Programmatic Plan, Student & Campus Life
Prioritizing Student Affordability, Campus Experience, Access and Financial Sustainability

Cornell Academic Materials Program (CAMP) overview:
• Digital first, subscription-based program
• One program fee will cover required textbooks, per semester
• Students receiving financial aid, the fee will be covered
• All undergraduate students will be included in the program
• Perpetual access to materials, when available
The task at hand:

- Identify a more **sustainable, inclusive, and equitable** model for course materials delivery
- Combat unpredictability of **course materials costs** and **reduce financial barriers**
- Improve course **preparedness**
Current Ecosystem:

• University’s Instant Access Program ([Learn more](#))
• Course Materials offered at The Cornell Store
• Library offerings
• Reduction in highly expensive print textbooks, by moving to digital
• Transition to digital, makes access easier
• Expansion of available resources with digital materials
• What about open educational resources (OER)?
What we’re learning; Why we’re here:

• Experimental; not a 100% solvable problem!
• Rather than inaction, a call to action to adapt and learn how to best approach affordability and access.
• Plan for conditions now and for the future.
• Agile approach: student feedback, revise, faculty feedback, revise, [...]
We are seeing three things:

1. Students are using more digital options now than ever before.
2. Students are choosing the most affordable option, which trends dominantly digital.
3. Print sourcing is becoming more and more unsustainable. Print books in general will never go away; the cycle of course materials is evolving.
What digital brings to the college experience:

1. Shift toward more technical literacy. However, savviness doesn't always equate to literacy.
   - Approach from all sides, guidelines, CTI
2. Potential for higher rates of engagement with the course materials in Canvas courses.
3. Improvement in financial burden of high cost materials. And what about device equity?
Space for discovery?:

• Students weigh in:
  – 70% say they would have better grades if they had access to required textbooks and course materials before the first day of classes. Many students do not purchase materials before the start of classes with the current system.
  – 73% would be interested in paying for course materials as part of tuition.

https://press.vitalsource.com/study-finds-majority-of-college-students-delay-purchasing-textbooks-due-to-cost
Current ecosystem evolution:

Targeted Fall 2022:

• **All required course materials**, digital-first, at perpetual access* for **all undergraduates** at the same flat-rate, provided by **semester**, not annually.

*when available; actively negotiating with each publisher.
Implementation:

What changes?
• Titles are sourced as digital *whenever available*
• Print included in program scope when digital is not available, or not adequate for instruction purposes (e.g. lab manuals)
• All courses will have Canvas shell enabled; not required to teach from Canvas but merely an access point for students

What stays the same?
• Adoption process
• Instruction on Day One
Sustainability:

• Digital-first approach. Print provided only when not available in digital formats.
• Participation available to all undergrads.
• Available by Day One in Canvas.
• Program cost fully covered for students receiving financial aid.
• Participation based at the semester level.
• Process to decline participation, e.g. Opt-Out.
Affordability & Inclusion:

• Campus-wide initiative to tackle this; wide net is being cast to include feedback, concerns
• Stabilizes semester start experience through:
  • Predictable, lower cost
  • Predictable distribution; all UGs, Day One
    • Lower program cost allows for FA rebalance, not reduction
Accessibility:

• Canvas-centric; universal application across disciplines
• Continuous accessibility audit of content & platform
• Web compliance standards and student data security
• Universal design approach
• Alternate formats and existing process for accommodation
• Expansion to technology resources
• Digital Bookshelf accessible after course ends
Faculty Equity:

• Preserves academic freedom
• Promotes student preparedness
• Potential for increased student engagement
• Usage insights, analytics, reporting
• Annotation (hypothes.is), Assessment (CoachMe)
• Auto-enabled Day One, no more setup for ebooks
Instructor Analytics:

VitalSource Products

Instructor Analytics

- Review Student Activity
- Manage Class Performance

Launch Instructor Analytics

Bookshelf

- Read Textbooks
- Take Notes
- Create Flashcards

HIST 1640 COMBINED-XLIST U.S. History since the Great Dep...

85 TOTAL

40% 34 Students

Student Usage

15m 55s Avg. Session Length
13 Avg. Pages/Session
4 Avg. Total Sessions
8 Avg. Annotations/Session

Weeks
Instructor Analytics:
NARRATIVE OF THE THIRD VOYAGE, 1498-1500
(EXCERPT)
CHRISTOPHER COLUMBUS

I have always read that the world comprising the land and the water was spherical, and the recorded experiences of Ptolemy and all others have proved this by the eclipses of the moon and other observations made from East to West, as well as the elevation of the Pole from North to South. But as I have already described, I have now seen so much irregularity, that I have come to another conclusion respecting the Earth, namely, that it is not round as they describe, but of the form of a pear, which is very round except where the stalk grows, at which part it is most prominent; or like a round ball upon part of which is a prominence like a woman’s nipple, this protrusion being the highest and nearest the sky, situated under the equinoctial line, and at the eastern extremity of this sea.

Ptolemy and the other philosophers who have written upon the globe thought that it was spherical, believing that this [western] hemisphere was round as well as that in which they themselves dwelt, the centre of which was in the island of Aten.
hypothes.is:
Jupiter’s familiar stripes and swirls are actually cold, windy clouds of ammonia and water, floating in an atmosphere of hydrogen and helium. Jupiter’s iconic Great Red Spot is a giant storm bigger than Earth that has raged for hundreds of years.

Saturn
Saturn is the sixth planet from the Sun and the second largest planet in our solar system.
Adorned with thousands of beautiful rings, Saturn is unique among the planets. It is not the only planet to have rings—made of chunks of ice and rock—but none are as spectacular or as complicated as Saturn’s.
Like fellow gas giant, Jupiter, Saturn is a massive ball made mostly of hydrogen and helium.

Uranus
Uranus is known as the “sideways planet” because it rotates on its side.
The first planet found with the aid of a telescope, Uranus was discovered in 1781 by astronomer William Herschel, although he originally thought it was either a comet or a star.

Neptune
Dark, cold and whipped by supersonic winds, ice giant Neptune is the eighth and most distant planet in our solar system.
More than 30 times as far from the Sun as Earth, Neptune is the only planet in our solar system not visible to the naked eye and the first predicted by mathematics before its discovery. In 2011 Neptune completed its first 165-year orbit since its discovery in 1846.
NASA’s Voyager 2 is the only spacecraft to have visited Neptune up close. It flew past in 1989 on its way out of the solar system.
Questions and feedback? Contact us

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