty members can get pricing information from a publisher's marketing representative; their campus bookstore; online at special faculty Web sites provided by publishers; or by entering the title, author, ISBN, or subject and name of the publisher into any search engine. Of course, publishers do not set the actual retail prices of textbooks sold through any particular bookstore, so faculty would have to contact their campus bookstore to obtain the actual prices that will be charged to students.*

**Myth #3: Publishers release new editions more frequently than necessary to counter the used textbook market.**

*Fact: Revision cycles vary by publisher, by market demand, and in response to events such as new discoveries and technologies, major national and international occurrences, or other significant changes in a discipline, such as the enactment of the Sarbanes-Oxley Act or the passage of the No Child Left Behind Act. A nationwide study of faculty by Zogby International found that 80 percent of college faculty surveyed say it is important that the material in texts used for their courses be as current as possible. Data supplied by Follett, a leading bookseller, shows that new editions of textbooks were produced every four years on average between 1996 and 2004.*

**Myth #4: Publishers "bundle" unnecessary accessories such as workbooks, CD-ROMs, and other items to drive up the price of the textbook.**

*Fact: First, in nearly all instances, publishers offer all items in a textbook "bundle" for sale a la carte. Second, faculties select the supplemental learning materials to be included in the textbook bundle. Third, the efficiency of distributing materials as part of a set often enable savings that may not be available when components are sold separately.*

*Today's textbooks are no longer just paper, ink and cardboard. They are integrated teaching and learning systems – employing CDs, online graded homework, online quizzes, online self-testing and tutoring, and other support materials. A history textbook of 20 years ago might reference Martin Luther King's "I Have A Dream" speech, but today's textbook has a CD or an online Web site that enables the student to watch and hear the actual speech.*

## Academic and Financial Challenges to Higher Education

The college textbook debate has become highly charged. This debate has been fueled as much by advocacy and speculation as discussion of the facts. The often-heard charges are that textbooks cost too much, that supplemental materials accompanying today's textbooks are costly "bells and whistles" that professors don't want and students don't need, and faculty cannot determine the prices of the materials they order. Based on these assertions, the debate is frequently limited to an incomplete and biased discussion of one issue: price.

However, to add perspective to this discussion, consider these challenges:

### Student Challenges

- While many incoming students are fully prepared for college the majority need additional support. Only 21 percent of students entering four-year institutions are prepared for college-level courses in all four major subject areas: English, reading, mathematics and science.<sup>1</sup>
- The likelihood of a ninth grader enrolling in college four years later is less than 40 percent.<sup>2</sup>
- Nationwide, approximately 33 percent of students seek remedial support during their freshman year, and more than half will take at least one class of developmental coursework before leaving postsecondary education.<sup>3</sup> In some states, this figure is closer to 50 percent.<sup>4</sup>
- Many of today's students are non-traditional: 38 percent of undergraduates are enrolled part-time. One-third of all undergraduates are older than 24 years of age.<sup>5</sup>
- Only 54 percent of four-year college students graduate in four to six years<sup>6</sup>, increasing parents' and students' costs and debt loads, and increasing college costs and pressure on campus assets.

### Instructor Challenges

- There is a serious disconnect between faculties' perception of student preparedness and students' perception of their own readiness. A Zogby International study conducted in August 2006 found that 45 percent of professors say the level of preparedness of entering freshmen has gotten worse in the past five years.<sup>7</sup> According to a study by the Higher Education Research Institute, only half of educators are satisfied with quality of their

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<sup>1</sup> ACT 2006 college assessment exam. <http://www.act.org/news/releases/2006/ndr.html>

<sup>2</sup> *Measuring Up 2006: The National Report Card on Higher Education*. The National Center for Public Policy and Higher Education.

<sup>3</sup> Congressional Record, Senate, Page S1543; Feb. 28, 2006.

<sup>4</sup> The California University System that found 45% of incoming freshman needed remedial English instruction and 36% needed remedial math instruction.

<sup>5</sup> *Measuring Up 2006: The Report Card on Higher Education*.

<sup>6</sup> U.S. Department of Education.

<sup>7</sup> Zogby International, *Survey of College Instructors Regarding the Use of Supplemental Materials in the Classroom*. August 2006.

undergraduate students. On the other hand, 70 percent of entering students rated themselves as “above average” or “highest 10 percent” academically.<sup>8</sup>

- As state funding of colleges has declined, the number of students per classroom has increased while support from teaching assistants and graders has been reduced or eliminated.
- Approximately 50 percent of college instructors are adjunct or part time.<sup>9</sup> These dedicated professionals lack the support services or preparation time afforded to their tenured colleagues.

### **Institutional Challenges**

- State and local support per student hit a 25-year low in 2005 and future structural deficits are ominous.<sup>10</sup>
- Massive state funding cuts from 2000 to 2005 spawned dramatic tuition increases. For example, the cost for tuition, fees and room and board at public universities increased 52 percent in Iowa, 48.7 percent in Massachusetts, and 46.8 percent in Minnesota. Tuition at the University of North Carolina system institutions increased 71 percent from 1999 to 2004.<sup>11</sup>
- Tuition increases, drop out rates and other factors have increased legislative pressure on colleges for greater performance, productivity and accountability.
- Students have become more demanding consumers, forcing colleges to invest heavily in amenities, athletics, and student services.
- Students are less prepared, forcing colleges to invest in remedial courses. In some instances, these courses are excluded from funding by the state.
- Over the past two decades colleges have invested heavily in high-speed computer networks and other learning infrastructure. They are now investing further resources to leverage this technology to improve teaching and learning and trim their costs per student.

### **Publisher Challenges**

- Faculty selects the instructional materials for their classes, which students are expected to utilize. Students have the choice to purchase the textbooks, either new or used, or to go to the library to use it, or share a book, or even to do without.
- There are approximately one million faculty in the United States: no two instruct exactly the same. Publishers must adapt their products to widely varied styles and needs. Some faculty prefer to employ traditional linear instruction methods, relying solely on lectures and printed textbooks. Others utilize a combination of printed textbooks, study guides, workbooks, publisher-produced media, Web sites, CDs, and online class management and learning tools. E-books and online courses with virtually unlimited content are a growing choice, as are custom books that enable the faculty to select content, art, photos, visuals and accompanying online student learning supplements.

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<sup>8</sup> *The American College Teacher: National Norms for 2004-05*. Higher Education Research Institute. September 2005. <http://www.gseis.ucla.edu/heri/PDFs/ACT-Research%20Brief.PDF>; [http://www.gseis.ucla.edu/heri/PDFs/PR\\_ACT04-05.pdf](http://www.gseis.ucla.edu/heri/PDFs/PR_ACT04-05.pdf)

<sup>9</sup> P.D. Lesko, Editor of *Adjunct Advocate* magazine.

<sup>10</sup> State Higher Education Executive Officers. March 2006.

<sup>11</sup> Vu, Pauline. Stateline, “Tuition Hikes Smaller than in Past Years.” Aug. 21, 2006.

- As the student population becomes more diverse, so do its requirements and the demands on publishers. Whether a “traditional” or “non-traditional” student, the learning styles of the current generation are different from the past. Ninety-one percent of current college students own their own computer.<sup>12</sup> More students must work to support themselves and, sometimes, families. They are older. They want the flexibility to study online, at their own pace, 24/7.
- Faculties are sophisticated, demanding consumers. While some prefer to change their textbooks less frequently, the overwhelming majority of faculty – 80 percent – want the materials in their texts to be as current as possible; nearly two-thirds prefer to order texts with the most recent copyright date.<sup>13</sup>
- Publishers are expected to provide faculty training and technical support as instructional and learning technologies have advanced and the number of adjunct faculty grows. In the last year, publishers have provided regional and on-campus workshops and individual training, in person and via the Internet, to tens of thousands of instructors, for a total of 121,340 hours. Help is also available to faculty 24/7, both online and by telephone.
- Costs are high and markets are small for textbooks. The up-front costs of producing a single textbook can easily top \$1 million while the number of new copies sold is often small – between 1,000 and 40,000 copies.
- Only new book sales contribute to research and development, production and on-going maintenance of college textbooks, technologies and the related support services publishers provide to faculty and students. As a result, publishers and authors must recoup all of their costs on a single sale of a textbook. Proceeds from all subsequent sales of the textbook – more than one-third (37 percent) of all student textbook spending for academic year 2005-06 – went directly to used booksellers.
- Publishers provide millions of sample/complimentary textbooks to faculties each year to enable them to assess the quality and content of the texts. Many of these books are sold into the used book market, denying publishers and authors any royalties for their work and investment and pushing up the price of new textbooks. Only a few states – West Virginia, Virginia, and Washington – prohibit the sale of samples at public institutions.

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<sup>12</sup> Student Monitor, *Lifestyle and Media Study*. Spring 2006.

<sup>13</sup> Zogby International, *The Attitudes Of College Faculty On The Textbooks Used In Their Courses*. December 2005.

## **More Than A Textbook: New Solutions Are Available to Faculty and Students**

Publishers are sensitive to the rising overall cost of a college education and have responded by giving faculty a wide variety of choices at varying prices. Publishers also have invested heavily in giving students choices by producing digital textbooks and alternative print editions that are routinely sold at significantly reduced rates. Students today also have more buying and reselling options. Because textbooks represent a small fraction of total educational expenses for most students, the cost of textbooks cannot fairly be said to be a significant barrier to access or affordability. In fact, this new generation of teaching and learning tools, which are more than the basic textbook, are helping those students most at risk to succeed.

Textbooks were once just that – books made from ink, paper, and cardboard. Not anymore. The word “textbook” now encompasses an array of printed materials, media, and technologies aligned to meet the standards and curriculum of the 21<sup>st</sup> century. Students are attuned to technology; they grew up with it; and they depend on it to study and learn. They expect state-of-the-art technology for instruction and learning.

Working collaboratively, college professors, authors, technical specialists, subject specialists, designers, pedagogical experts, and publishers utilize their respective skills and significant investments of time and money to develop the broadest range of learning materials ever available. Authorship, comprehension and accuracy, timeliness and relevancy, and meeting increasingly diverse and challenging educational needs all play a role in the development of a single textbook. A review of U.S. college stores indicates currently there are more than 8,000 publishers from whom they purchase adopted course materials and that there are more than 262,000 active titles today in college bookstores across the nation.

These numbers, while amazing, still do not fully represent the array of materials in use in America’s classrooms. As the General Accountability Office noted in its report on college textbooks, “. . .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 of instructors and students.” [p. 25] To compare the textbook of just 20 years ago to today’s integrated instructional program is comparing apples and oranges.

As the number of challenges facing America’s colleges has grown – including fewer college-ready students, greater student diversity, cuts in state funding, larger classrooms, more adjunct faculty, and rapid advances in technologies and their applications – publishers are continuously expanding both their products and services. Publishers have expanded faculty and student options while providing complete transparency in their product prices.

Twenty-first century technologies enable publishers to meet faculty and student needs in new and better ways. For example:

### Improving pass rates, lowering costs with 24/7 labs, and online technologies

Today, a calculus professor with a class of 150 students can choose a textbook fully integrated with online graded homework and online tutoring to provide students with constant feedback on their comprehension and 24/7 tutoring assistance for working through their problems. After

students complete assignments, the professor automatically receives an assessment of the strengths and weaknesses of individual students and the class as a whole, which enables focused instruction on areas of weakness and more time to provide students with personal assistance. This combination of instructional and management tools has been shown to encourage critical thinking and analytical skills, lead to improved grades, much improved pass rates and lower per student cost of instruction, helping to hold down tuition. These tools are now used on thousands of campuses. Pearson Education's MyMathLab, for instance, has been used more than 500 million times.

### Improving attendance, class participation and student understanding in large classes

Many instructors are using new student response tools – called handheld clickers – that are linked by computer to classroom instruction, better engaging students and providing faculty and students with immediate feedback. They are particularly effective in large classrooms. Studies show they save time by taking student attendance, increase class attendance, improve student focus on lectures, improve understanding and retention of course material, and increase class participation.

### New technologies benefit students

There is a growing body of research that indicates the use of information technology has a positive effect on pass and retention rates. One study by The National Center for Academic Transformation showed that when courses are redesigned to focus on technology and publisher-produced products, underserved students see increases in their success and retention while simultaneously reducing instructional costs.

### Training/Supporting faculty, improving instruction, increasing student success

As more technology is employed in classrooms and the number of adjunct faculty grows, publishers have developed numerous initiatives to explain to faculty, bookstores, and students how best to use textbooks and supplemental materials. On campuses, publisher representatives go into thousands of classrooms during the first week of classes to demonstrate their adopted materials and answer student and faculty questions.

Publishers also are devoting more resources to faculty training and support, and professional development. Technical support for some courses is provided 24 hours a day, seven days a week. Professional development opportunities are offered, both on campus and at dedicated conferences that educate faculty on the latest teaching and learning trends. Special support is available to adjunct faculty in person and, often, via the Internet, to provide them with much needed support in a context that fits their varied schedules. These support offerings are used by tens of thousands of faculty yearly, and demand is increasing as college and university budgets get tighter.

Last year, textbook publishers provided approximately 121,000 hours, or the equivalent of more than 5,000 days or almost 14 years, of faculty training and support through workshops, seminars, the Internet and individual faculty training sessions. Several publishers also offer technology support 24 hours a day, seven days a week.

## Supporting medical students

Medical students now buy printed textbooks that come with the complete text and illustrations online. Each time a student adds a text to their resource library it, too, is integrated with all of their other materials, providing immediate cross referencing and layers of related information. Content can be highlighted and downloaded to a handheld – used by most medical students – which also provides access to other interactive and diagnostic resources.

## New and varied textbook choices

Today's students are entering colleges and universities with course materials that are nothing like the textbooks the previous generation used. These textbooks are, in reality, teaching systems based on innovative pedagogy and typically involve extensive technological supplements.

These new teaching systems are adapted to a student population with far more diverse learning needs than in the past – from advanced to remedial – so that both publisher and faculty must challenge and maintain the interest of the highest achievers, support students who are less prepared for college courses, and meet the needs of nontraditional students, who now are the norm.

## Printed textbooks

Textbooks come in all shapes, sizes, and prices. Currently, there are more than 262,000 different titles offered for sale in college bookstores across the country. In recent years, publishers have expanded the number of lower-cost editions. Many of these texts are offered with or without support materials and technologies for instructors and students. Options that faculties can choose from include:

- Black-and-white, paperback editions
- 2-color, paperback editions
- 1-color, three-hole punched loose page editions
- Black-and-white, 1-color, 2-color and 4-color spiral-bound editions
- Paperback books with abbreviated content
- Split editions in numerous formats
- Multi-semester editions in different formats
- 4-color, hardback editions

## Online textbooks and courses

The scope of online offerings is growing at such a rate – along with the pace of technology – that increasingly is hard to define. “Virtually unlimited” is an apt description for the options that technology provides. Just within the past few months, for example, students are able to download their online materials directly to their PDAs and iPods.

Higher education publishers currently are offering more than 3,000 e-books, and the number grows daily. Students can buy an e-book that is identical to a printed textbook online or through a bookstore often at a considerably lower price than the matching printed textbook.

Faculty can choose an e-book or online course, as is, or design their own by contacting a publisher's marketing representative or going online to a publisher's Web site. They also can add instructional or student learning technologies including:

- Online graded homework;
- Online or live tutoring;
- Supplemental research;
- Topic videos;
- Animations;
- Interactive activities; and
- Audio presentations

### **Custom textbooks**

Faculty now can build their own textbooks – essentially determining the price – by choosing content (e.g., chapters from one or more textbooks, newspaper articles, instructor lecture notes, white papers), art, photos and visuals, and any instructional aids or student learning technologies they feel are best for their class and their students. Custom books are popular with students because they generally cost less, and because they use all of the materials in the textbook, students feel they get a good return on their investment.

### **Integrated textbooks**

Many textbooks today are designed from the start to be integrated with Web sites that enable students to learn in new, interactive ways. For example, a chemistry student can view and engage in graphic simulations of chemical reactions in 3-D, replay video clips corresponding to the chapter under study, and take sample tests that automatically flag and explain mistakes while providing references on where to learn more about key concepts in the textbook.

## **Gatekeepers: The Role of Faculty**

Faculty members are the professionals that students, parents, and taxpayers entrust to make decisions about how their courses will be taught and with what materials. Over and over faculty members tell publishers that their first and foremost objective is choosing those materials that will best meet the educational needs of their students. Price is a consideration for faculty, but it almost always yields to the issue of quality – education comes first.

Faculties are tough customers with firm opinions. Faculties' decisions benefit from an open and information-rich marketplace. Faculties have access to review copies, as well as web-based information, prior to making their material selections. Faculties also are able to question the marketing representatives from competing publishers and go online to study publishers' informational Web sites. Prices are public information; note, however, that faculties generally do not know the actual cost to students after markup by the bookstores and other resellers when they make their selections. Publishers' experience is that faculties are constantly looking for better texts and technologies. They do not make snap decisions. Adoptions can take months and often involve committees.

Zogby International, a noted survey-research firm, surveyed faculty nationwide in December 2004 and August 2006. Zogby's finding included:

- 84% believe students absolutely need a textbook to complete their course ('04)
- 80% say it is important for textbook materials to be as current as possible ('04)
- 86% require or recommend the use of supplemental materials with a textbook ('06)
- 74% say they place higher importance on effectiveness rather than price when choosing a learning tool ('06)
- 45% say the level of preparedness of entering freshmen has gotten worse ('06)
- 79% say less prepared students would do significantly better if they spent more time using supplementary materials ('06)
- 55% of college instructors saying freshmen are not ready for college-level studies ('06)
- 90% say these students would do better if they made greater use of the assigned textbook ('06)

## **Transparency in Pricing and Market Dynamics**

Textbook prices are incredibly transparent and are becoming even more so because of the Internet. Faculty members can get pricing information from a publisher's marketing representative, their campus bookstore, online at special faculty Web sites provided by publishers or by entering the title, author, ISBN, or subject and name of the publisher into any search engine. Of course, publishers do not set the actual retail prices of textbooks sold through any particular bookstore, so faculty should contact their campus bookstore to obtain the prices that will be charged to students.

Information on changes between editions and a listing all supplemental tools can be found in the preface of a textbook. This information sets forth the number and kinds of changes made in a new edition and the applications for supplemental materials.

## **The Economics of Publishing**

The textbooks and supplemental materials that are integral parts of the teaching and learning system developed and produced by publishers for instructors and students require a significant investment of time and money by publishers, with no guaranty that they will be selected by faculties and purchased by students. The selectivity of faculties, constantly changing course offerings, competition among publishers, and level of risk for publishers are reflected by the fact that only 20 to 30 percent of textbooks are ever reprinted.

The development of supplemental printed materials and digital technologies, such as lesson guides and lecture notes linked to the text, electronic homework platforms, test banks, classroom response systems, on-line student tutoring, and student support Web sites, have added a new dimension to development costs and risks. Publishers do not print and bind books, nor do they create DVDs. Publishers provide educational content and pedagogy, regardless of the format in which it is offered to the professor and the student.

From initial concept to actual production, a single textbook and instructional program will require thousands of hours of research, writing, development, production, and the work of hundreds of people. It can take several years to produce a complex new or latest edition with total costs easily exceeding \$1 million. One science textbook required more than 27,465 worker-hours for the production of a single new edition.

### **Production Cost Variables**

Subject, format and design can each raise or lower publisher production costs. Some examples include:

- Subject -- Math, science, medical and technical textbooks are more expensive to produce and the markets, particularly in higher-level courses, are quite small.
- Format -- Each textbook has varying production costs (writing, editing, design, quality of paper and color printing), usage fees paid to the owners of the pictures and illustrations (a major expense area), and shipping costs.
- Low-Tech Print Options -- Because format-related production costs can vary depending on the complexity of the textbook, publishers offer many low-tech options to faculty. A publisher may offer a single textbook for a popular course in numerous variations.

## Conclusion

There is much on which the higher-education community – administrators, faculties, students, bookstores, publishers, and policymakers – can agree. Ensuring the affordability and quality of a college degree surely is at the top of that list. From the publishers' perspective, as we collectively discuss how to achieve those goals, it is important to underscore these key points:

1. Publishers are sensitive to the rising overall cost of a college education and have responded to consumer demand by giving faculty a wide variety of instructional programs offered at a range of prices. Publishers also have invested heavily in giving students choices by producing digital textbooks and different printed editions that are routinely sold at significantly reduced rates. Students also have the option to sell their used textbooks to reduce their net costs.
2. Faculties are the gatekeepers for the textbook decision, and have more choices than ever.
3. Revenue from new textbook sales supports the development and production of educational materials and support services for instructors and students; publishers and authors receive no income from the sale of used books.
4. Educational publishing is a highly competitive business. Publishers respond to these markets with the most effective and up-to-date products available, or lose business to a competitor who will.
5. Textbook prices, alone, do not keep students from enrolling in or attending college, or from completing their degrees.

Ultimately, publishers are in the business of helping instructors teach and students learn. As the discussion on how to ensure the affordability of U.S. higher education continues, publishers look forward to being an active participant.

For more information contact:

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## Appendix A: Examples of Publishers' New Teaching and Learning Technologies

**THOMSON**

# Thomson NOW!

## Just What You Need to Know and Do NOW!

Fall is a great time for watching college football, taking a slow walk on a brisk evening, and it's a great time to give ThomsonNOW a test drive!

Ask your Thomson Learning sales representative about the ThomsonNOW Pilot Program and learn how ThomsonNOW can save you time, enhance student performance, and make it easier for you to do the things you already do.

### What instructors



are saying...





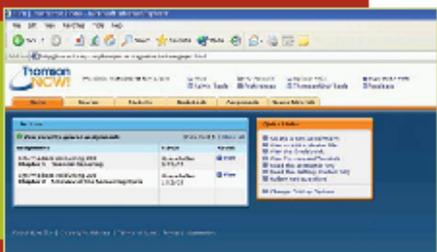
The evidence I have from my students is that this (ThomsonNOW Personalized Study) is terrific value added.

—Kevin Smith, University of Nebraska—Lincoln

### THOMSONNOW CAN ENHANCE STUDENT PERFORMANCE.

ThomsonNOW Personalized Study, a diagnostic tool (featuring a chapter-specific *Pre-test*, *Study Plan* and *Post-test*.) empowers students to master concepts, prepare for exams, and be more involved in class. It's easy to assign and if you want, results will automatically post to your Gradebook. Results provide immediate and ongoing feedback regarding what students are mastering and what they're not—to *both you and the student*. In most cases, Personalized Study links to an integrated online eBook so students can easily review topics.

To ensure your students have access to Personalized Study and other ThomsonNOW resources, order your Thomson textbook with the appropriate access code card or by visiting [iChapters.com](http://iChapters.com).



What I like most about ThomsonNOW is the simplicity of using it...

—Mina Yavari, Hancock College

### THOMSONNOW FEATURES THE MOST INTUITIVE, EASY-TO-USE INTERFACE.

To achieve ThomsonNOW's exceptionally intuitive, easy-to-use interface, we placed our customers in control of the design. Their suggestions resulted in a straightforward "tabbed" interface that allows users to navigate to all key functions with a single click. A unique homepage tells you just what needs to be done and when. Most basic functions, such as creating a course, creating an assignment, adding a student, and changing a grade, can be done in three simple steps.

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## THOMSONNOW MAKES IT EASIER TO DO WHAT YOU ALREADY DO.

Designed by instructors for instructors, ThomsonNOW mirrors your natural workflow and provides time-saving, performance-enhancing tools for you and your students—all in one program!



**YOU CAN USE THOMSONNOW TO...**

- ▶ **Plan** your curriculum;
- ▶ **Manage** your course and communicate with students;
- ▶ **Teach** with more freedom;
- ▶ **Assign** practice or homework to reinforce key concepts;
- ▶ **Assess** student performance outcomes;
- ▶ **Grade** with efficiency and control to get the results you want.

**STUDENTS CAN USE THOMSONNOW TO...**

- ▶ **Manage** their time;
- ▶ **Prepare** for class;
- ▶ **Practice & Reinforce** key concepts learned in class;
- ▶ **Study** for exams more effectively;
- ▶ **Get the Grade** they want.

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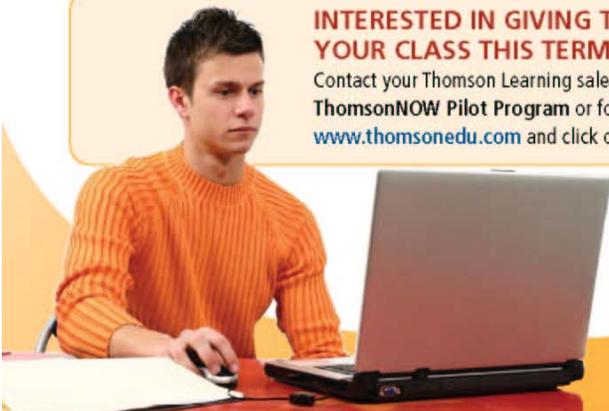
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### iChapters.com

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**WileyPLUS is Instructor Inspired...**

*"The students loved WileyPlus! They wanted to know what other courses are using the program." Enda Fry, Governors State University*

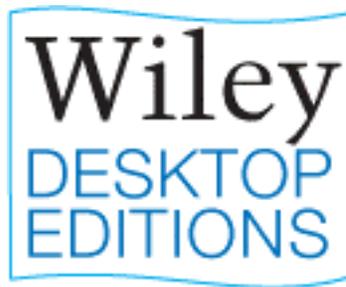
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## What is TeamUP?

TeamUP is an unparalleled suite of services provided by Houghton Mifflin that offers you assistance with using our programs and integrating them with your course materials.

Whether we work with you online, on the phone, or on campus, we strive to deliver high-quality service and support via our **Faculty Programs, Training, and Media Integration**.

### TeamUP History

- For more than a decade, our **College Survival Consultants** have led the way in providing student success course expertise through on-campus consulting, training, and national workshops and conferences.
- Since 1995 our **Faculty Programs & Training Group** has offered hands-on trainings where instructors can brainstorm, develop new strategies, and gain practical solutions to issues in teaching and learning.
- Since 1998 our staff of faculty advisors and technology experts provide **integration support** to instructors and students at institutions across the U.S. and Canada.
- Since 2001 our Media Team has helped instructors incorporate new technology into the classroom.

### TeamUP Services—online, on campus, on the phone

#### FACULTY PROGRAMS AND TRAINING

**Our full-time staff of educational success professionals provide consultation and training on the following**

- Integration of digital content with your curriculum to meet course objectives
- Training delivered by experienced Faculty Advisors who use our products in their classrooms
- Strategies for delivering assessment and addressing retention issues
- Curriculum development and instructional design

**We provide professional-development including**

- National, regional and on-campus College Survival Workshops for student success educators
- Discipline specific national and on-campus workshops
- Professional development opportunities for your campus or organization including providing keynote speakers, workshop sessions or entire faculty development events

#### MEDIA INTEGRATION

**Our staff of technology experts will**

- Help you develop a comprehensive plan to incorporate technology into your classroom
- Provide customized course technology
- Support you in the ongoing use of our products, including 24-hour-a-day customer support
- Help you educate your students about our technology products
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## McGraw Hill's ALEKS (Assessment and Learning in Knowledge Spaces) Artificial Intelligence-based Learning System

### ALEKS Success Stories

#### California State University, Bakersfield



Professor Carol Smith at CSU, Bakersfield ran a summer program for incoming freshmen in which ALEKS was used. This course met for three hours a day for nine class days before the semester began.

After only 9 days of ALEKS use, 62% of the students improved their placement by one full course, and 18% by two or more full courses!

*Professor Carol Smith  
California State University, Bakersfield  
Bakersfield, CA*

#### East Central University



"Under the traditional curriculum, we only had 35% of the students who enrolled in Beginning Algebra who passed Beginning and went on to pass Intermediate. Only 35% made it to the point where they could enroll in Survey or College Algebra. And it took them two semesters to get to that point.

With ALEKS, we had 61% of the students at the Beginning Algebra level make it to the point where they could enroll in Survey or College Algebra, and it took them only one semester.

**We think that's pretty amazing!"**

*Professor L. Braddy  
East Central University  
Ada, OK*



## Reversing Past Performance: African-American And Female Math Students At University Of Alabama Excel With Online Homework And Tutorial Program

*With U.S. Students' Math Skills Lagging Behind, New Program Reshapes How Math is Taught and Learned*

**Tuscaloosa, Alabama, April 4, 2006** -- While the national spotlight is focused on the disappointing performance of U.S. students on international math assessments and its dire impact on the country's ability to compete in the global economy, The University of Alabama, Tuscaloosa has instituted an innovative approach to learning that's dramatically improving students' math scores. Using a new technology platform, African- Americans and women at The University of Alabama have moved to the top of their class, outperforming Caucasian males who have historically scored higher in math.

"We are successfully addressing a long-standing challenge: to provide a learning environment that empowers more students to succeed in college-level mathematics," said Dr. Robert Olin, Dean of the College of Arts and Sciences at The University of Alabama, Tuscaloosa, and professor of mathematics, who cited Pearson Education's MyMathLab digital platform and approach as significant factors in boosting success among groups that have traditionally struggled with mathematics.

The impressive results of The University of Alabama's Math Technology Learning Center, established by a grant from the Pew Foundation, are especially significant in light of new findings that less than half of this year's high school graduates are prepared for college-level math and science courses.

As documented by The University of Alabama, students using the MyMathLab technology have achieved the following results since the program's inception in the Spring of 2000.

- A near doubling of success rates of students in mathematic courses from those reported in the Fall 1999.
- A success rate for women of 68.2 percent, compared to a success rate of 57.6 percent among male students.
- African-American students have outperformed Caucasians by as much as 12 percent in some semesters.

"Thanks to the success and demand for the program, we have just completed a renovation of the main math lab on the Tuscaloosa campus and added 120 additional computer stations," said Dr. Olin.

MyMathLab's multimedia content, including videos, animations, and eBook references help students master challenging math concepts while working at their own pace. The instruction is personalized and adaptive to the math competence of the individual student and includes diagnostics that identify each student's weaknesses and then direct them to tutorials on particular topics.

"Experience with the lab model is demonstrating that instructors have more time to spend assisting individual students, especially since the program automatically grades homework, quizzes and exams," said Olin. He added, "This combination of a supportive learning environment and the technology platform is enabling students who come ill-prepared for college math to close the gap while reducing math anxiety and building the confidence and motivation that will benefit their academic careers. Making learning more accessible and simpler is changing these students' entire perceptions about the study of math."

The University of Alabama, Tuscaloosa, made these announcements while the government is renewing emphasis on boosting U.S. students' grounding in mathematics to compete in the 21st century and the media is focusing on various aspects of the challenges around math performance. According to a recent Business Week cover story on the increasing importance of mathematics in the U.S. economy, engaging more girls and minorities in math and helping them be successful is critical to the future of our technological society.

"Word of our success is out and we have hosted visitors from universities from all over the country, as well as representatives from State Boards of Education," said Dr. Olin.

The number of students enrolled in online classes has doubled in the last three years. According to the Sloan Consortium, more than 3.5 million U.S. students were expected to study online last year, an increase of nearly one million.

According to the National Center for Academic Transformation, which studied the progress of the University of Alabama's Math Technology Learning Center, computer-based instruction in precalculus mathematics courses can enhance student learning, increase success rates, particularly for underserved students, and reduce resource demands.

The success of MyMathLab has not been limited to The University of Alabama or any single demographic. "Students are experiencing success with MyMathLab at 1200 two- and four-year colleges across the country, and virtually all of them have seen student success rates improve, in many instances even doubling their scores," said Jim Behnke, Pearson Higher Education's Chief Publishing Officer. "These gains tell us that the program is truly working. Colleges are reporting that with the implementation of MyMathLab, they have been able to demonstrate improvement in student performance and retention at a cost savings for the institution," he added.

The National Center for Academic Transformation reports that 60 percent of students at public institutions fail to complete degrees within five years, and that 50 percent of those students leave school during the freshman year. And, according to the National Center for Education Statistics, nearly half of first-time students who leave their initial institutions by the end of their first year never return to higher education. The MyMathLab success experienced at The University of Alabama and more than 1000 other universities are precedent-setting, and represent a significant step toward reversing these alarming national statistics on student retention.

#### **About University of Alabama:**

The University of Alabama is the South's premier student-centered, research university and one of the top 40 public universities in the country. Since 1831, The University of Alabama has been committed to supporting the aspirations of its students. That commitment is reflected in an educational experience that demonstrates an unwavering commitment to teaching excellence, the advancement of scholarship, and service to society.

#### **About MyMathLab:**

Powered by CourseCompass and MathXL, Pearson Higher Education's MyMathLab is a series of text-specific online courses that accompany over 250 Addison-Wesley and Prentice Hall textbooks in Mathematics and Statistics. Since 2001 more than one million students have improved their math scores with MyMathLab's easy-to-use online homework, guided solutions, multi-media, tests, and eBooks. Pearson provides training and support to the more than 1200 two and four-year colleges adopting the MyMathLab platform. For more information, visit [www.mymathlab.com](http://www.mymathlab.com)

#### **About Pearson Education:**

Educating 100 million people worldwide, Pearson Education is the global leader in educational publishing. With brands such as Pearson Prentice Hall, Pearson Longman, Pearson Addison Wesley, and many others, Pearson Education provides quality content, assessment tools and educational services in all available media, spanning the learning curve from birth through college and beyond. Pearson Education is part of Pearson (NYSE: PSO), the international media company. Pearson's primary operations also include the Financial Times Group and the Penguin Group.

(See video at: <http://media.medialink.com/WebNR.aspx?story=31832>)

## TRANSFORMING THE TEACHING AND LEARNING OF MATH

### AN IMPORTANT MESSAGE FROM PEARSON HIGHER EDUCATION

**By Paul Corey and Linda Davis**



*Paul Corey, President  
Pearson Prentice Hall  
Engineering, Science & Mathematics*

*Linda Davis, President  
Pearson Addison-Wesley and  
Pearson Benjamin Cummings*

The National Center for Academic Transformation reports that 60 percent of students at public institutions fail to complete degrees within five years, and that 50 percent of those students leave school during the freshman year. And, according to the National Center for Education Statistics, nearly half of first-time students who leave their initial institutions by the end of their first year never return to higher education.

Integrally related to these alarming student retention statistics is the disappointing performance of U.S. students on international math assessments. How is the world of higher education responding? You might say there is a revolution of sorts underway. And it's gaining momentum as we see computer labs systematically replacing lecture halls on college campuses, and the documented results – doubling the numbers of students passing math courses – are nothing short of astonishing.

Pearson Higher Education's recently-released research report\* indicates that in just four years the MyMathLab online tutorial courseware program has reshaped the teaching and learning of Basic College Math, Algebra, Calculus, Trigonometry, and Finite Math at more than a thousand institutions across the U.S.

#### **MyMathLab Research**

After three semesters of student surveys, faculty interviews, and – most telling – exam scores, the report's major findings show:

- The number of students passing math courses has doubled, rising to 80-95% at many colleges and universities.
- Instructors' time on tasks is down, providing teachers more time with students, and thus the quality of instruction has improved.
- Financial savings for institutions in salaries and classroom space, with these economies allowing instructors to teach more courses and/or reduce class sizes.
- Faculty and student interactions are up; students are "enjoying" math.
- Students want to do homework – they like learning this way.

#### **Personalized Instruction**

The concept behind MyMathLab is truly personalized learning. It is flexible enough to adapt to different learning styles and powerful enough to support a range of course formats, including distance learning, lab-based instruction, lecture/lab hybrid, and more. MyMathLab actively engages each student on his/her own terms. Students learn at the time, in the place, and in the style that suits them best. In a world of iPods and instant messaging, it's easy to see what makes this type of learning more appealing to today's students.

#### **Instructors Report Phenomenal Gains – in Scores and Self-Confidence**

Dr. Robert Olin, Dean of the College of Arts and Sciences at The University of Alabama in

Tuscaloosa and a faculty member in UA's Department of Mathematics reported passing rates of 40-45 percent before adding the computer labs to the curriculum. Today, about 3,500 pre-calculus students log on to MyMathLab and the success rates have very nearly doubled. Olin says that the combination of a supportive learning environment and this new learning technology is enabling students who come ill-prepared for college math to close the gap while building the confidence and motivation that will benefit their academic careers.

And this may be the key. The problem that MyMathLab solves – making learning more accessible and simpler – is changing these students' entire perceptions about the study of math. With the new courseware, they can practice on their own as the tutorials guide them through mastery of math concepts. Instructors and students throughout the research study echo Professor Olin's view that the personalized learning tools embedded in the lab model empower students to succeed.

So far, more than one million students on a thousand campuses have studied with MyMathLab. And, in 2006 alone, 12 million tests and homework assignments will be submitted and automatically graded in MyMathLab. With the dramatic gains in achievement, we're proving we have a solid solution for bringing college students up to par on their math skills. Those who master college math with this new personalized, technology-delivered approach increase the odds that they will continue with their studies and graduate. It's not difficult to figure out that the end result for these students is a better opportunity for success in whatever careers they choose.

\*Making the Grade: A Report on the Success of MyMathLab in Higher Education Math Instruction, [www.mymathlab.com](http://www.mymathlab.com).

