First Day (Inclusive Access) Pilot Committee Final Report

Introduction

In May 2020, the Academic Senate Policy Committee (ASPC) and Provost Keith Whitfield agreed to establish a pilot to explore the use of an Inclusive Access billing model for course materials at WSU. Inclusive Access is an industry term textbook publishers use that refers to the practice of pre-billing students for required course materials. Charges are paid through their student account, and those materials are provided on or before the first day of the course. The pandemic's impact on the availability of new and used print course materials due to publisher and shipper closures and delays, made the topic of provision of primarily digital course materials ripe for study. First Day is the name of the inclusive access program offered by the WSU Bookstore operated by Barnes and Noble Education.

Members of the First Day (Inclusive Access) pilot committee were jointly appointed by ASPC and Provost Whitfield and were:

Paul Beavers, Coordinator for Assessment, WSU Library System, Pilot Committee Co-chair
Tim Michael, Associate Vice President for Student Auxiliary Services, Pilot Committee Co-Chair
Veronica Bielat, Student Success Librarian and Instruction Services Coordinator, WSU Library System
Jane Fitzgibbon, Senior Lecturer, Communication
Jeff Grynaviski, Associate Professor, Political Science
Judith Moldenhauer, Professor of Art, Graphic Design
Joshua Neds-Fox, Coordinator for Digital Publishing, WSU Library System
Richard Pineau, Senior Lecturer, Mathematics
Jodi Young, Manager, WSU Bookstore

The Pilot

The First Day (FD) program provides students enrolled in courses that utilize electronic editions of course materials (textbooks and courseware) access to those materials through a publisher platform via Canvas, WSU's learning management system (LMS), allowing single sign-on convenience. To meet the requirements of Title IV funding of financial aid, inclusive access programs like First Day are required to deliver course materials at or below the publisher retail price, deliver materials by the seventh day of class, and provide the student the opportunity to opt out of the program if they choose and secure those materials from other sources. In many cases, First Day also offers students the opportunity to purchase print, loose-leaf copies of textbooks at a discounted price, to supplement their courseware and/or eTextbooks. WSU's First Day program through the WSU Bookstore (Barnes & Noble) meets the Title IV funding

criteria, and federal financial aid awards can be used to cover the cost of course materials billed through the First Day program. These requirements are intended to address both affordability and student success of participants given the potential for discounts on retail costs of materials and their availability (at WSU) by the first day of class, allowing each learner to engage from the first class-meeting.

The fall 2020 First Day (FD) pilot consisted of volunteer instructors teaching 16 courses with 113 sections and 4947 students participating. Of the total number of students registered for these courses, 8.5% or 458 chose to opt-out.

Both students and faculty in the fall FD courses were sent a survey focused on the First Day billing model (See Appendices 1 & 3).

We received 40 (50.6%) usable responses from the 79 instructors solicited. Those 40 responses yielded information on 51 classes, 29 (72.5%) reporting on one class and 11 (27.5%) reporting on two classes.

Highlights of the Faculty responses to the questions in the survey (See Appendix 2) included:

- **To what extent have you worked with courseware in previous semesters?**
  23 (59.0%) – "This is my first semester working with courseware."
  5 (12.8%) – "I have worked with courseware in 1 to 2 previous semesters."
  0 – "I have worked with courseware in 3 to 4 previous semesters."
  11 (28.2%) – "I have work with courseware in 5 or more previous semesters."
- **How was the courseware used in this class?**
  39 (78.0%) – "Students could not pass this class without using the courseware."
  4 (8.0%) – "The use of courseware was supplemental.
  7 (14.0%) – "The class was textbook only."
- **To what extent do you think having first day access to the textbook and courseware has impacted your students' work/learning in this class?**
  1 (2.0%) – "None."
  9 (18.0%) – "A small extent."
  13 (26.0%) – "A moderate extent."
  27 (54.0%) – "A large extent."
- **How did the textbook and courseware affect your students' work/learning in this class**?
  Those who responded to the question provided 101 responses. The survey allowed multiple responses by each class.
  28 (27.7%) – "Increased understanding of class content."
  27 (26.7%) – "Increased student participation in class."
  21 (20.8%) – "More students submitted their work in a timely manner."
  19 (18.8%) – "Better grades on quizzes and tests."
  3 (3.0%) – "Other."
  3 (3.0%) – "No effect."
  The three explanations entered for the response "other" were 1) "Students were so

focused on accessing the textbook through this program, the difficulties of the program, etc. that most of my students missed the first week of assignments," 2) "Poor effect initially," and 3) "they accessed it easily and started reading early in the semester."

- **Did you have technology problems in this class using First Day?**
  30 (61.2%) – "Yes."
  19 (38.8%) – "No."
- **How likely are you to use the First Day program in your classes in the future?**
  36 instructors responded
  1 (2.8%) – "Very unlikely,"
  0 – "Somewhat unlikely."
  6 (16.7%) – "Neutral."
  5 (13.9%) – "Somewhat likely."
  24 (66.7%) – "Very likely."

We received 283 (6.8%) usable responses from the 4,174 students solicited. Those 283 responses yielded information on 324 classes, 242 (85.5%) reporting on one class and 41 (14.5%) reporting on two classes.

Highlights of the Student responses to the questions in the survey (See Appendix 4) included:

- **Did you consider dropping out of the First Day Program in this class?**
  73 (22.5%) students – "Yes."
  248 (76.5%) – "No."
  3 (0.9%) gave no response.
- **How was the courseware used in your class?**
  240 (74.1%) – "I could not pass the class without using the courseware."
  37 (11.4%) – "The class was textbook only."
  46 (14.2%) – "The use of courseware was optional."
  1 (O.3%) provided no answer.
- **How do you believe having access on the first day to the textbook and courseware has impacted your work in this class?**
  There were responses on 322 classes:
  37 (11.5%) – "None."
  60 (18.6%) – "A small contribution."
  90 (28.0%) – "A moderate Contribution."
  135 (41.9%) – "A large contribution."
- **Did you have technology problems in using First Day?** There were responses on 318 classes: 83 (26.1%) responded "Yes" and 235 (73.9%) responded "No."
- **Would you recommend to other instructors that they participate in the First Day Program?**
  There were responses on 263 classes from the 283 student respondent.
  24 (9.1%) – "Very unlikely to recommend First Day to instructors."
  18 (6.8%) – "Somewhat unlikely."
  64 (24.3%) – "Neutral."

73 (27.8%) – "Somewhat likely."

84 (31.9%) – "Very likely."

This suggests that:

42 students (16.0%) had a negative reaction to the First Day Program;

64 (24.3%) were neither negative nor positive; and

157 (59.7%) had a positive reaction.

For winter 2021, the pilot expanded with more instructor interest, growing to 40 courses with 269 sections and 8366 students participating. Of the total number of students registered for these courses, 15.3% or 1509 chose to opt-out. We did not survey instructors or students during the winter term.

Cost savings in the Pilot courses across both semesters varied depending on the materials. 28% of titles in the pilot had 0% discount off publisher direct retail (versus the higher bookstore retail price), and the remaining titles were billed at discounts from 8% to 60% off publisher direct retail: half at a savings of 9% or less, and 9 titles at a savings greater than 20%. Even among the same publishers, the discount rate varied widely. All titles offered a savings from bookstore retail prices to students. Students enrolled in the Pilot courses were billed for the program directly to their university account, providing a time savings which could be interpreted as an overall convenience cost savings. This allowingstudents access to their materials without having to wait on financial aid money to purchase their materials.

Discussion

The First Day Program works well and should continue to be offered to instructors.

First Day works extremely well for classes that use courseware (i.e., online content delivery platforms like WebAssign, MyMathLab, etc.) and eTextbooks because students are able to access the courseware and corresponding eTextbook(s) immediately after the instructor opens the course in Canvas. This saves the instructor time with not having to remind students to obtain the access code(s). In most cases it also provides students with a discount, below the list price for the materials.

The First Day program may not provide the savings for classes that use eTextbooks only. This is especially likely when First Day is implemented for course materials like trade books, which are a staple of academic library collections and often procurable by students at low or no cost. Faculty are informed of the relevant factors (possibility of savings through the purchase of print copies of the textbook either used or earlier editions) for students including affordability and accessibility to course materials on or before the first day of class.

Print materials are not currently included in First Day as implemented at Wayne State.

Course-material affordability and the immediate availability of course materials on or before the first day of class means that students and faculty are ready to engage in teaching and learning on the first day of class. This readiness – through its help in ensuring student success –

is the primary motivation for Wayne State University to adopt the First Day program. Textbook costs are commonly understood to be a barrier to student success and often lead students to delay or not purchase course materials.

The ability of students to access their course materials on or before the first day of classes through FD during the pilot exceeded the requirement by Federal regulations, which requires that students must have access by the seventh day of class. 69% of student survey respondents felt having early access was a moderate to large contribution to their success in their class. Normal summer deadlines for decisions regarding whether to implement First Day access were not met by the Fall 2020 Pilot due to the timing of establishing of the First Day Pilot Committee and a postponement of some decisions until the Committee provided input. Although shortening the recommended preparation and learning timeline for a regular semester implementation impacted the early availability of course materials and complicated integration, all students had access before the first day of class. The Winter 2021 semester implementation used a normal adoption timeline and improved communication tools to reduce tech issues at the beginning of the semester. The Pilot Committee developed several communication options to assist faculty and students in engaging with the First Day Program (See Appendices 5 & 6).

First Day is not being adopted in exclusion of other options available to instructors. Among the other available options are print resources whether from commercial publishers, not-for-profit publishers or other sources; open educational resources (OER); and eTextbooks and eTextbook-courseware bundles from publishers not participating in the FD program. It should be noted that evidence suggests that use of open educational resources (OER) and other freely available resources provides comparable student benefits as First Day (access, better academic outcomes) while supporting creation and ownership of teaching and learning materials in the academic community and allowing for full control over customization and revision. Resources produced by grant funding or institutionally-funded projects are likely to have a peer review component, and OER used by faculty in courses are generally perceived to be of equal or better quality by students (Brandle et al., 2019, https://openpraxis.org/index.php/OpenPraxis/article/view/932/547). The WSU Student Senate passed a resolution in support of OER in 2018.

Overall, there were many challenges addressed within the Pilot Committee related to implementation, including course schedule information, student and faculty access issues, platform challenges such as lack of page numbers in some eTextbooks, and failure to clearly indicate First Day-related savings or the lack of such savings. As First Day scales up at Wayne State University, careful attention will need to be paid to continue the development of communication and technical support that have made the transparency and communication around First Day Pilot a success in Fall 2020 and Winter 2021. Each new cohort of students and faculty will need to be introduced to the elements of First Day and the practices most conducive to its successful adoption. Additionally, there are very early deadlines associated with selection of First Day in order to achieve successful implementation every semester.

Integrated courseware may also have an impact on pass rates within classes, and McGraw Hill's own study does show a substantial increase in pass rates associated with the introduction of an integrated platform. However, it should be noted their results showed insignificant increases in retention or pass rates related to the introduction of a First Day/Inclusive Access program beyond the increases attributed to the integrated platform itself. (Starnes, n.d., https://www.mheducation.com/highered/connect/case-studies/biology-somerset-starnes.html).

The First Day program provides electronic editions of course materials, accessed through publisher platforms. In many cases, students also have the ability to purchase a print, loose-leaf copy of textbooks at a discounted price, to supplement their courseware and/or eBook. It is recognized that some students may instead prefer or need a print option of their textbook (Baron, Calixte and Havewala, 2017).

During the pilot study, several assumptions were clarified about the First Day program that informed the evaluation of the program. Barnes & Noble as the operator of the WSU Bookstore is, in fact, functioning as a bookstore in vending books and courseware through First Day. First Day is not a digital platform; it provides access to publishers' digital platforms such as WebAssign and MyMathLab. Thus, Barnes & Noble typically serves as an intermediary agent between the digital publishers and the students of WSU. First Day is not plug and play: its functionality is dependent on the platforms and efficiencies of the individual publishers and their interface with Canvas.

Instructors or, in the case of multi-section coordinated courses, the course coordinators have the same rights and responsibilities in textbook and courseware selection in First Day that they currently exercise with print and digital materials. No person or unit is charged - or should be charged - with limiting instructor choice. After selecting course materials, instructors can then choose to enroll the course in First Day. The program offers instructors the same options to change their eTextbook selection that they have in selecting print textbooks. Just as students must exercise their judgement in deciding whether to continue in First Day or opt-out, instructors must exercise their judgement semester by semester on whether to continue with particular textbooks, publishers, or even the First Day program itself.

- **Benefits**
  - Potential Cost Savings / Billing Convenience
    - First Day offers pricing at or below competitive market value. The market value price is defined as the price the publisher would charge to purchase from their website. It is basically the list price.
    - In classes using an eTextbook bundled with courseware, the only two alternatives are for each student to purchase the materials for full list price or for them to purchase them through participation in First Day.
    - Students are billed for the program directly to their university account, saving the student time with ordering textbooks and materials, in-store

wait time and shipping wait time. This allows students access to their materials without having to wait on financial aid money to purchase their materials.

- o Early Access / Ease of Access
  - First Day provides access to course materials on or before the first day of class. This exceeds Federal regulation requirements, which stipulate that students must have access by the seventh day of class. 69% of student survey respondents felt having this access had a moderate to large contribution toward their success in their class.
  - Participation in the First Day Program requires instructors to enroll in the FD program no later than six weeks before the beginning of the semester.
  - First Day activates the course material for student use up to four weeks prior to the start of classes. If the instructor publishes the class to Canvas before the beginning of the semester, the materials will be available to students early.
  - Students participating in First Day can access their courseware directly from Canvas. Integration provides a single-sign on that does not require separate passwords, URLs, and other log-in credentials.
  - Students may use their First Day access to materials and opt out/back in to the program without restriction until after census day each semester, affording students to opportunity to begin the course and determine up to two weeks later to opt out and not be billed for the materials.
  - Student accommodations provided through the Office of Student Disability Services will be supported through the First Day Program.
- o Print Option & Permanent Digital Copies of Texts
  - Many publishers currently provide the ability to purchase print copies of the digital textbooks. (In our pilot, only one publisher did not offer a print copy for one of the lab courses.)
  - In some instances, students are also provided the option to have permanent access to the digital FD textbook. This option varies by publisher and may involve additional costs.
- o Autonomy / Agency
  - Faculty already have the ability to select eTextbooks and eTextbook with courseware packages for their classes. Participation in the First Day program is an extension of that basic right of instructors. Academic departments may also opt to participate in the program for multi-section coordinated courses. The only condition is that the publisher is a participant in the program.
  - Students choose whether to participate in First Day or to opt out. Under the U.S. Department of Education mandate, students may opt in and opt out as many times as they would like after the instructor has activated the course in Canvas, up to 21 days after the first day of class.

- o Data Privacy
  - Purchase of materials through the FD Program offers more protection for student data than direct purchase of such materials. At WSU, third party software vendors are designated "school officials" under FERPA, the federal law that governs the use and misuse of student data.
- **Challenges**
  - o Communication
    - Significant effort is required to adequately educate students and faculty about the program.
    - Instructors who are not informed of First Day's benefits and challenges may fail to inform their students of their full range of options and be unable to easily answer student questions.
  - o Technical issues
    - Technical/computer difficulties were noted in our survey by both faculty and students.
    - Technical/computer issues promise to remain a challenging aspect of the program as platforms and systems evolve.
  - o Cost Savings / Billing Convenience
    - Cost savings were widely variable:
      28% provided no savings to the student;
      50% (half) provided a savings of 9% or less; only 9 titles) provided a savings greater than 20%.
    - When courseware is essential to the conduct of the class, its cost can present a financial challenge to students.
  - o Early Access / Ease of Access
    - Early access to First Day course materials is dependent on instructors publishing (activating) their classes in Canvas before the first day of classes. Those who do not publish their classes until the first day of the semester will not be allowing early access to the materials.
    - Faculty should be aware that there may be a learning curve for implementation and use of courseware and/or digital materials, especially if they are unfamiliar with either the systems or the course, and that students will likely turn to them for support with challenges related to First Day resources, as indicated by responses to our survey. 26.5% of student survey respondents reported having technical problems early in their class due to unfamiliarity with using courseware or due to actual integration issues with software.
    - Faculty need to be aware of the textbook/courseware and participation deadlines for successful implementation of First Day in their course.
    - Instructors should be aware of the possible problems for students with disabilities and the Office of Student Disability Services role in addressing those problems.

- o Print Option & Permanent Digital Copies of Texts
    - ▪ It is recognized that students have differing preferences related to print and electronic reading.
    - ▪ Most publishers provide a print option, how and at what cost varies by publisher and can be determined through the WSU Bookstore.
    - ▪ The option to have permanent access to copies of textbooks can be difficult to find, have additional costs, and students may well never be aware that this is an option. The option is publisher specific.
- o Autonomy / Agency
    - ▪ Students who enroll in a participating First Day class are automatically enrolled as First Day participants. Inertia may lead some students to continue their participation rather than exercise the option to opt out.
    - ▪ Some students have found the process of opting out of First Day unclear.
    - ▪ When courseware is essential to the class, adoption of courseware (whether in a First Day program or not) functionally negates the student's ability to opt-out.
- o Data Privacy
    - ▪ There is a potential for First Day vendors to collect and exploit student data gathered during student interaction with proprietary platforms.

Recommendations

- **• Communication**

- o Interested faculty should inquire with the designated Bookstore Representative prior to registration (and no less than 6 weeks before the start of classes) about the feasibility of implementing First Day with their classes.
- o Training for the First Day Program should be provided at least one month before the start of the semester.
    - ▪ Using a Canvas course for informational flyers and training resources proved useful during the pilot.
- o Instructors using courseware and First Day materials should plan on reviewing the technical mechanics with students during the first week of class to accelerate their learning curve with the software.
- o The WSU Bookstore will provide a notice for each FD course that lists the required materials, their cost (through FD, in print, outside of FD) and the cost saving associated with purchasing the materials through FD (See Appendices 5 & 6).
- o At the end of each academic year, the Senate Curriculum and Instruction Committee should receive a report on the performance of the First Day Program in that academic year.

- **Data Privacy**
  - o WSU is strongly encouraged to take steps to ensure that students are not led into publisher arrangements that could compromise their data privacy.
  - o Research into publishers' access to and use of student data, effective privacy policies, and possible mechanisms of oversight by the university are recommended.

The University has challenges regarding student use of First Day

In the case of inclusive access, some Pilot Committee members believe the University becomes in a sense a fiscal agent of the student, with increased ethical responsibilities that come with that designation.

These responsibilities will become increasingly difficult to shoulder, as the number and kind of inclusive access platforms and offerings proliferate and adoption increases after the pilot; no institution has the resources to police an entire commercial market, nor should universities necessarily be in the business of enforcing ethical behavior in publishing companies.

Educational materials are becoming increasingly digital based: observations and concerns

Educational materials are shifting from being predominantly print-based to being increasingly digital-based. This shift - particularly as digital materials become dominant - will have an impact on the cost of educational materials. The First Day program may further the momentum of educational publishing toward the dominance of digital materials, with implications for cost (though forgoing the use of First Day, will not by itself prevent this trend). Immediate cost savings may come at the expense of promoting reliance on a platform model that accelerates market capture. This could mean that short-term cost savings come at the expense of longer-term cost increases.

If textbook publishers substantially convert use from print editions to platforms, the balance of power between universities and publishers may tip toward the publishers. They will no longer be required to print new editions and retire old, and they will no longer be beholden to first sale exceptions in copyright code. Billing programs such as First Day accelerates all these changes.

For students, the option to opt out of inclusive access arrangements is technically but not practically or practicably available, as in cases when the courseware that accompanies the textbook is necessary in order to proceed in the class (tests, homework and labs may be integrated into the platform to which students are renting access). This is evident in the many messages crafted to students during this pilot that they should NOT opt out without speaking to their instructor.

Concern with student privacy

Some members of the First Day Pilot Committee are very concerned about the potential for third-party vendors to collect and exploit student data gathered during their interaction with proprietary platforms. This was an explicit concern of the Policy Committee of the Academic Senate as well and was documented in their charges to the committee. While we acknowledge that students may be digitally sophisticated, they are nevertheless captive to these interactions - if they want to succeed in the course, they have no way to reasonably avoid them - and so their options to avoid surrendering educational data to corporate entities are restricted. The advantages of eTextbook/courseware platforms entail requiring students to engage with commercial platforms that are extracting, analyzing, aggregating and monetizing data about the students - not only their use of and outcomes on the platform, but also more personally identifiable data derived from location and device triangulation or user authentication protocols, which classes they're taking, how engaged they might be with the curriculum, and even their grades on assignments or assessments conducted through the platform. The mechanisms by which these third parties might be held accountable are underdeveloped

Publishers who participate in eTextbook/courseware platforms have access to fine-grained student data (Cuillier, 2018), including metrics regarding student interaction with curricular materials hosted on the platform, and device and browser analytics which can be paired with account data to create a time-indexed geographic profile of the user. Furthermore, as commercial corporate entities, this data is a fundamental part of publisher business plans, with inherent value both to the publisher's internal offerings (aggregate data can be sold back to institutions to determine metrics of success in courses, for instance) and to fourth parties (data is marketable as a product). These outcomes represent a loophole in the federal regulations that govern the use and misuse of student data, as the publishers are not in a contractual relationship with the University and so are not subject to FERPA restrictions, and the bookstore, which is subject to FERPA, cannot in practice regulate every publisher's engagement with student data. It seems plain that data collected about students through publishing platforms presents a business opportunity to the publishers. Further research into participating publishers' data privacy terms, their access to and use of student data made available through inclusive access platforms, and the university's potential mechanisms for oversight of these third-party vendors, is recommended.

The committee requested data and privacy policy documents from vendors participating in the pilot, and we hosted representatives from Wayne State's C&IT department to speak to our data privacy arrangements with third party software vendors. The publishers participating in the program for which we received any report on privacy included McGraw Hill, Pearson, Macmillan, Cengage, W.W. Norton, Hawkes Learning, VitalSource Technologies, Jones & Bartlett, Cognella, Human Kinetics, and Sage. Only McGraw Hill provided any specific analysis report of its data privacy and security standards (responses in a detailed Higher Education Cloud Vendor Assessment Tool questionnaire). As reported in the HECVAT, of 16 subcategories,

three in four received analysis scores of 62% or less on the summary of compliance, and 90 individual question responses were rated at high risk of non-compliance. McGraw Hill's answers on the assessment indicated that there was no mechanism by which the University might extract the totality of its data from their systems, and that while individual faculty could download some data, students would need to engage with the corporation directly and in writing to expunge any student data from their service, and no data collected would otherwise ever expire. Textbook publishers have already suffered breaches of their data infrastructure, notably Pearson in 2018 (Identity Theft Resource Center, n.d.). The remaining publishers were represented only by their public consumer-facing privacy policies, which indicate a low level of engagement with the process.

The data privacy implications of student use of third-party technology are neither new nor unique to First Day and other inclusive access programs. There is significant discussion elsewhere detailing the pros and cons regarding the inevitability, advisability, and desirability of trading data privacy for access to technological advancements. The concern with student privacy and the mining/use of data harvested through these digital platforms is nevertheless well founded. It needs to be addressed by an Administrative/Senate Committee specifically focused on that issue.

Cautions Going Forward

- Inclusive access programs accelerate publisher control over choice, format, and competition in the textbook market.
- Use of First Day may mean that short term cost savings for current students come at the expense of longer-term cost increases for students in the years to come.
- The program raises complicated ethical questions rising from the university facilitating the students' purchase of materials.
- A joint administration/Academic Senate committee should be established to address the question of whether it is acceptable to assign materials through First Day that profit departments and/or individual instructors. Such policy reaches well beyond the First Day program.
- The concerns about student privacy and the commercial use of data harvested through digital platforms needs to be addressed by an Administrative/Senate Committee specifically focused on those issues.

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Appendices

Appendix 1: First Day Pilot - Instructor Survey

During the Fall 2020 semester, you have been teaching a class that is participating in the First Day Pilot. This program provides each student with a digital copy of the textbook and related courseware on the first day of classes.

Please take the following brief survey. It will help us evaluate the First Day Program and make recommendations for the role it can play at Wayne State University.

We would like to gather information on each class (as distinguished from section) that you are instructing this semester that is participating in the First Day Program (For example COM 1010 or COM 3300). Please begin by answering the following questions on a specific class. If you are teaching multiple sections of the same class, your responses on that class should express your aggregate impression of those sections. If you are instructing a second First Day class, you will have the opportunity to describe it separately.

1. For how many classes participating in the First Day Program were you the instructor this semester?
    o 1 class
    o 2 classes

2. To what extent have you worked with courseware in previous semesters?
    o This is my first semester working with courseware
    o I have worked with courseware in 1 to 2 previous semesters
    o I have worked with courseware in 3 to 4 previous semesters
    o I have work with courseware in 5 or more previous semesters

These questions are about the first class (as distinguished from section) that you are teaching that is participating in the First Day Program. If you are teaching multiple sections of this class, your responses should express your aggregate impression of those sections. If you are teaching more than one class participating in the First Day Program, we will ask you about each class in turn.

3. What is the department and the course number of the class you are teaching that is participating in the First Day program? (For example COM 1010 or COM 3300)
    TEXT BOX

4. How was the courseware used in this class?
   o Students could not pass this class without using the courseware. For example, its use was assigned as homework, the completion of exercises were a measure of class participation, and/or the grades received on its quizzes/tests contributed to the final grades.
   o The use of courseware was supplemental.
   o The class was textbook only. It did not use courseware.

5. To what extent do you think having early access has impacted your students' work/learning?
   o None
   o A small extent
   o A moderate extent
   o A large extent

6. How did the textbook and courseware affect your students' work/learning in this class? (Select all that apply.)
   ☐ Increased understanding of class content
   ☐ Increased student participation in class
   ☐ More students submitted their work in a timely manner
   ☐ Better grades on quizzes and tests
   ☐ Other
   TEXT BOX
   ☐ No effect

7. Did you have technology problems in using First Day?
   o Yes
   o No

8. If you had technological problems in this class, who did you contact to resolve them? (Select all that apply.)
   ☐ Course coordinator
   ☐ Canvas administrators
   ☐ Fellow instructor
   ☐ A representative of the WSU Bookstore/Barnes & Noble
   ☐ A representative of the textbook/courseware publisher
   ☐ Other
   TEXT BOX

9. Do you have any feedback for the publisher of the textbook/courseware for this class?
   TEXT BOX

10. Are you the instructor for another class participating in the First Day Program this semester?
    - o Yes
    - o No

These questions are about the second class (as distinguished from section) that you are teaching that is participating in the First Day Program. If you are teaching multiple sections of this class, your responses should express your aggregate impression of those sections.

11. What is the department and the course number of the class you are teaching that is participating in the First Day program? (For example COM 1010 or COM 3300)
    TEXT BOX

12. How was the courseware used in this class?
    - o Students could not pass this class without using the courseware. For example, its use was assigned as homework, the completion of exercises were a measure of class participation, and/or the grades received on its quizzes/tests contributed to the final grades.
    - o The use of courseware was supplemental.
    - o The class was textbook only. It did not use courseware.

13. To what extent do you think having early access has impacted your students' work/learning?
    - o None
    - o A small extent
    - o A moderate extent
    - o A large extent

14. How did the textbook and courseware affect your students' work/learning in this class? (Select all that apply.)
    - ☐ Increased understanding of class content
    - ☐ Increased student participation in class
    - ☐ More students submitted their work in a timely manner
    - ☐ Better grades on quizzes and tests
    - ☐ Other
    TEXT BOX
    - ☐ No effect

15. Did you have technology problems in using First Day?
    - o Yes
    - o No

16. If you had technological problems in this class, who did you contact to resolve them? (Select all that apply.)
    - ☐ Course coordinator
    - ☐ Canvas administrators
    - ☐ Fellow instructor
    - ☐ A representative of the WSU Bookstore/Barnes & Noble
    - ☐ A representative of the textbook/courseware publisher
    - ☐ Other
    TEXT BOX

17. Do you have any feedback for the publisher of the textbook/courseware for this class?
    TEXT BOX

18. How likely are you to use the First Day program in your classes in the future?
    - o Very unlikely
    - o Somewhat unlikely
    - o Neutral
    - o Somewhat likely
   - o Very likely

19. How would you describe your experience with the First Day program?
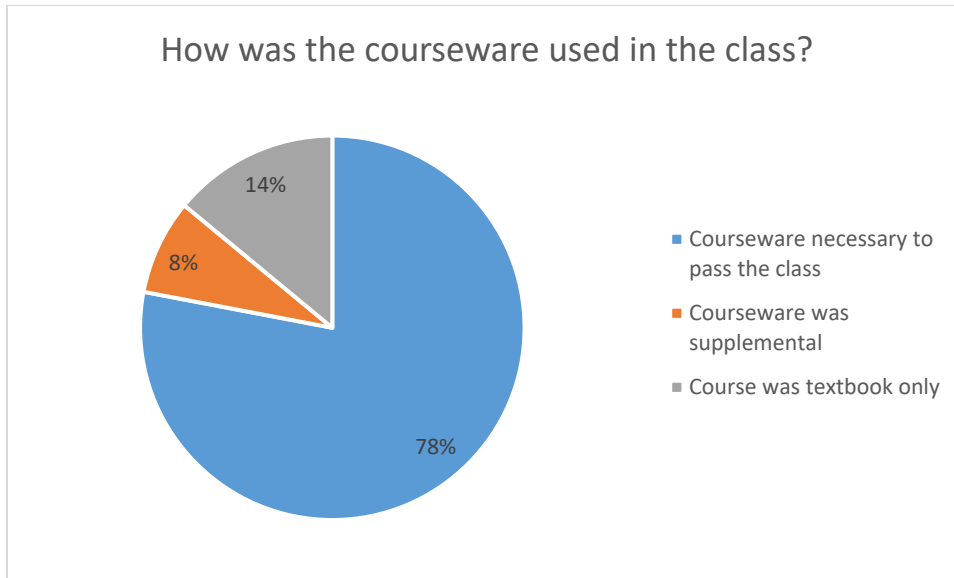   TEXT BOX

Appendix 2: Analysis of the Instructor Survey

We received 40 (50.6%) usable responses from the 79 instructors solicited. Those 40 responses yielded information on 51 classes, 29 (72.5%) reported on one class and 11 (27.5%) reported on two classes.
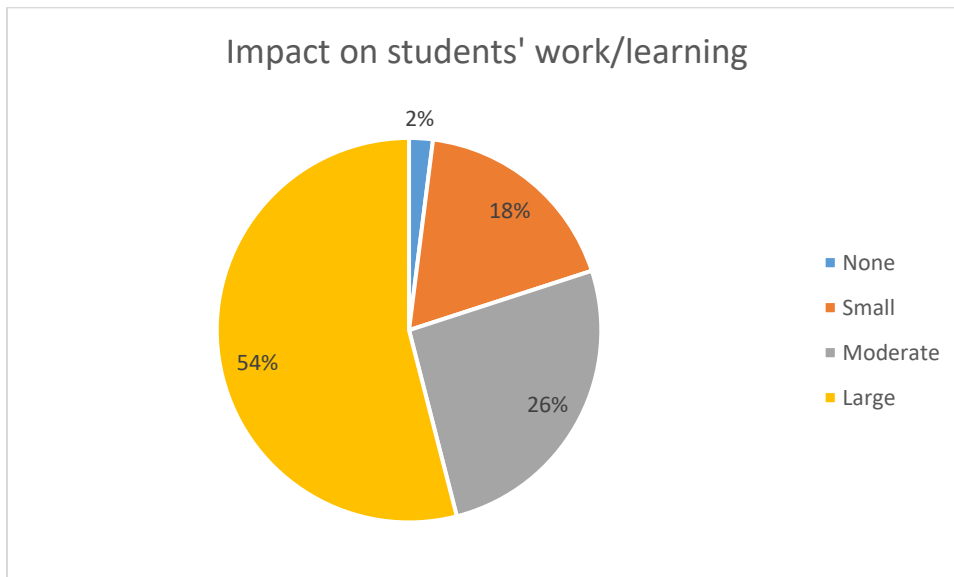
Question 2. In response to the question "To what extent have you worked with courseware in previous semesters?" 23 (59.0%) instructors responded "This is my first semester working with courseware," 5 (12.8%) responded "I have worked with courseware in 1 to 2 previous semesters," 0 responded "I have worked with courseware in 3 to 4 previous semesters," and 11 (28.2%) responded "I have work with courseware in 5 or more previous semesters."
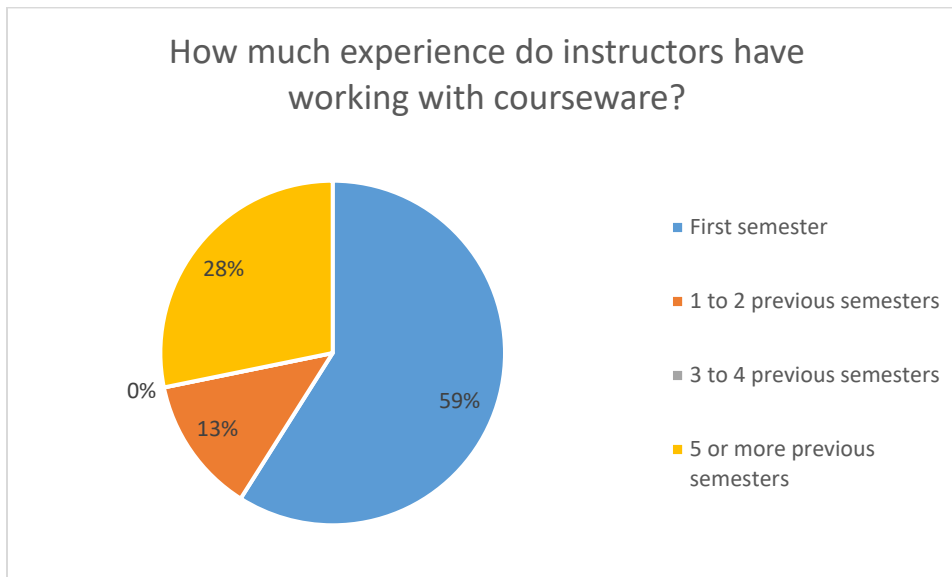
Question 4 & 12. In response to the question "How was the courseware used in this class?" 39 (78.0%) classes reported that "Students could not pass this class without using the courseware," 4 (8.0%) reported that "The use of courseware was supplemental," and 7 (14.0%) reported "The class was textbook only."

How was the courseware used in the class?

- Courseware necessary to pass the class — 78%
- Courseware was supplemental — 8%
- Course was textbook only — 14%

Question 5 & 13. In response to the question "To what extent do you think having first day access to the textbook and courseware has impacted your students' work/learning in this class?" 1 (2.0%) class reported "None," 9 (18.0%) reported "A small extent," 13 (26.0%) reported "A moderate extent," and 27 (54.0&) reported "A large extent."

Impact on students' work/learning

- None — 2%
- Small — 18%
- Moderate — 26%
- Large — 54%

Question 6 & 14. In response to the question "How did the textbook and courseware affect your students' work/learning in this class?" those who responded to the question provided 101 responses. The survey allowed multiple responses by each class: 28 (27.7%) responded "Increased understanding of class content," 27 (26.7%) responded "Increased student participation in class," 21 (20.8%) reported "More students submitted their work in a timely manner," 19 (18.8%) reported "Better grades on quizzes and tests," 3 (3.0%) reported "Other," and 3 (3.0%) reported "No effect." The three explanations entered for the response "other" were 1) "Students were so focused on accessing the textbook through this program, the

difficulties of the program, etc. that most of my students missed the first week of assignments," 2) "Poor effect initially," and 3) "they accessed it easily and started reading early in the semester."
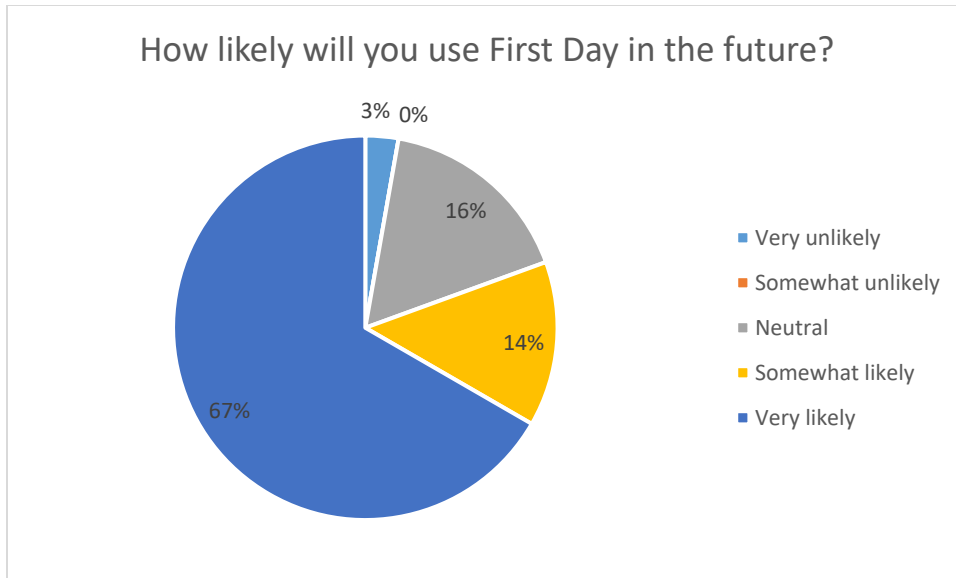
How did First Day affect students' work/learning?
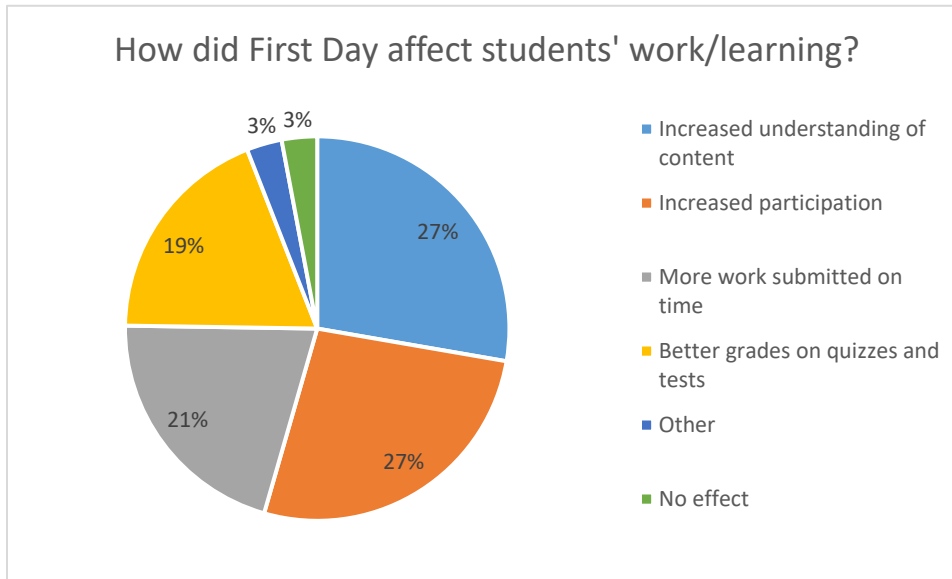
Question 7 & 15. In response to the question "Did you have technology problems in this class using First Day?" 30 (61.2%) classes reported "Yes" and 19 (38.8%) reported "No."

Question 8 & 16. In response to the question "If you had technological problems in this class, who did you contact to resolve them?" the 30 classes reporting problems recorded responses. The survey allowed multiple responses by each class: 8 (19.5%) reported "Course coordinator," 2 (4.9%) reported Canvas administrators, 4 (9.8%) reported "Fellow instructor," 13 (31.7%) reported "A representative of the WSU Bookstore/Barnes & Noble," 14 (34.1%) reported "A representative of the textbook/courseware publisher," and 0 reported "Other."

Question 9 & 17. In response to the question "Do you have any feedback for the publisher of the textbook/courseware for this class?" There were 18 responses. Those responses may be found below.

Question 18. In response to the question "How likely are you to use the First Day program in your classes in the future?" 36 instructors responded: 1 (2.8%) instructor responded "Very unlikely," 0 responded "Somewhat unlikely," 6 (16.7%) responded "Neutral," 5 (13.9%) responded "Somewhat likely," and 24 (66.7%) responded "Very likely."

How likely will you use First Day in the future?

- Very unlikely
- Somewhat unlikely
- Neutral
- Somewhat likely
- Very likely

3% 0%
16%
14%
67%

Question 19. In response to the question "How would you describe your experience with the First Day program?" 21 open text responses were received. Those responses may be found below.

Instructor Survey Responses to "Do you have any feedback for the publisher of the textbook/courseware for this class?"

1. The program needs to be explained better - and it would be helpful if student know about it in advance
2. The ability to have students with immediate access to the materials gave us back 1-2 weeks that we would usually spend getting all acclimated. It worked well.
3. "Once the software was up and running it was great. As an instructor I got very little ""training"" or background on how to use/navigate the tool but it was intuitive enough for me to figure out. The hardest hurdle both for myself and my students was just getting started.
4. It's a little convoluted and confusing. Making it more straightforward for the students (and then of course the first-day glitch wasn't great) would be my only suggestion.
5. At times I had issues with using the software through my normal browser (chrome), which was a minor inconvenience but not a huge issue. "
6. It was a great experience!
7. It would be nice if the program had been set up and available for instructors earlier than two days before the semester starts would have been helpful, especially troubleshooting issues. It was also confusing that the program seemed to have two different names which was confusing for students. In addition to the technical issues and confusion on the program, the student opt out process was difficult. I lost the first of the semester teaching trying to troubleshoot a program I knew nothing about.
8. Poor integration with Canvas and publisher Macmillan. Not clear the requirements of the representative of the WSU bookstore/Barnes and Noble

9. I would like it to be easier to sync up grades in the gradebook to Canvas from the software.
10. Yes I did. The representatives helped me during the first two weeks to resolve the problems.
11. There were many problems with the knowledge checks and chapter tests. Items that had multiple answers were particularly problematic but there were also problems with submissions not being accepted.
12. Alerting students more clearly that they will have this
13. There were three instructors that used the Courseware. After we reviewed how it works, what it has to offer and the cost to the students we have elected not to use it in future.
14. Sometimes the grades are not going directly to my Canvas gradebook. Students have recently complained that the animations are not working.
15. There were problems with the smartworks windows; often students (and sometimes me) couldn't scroll down to see all of the options for answers or questions.
16. When students go through the process of creating their accounts to purchase access there are prices for materials (e.g., packages with instant Access with and/or without the textbook). If the publisher could place (side-by-side) the pricing for the packages based on opting-in versus opting-out of the First Day program, it might help students understand their choices more clearly.
17. Yes, he told me he understood the problem and that it would be fixed.
18. The textbook courseware publisher and the course coordinator answered my questions concerning technology problems.

Instructor Survey Responses to "How would you describe your experience with the First Day Program?"

1. It had its issues when first starting (some students couldn't access it at first), but that's expected with any new practice
2. I definitely think that putting the textbook in students' "hands" from day one -- with no effort required on their part -- was beneficial. The reasonable price point was also welcome. In addition, I had only one student who opted out in favor of the hard copy, so I think they viewed the experience positively. The midterm quiz results in both classes were dramatically improved over previous terms. I like to think that was due to a combination of having the textbook right at hand and my supplemental lecture materials. :-)
3. Seamless and worthwhile.
4. Once we got started - great! The beginning was rocky. This was my first time teaching let alone using first-day and the lack of direction was a bit anxiety inducing. I didn't feel prepared to answer questions for my students.
5. Seamless
6. I want this for all my classes!
7. I don't have choice. If I did, I wouldn't use it.
8. Nothing really changed from previous semesters. Students were confused at first.

9. It took some time to inform students about the book options and to make sure that I understood the options and also how to use the courseware package. I had to convince a small number of students that participating in the program was in their best interest. Many students wanted to purchase a used book or no book at all!
10. Overall, very happy with this program.
11. I like the note-taking function of Sage Vantage but I like the idea of low stakes knowledge checks and chapter tests, when there are no technical snafus. My own learning curve was pretty steep as I tried to work with Canvas, Zoom, and Save Vantage.
12. It was great to know that they had the text on the first day...
13. Good. There were hiccups, but overall good. At first, the students had problems with accessing the material or the students and I were unclear on how the materials will be paid.
14. I appreciated having it this semester.
15. Difficult because of technological problems.
16. On a normal semester, I would say it would be a very very good resource. This semester it just made the students a bit more stressed to do extra assignments or read the text book- the students are completely overwhelmed by the COVID pandemic
17. Overall, the bookstore staff and publisher support worked very hard to get things working. There were a number of technical issues getting the program up and running by the first day of classes. I expect a smoother delivery next semester.
18. With the technology problems, it was not straightforward but more logistical
19. It's great for me and my students. They have access to textbooks on day one. One thing to keep in mind. I had a student with visual impairment who had difficulty with the interface.
20. Fine
21. Just fine.

Appendix 3: First Day Pilot - Student Survey

During the Fall 2020 semester, you have been enrolled in a class participating in the First Day Pilot, which has made a digital copy of your textbook and related courseware available to you beginning with the first day of classes.

Please take the following brief survey. It will help us evaluate the First Day Program and make recommendations for the role it can play at Wayne State University.

We would like to gather information on each of the First Day Classes in which you are participating this semester. Please begin by answering the following questions on a specific class. If you are taking a second First Day class, you will have the opportunity to describe it separately

1. In how many classes participating in the First Day Program were you enrolled this semester?
   o 1 class
   o 2 classes

These questions are about the first class in which you are enrolled, which is participating in the First Day Program. If you are enrolled in more than one class participating in the First Day Program, we will ask you about each class in turn.

2. What is the department and the course number of the class you are taking that is participating in the First Day program?

   TEXT BOX

3. Did you consider opting out of the First Day Program in this class?
   o Yes
   o No

4. If you considered opting out, what lead to your final decision?
   TEXT BOX

5. How was the courseware used in your class?
   o I could not pass this class without using the courseware. For example, its use was assigned as homework, the completion of exercises were a measure of my class participation, and/or the grades received on its quizzes/tests contributed to the final grade.
   o The use of courseware was optional (not required).
   o The class was textbook only. It did not use courseware.

6. If use of the software was optional, how much use did you make of the courseware?
   o None
   o A small amount
   o A moderate amount
   o A large amount

7. How do you believe having access on the first day to the textbook and courseware has impacted your work in this class?
   o None
   o A small contribution
   o A moderate contribution
   o A large contribution

8. Did you have technology problems in using First Day?
   o Yes
   o No

9. If you had technological problems, who did you contact to resolve them? (Select all that apply.)
   ☐ Instructor
   ☐ C&IT Help Desk
   ☐ Fellow student
   ☐ A representative of the WSU bookstore/Barnes & Noble
   ☐ A representative of the textbook publisher
   ☐ Other
   Other TEXT BOX

10. Did you purchase the print version of the textbook for this class offered through the First Day Program?
    o Yes
    o No

11. Are you enrolled this semester in another class participating in the First Day Program?
    o Yes
    o No

[If yes, Questions 12-20. If no, skip to Question 21

12. What is the department and the course number of the class you are taking that is participating in the First Day program?
    TEXT BOX

13. Did you consider opting out of the First Day Program in this class?
    o Yes
    o No

14. If you considered opting out, what lead to your final decision?
TEXT BOX

15. How was the courseware used in your class?
   o I could not pass this class without using the courseware. For example, its use was assigned as homework, the completion of exercises were a measure of my class participation, and/or the grades received on its quizzes/tests contributed to the final grade.
   o The use of courseware was optional (not required).
   o The class was textbook only. It did not use courseware.

16. If use of the software was optional, how much use did you make of the courseware?
   o None
   o A small amount
   o A moderate amount
   o A large amount

17. How do you believe having access on the first day to the textbook and courseware has impacted your work in this class?
   o None
   o A small contribution
   o A moderate contribution
   o A large contribution

18. Did you have technology problems in using First Day?
   o Yes
   o No

19. If you had technological problems, who did you contact to resolve them? (Select all that apply.)
   ☐ Instructor
   ☐ C&IT Help Desk
   ☐ Fellow student
   ☐ A representative of the WSU bookstore/Barnes & Noble
   ☐ A representative of the textbook publisher
   ☐ Other
   Other TEXT BOX

20. Did you purchase the print version of the textbook for this class offered through the First Day Program?
   o Yes
   o No

21. Would you recommend to other instructors that they participate in the First Day Program?
    o   Very unlikely
    o   Somewhat unlikely
    o   Neutral
    o   Somewhat likely
    o   Very likely

22. How would you describe your experience with the First Day Program?
TEXT BOX

Appendix 4: Analysis of the Student Survey

We received 283 (6.8%) usable responses from the 4,174 students solicited. Those 283 responses yielded information on 324 classes, 242 (85.5%) reported on one class and 41 (14.5%) reported on two classes.
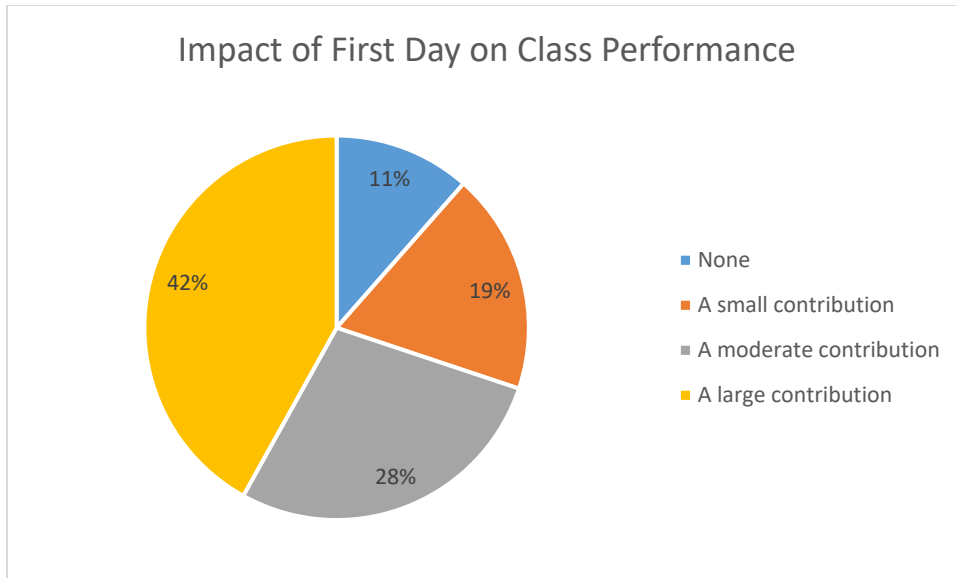
Question 3 &13. In response to the question, "Did you consider dropping out of the First Day Program in this class?" 73 (22.5%) students responded "Yes," 248 (76.5%) responded "No," and 3 (0.9%) gave no response. The open text responses to Questions 4 & 14, "If you considered opting out, what lead to your final decision?," are below

Question 5 & 15. In response to the question, "How was the courseware used in your class?" 240 (74.1%) responded "I could not pass the class without using the courseware," 37 (11.4%) responded "The class was textbook only," 46 responded "The use of courseware was optional" (14.2%), and 1 (O.3%) provided no answer.
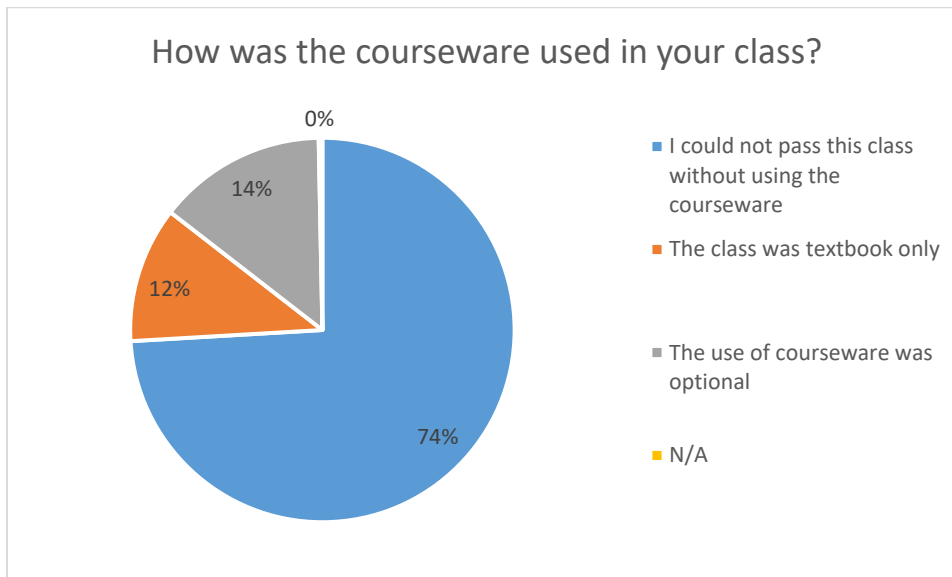
Question 6 & 16. In response to the question, "If use of the software was optional, how much use did you make of the courseware?" there were 42 responses from students reporting that courseware was optional: 3 (7.1%) reported "None," 22 (52.4%) reported "A small amount," 11 (26.2%) reported "A moderate amount," and 6 (14.3%) reported "A large amount." There were also 143 responses from students reporting that courseware was necessary to pass the course: 7 (4.9%) students reported "None," 19 (13.3%) reported "A small amount," 47 (32.9%) reported "A moderate amount," and 70 (49.0%) reported "A large amount."

Questions 7 & 17. In response to the question, "How do you believe having access on the first day to the textbook and courseware has impacted your work in this class?" there were 322 responses: 37 (11.5%) students reported "None," 60 (18.6%) reported "A small contribution," 90 (28.0%) reported "A moderate Contribution," and 13 5 (41.9%) reported "A large contribution."

Impact of First Day on Class Performance

Questions 8 & 18. In response to the question, "Did you have technology problems in using First Day?" there were 318 responses: 83 (26.1%) responded "Yes" and 235 (73.9%) responded "No."

Questions 9 & 19. In response to the question "If you had technological problems, who did you contact to resolve them?" those who responded "Yes" to Questions 8 & 17 provided 80 responses. The survey allowed multiple responses by each students: 45 students reported instructors, 22 reported the C&IT Help Desk, 30 reported fellow students, 12 reported the bookstore/Barnes & Noble, 23 reported the textbook publishers, and 6 reported other. The six other responses were 1) I didn't reach out to anyone, 2) None worked the issue on my own, 3) A combination of other students and the instructor helped clear up the confusion. We had issue accessing the I'd that let us log in to use the book, 4) Figured it out by myself, having multiple tabs for the different assignments open made it crash sometimes, 5) Implying this program had its shit together for anyone to resolve my issue accept me is a rich and special thing, and 6) LMS.

Question 10 & 19. In response to the question "Did you purchase the print version of the textbook for this class offered through the First Day Program?" there were 319 responses: 25 (7.8%) students reported "Yes" and 294 (92.2%) responded "No."

Question 21. In response to the question "Would you recommend to other instructors that they participate in the First Day Program?" there were 263 responses from the 283 student respondents. 24 (9.1%) of the students said they were very unlikely to recommend First Day to instructors, 18 (6.8%) said they were somewhat unlikely, 64 (24.3%) said they were neutral, 73 (27.8%) said they were somewhat likely, and 84 (31.9%) said they were very likely. This suggests that 42 students (16.0%) had a negative reaction to the First Day Program, 64 (24.3%) were neither negative nor positive, and 157 (59.7%) had a positive reaction.

Would you recommen First Day to other instructors?

- Very unlikely
- Somewhat unlikely
- Neutral
- Somewhat likely
- Very likely

9% · 7% · 24% · 28% · 32%
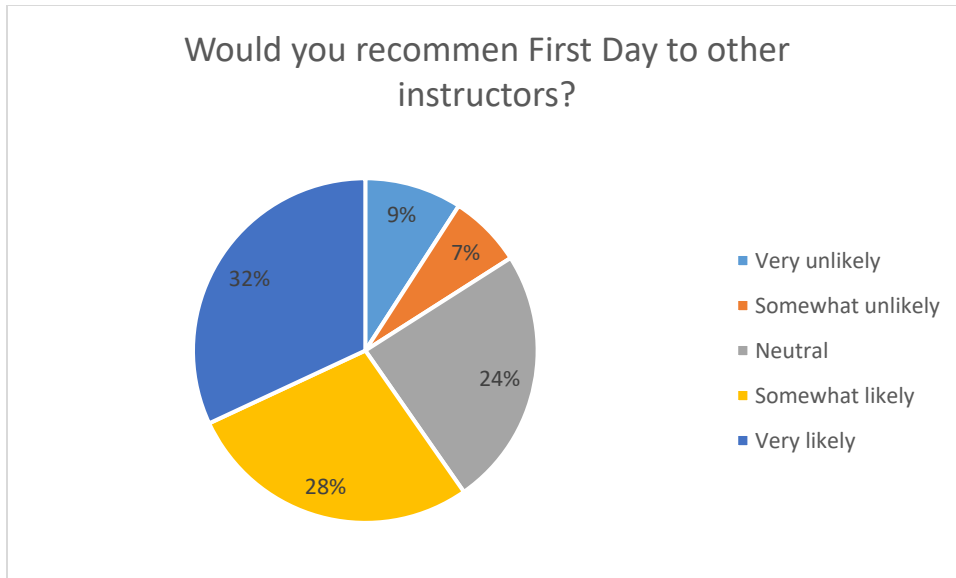
Question 22. In response to the question "How would you describe your experience with the First Day Program?" 62 open text responses were submitted. Those responses may be found below.

Student Survey Responses to "If you considered opting out, what lead to your final decision?"

1. For this particular book I didn't find it cheaper online so I decided to stay opted in. However, I don't feel the book helped me at all in this class, so I wish I had. I find most of my books other places besides the bookstore because the prices are outrageous. I think this is a good program if the price is lower than online.
2. I already had the print form of the book, but my professor used the online version to give us assignments to do, so I had to stay opted in for that sake.
3. I already had to purchase Cengage unlimited for another class. However, if I hadn't I would have not opted out.
4. I considered because I thought it was kind of rude to automatically charge my account without permission beforehand. Sometimes books aren't necessary even if they're required and during a time when money is tight, I'd rather not have random charges to my account that I never confirmed.
5. I considered opting out because I often choose to buy textbooks secondhand. I ended up opting in because the class was online asynchronous, and because I could pay for the book through my University bill as opposed to paying out of pocket.
6. I couldn't because my professor wouldn't allow us to [instructor's name redacted]
7. I decided I needed the textbook.
8. I decided to opt out because my friend had a hard copy textbook that she was willing to let me borrow for this class.

9. I did not consider opting out because my teacher said our homework was set up through there so it was easier to just go with this option than find and pay for the resources separately.
10. I didn't know what it was and couldn't afford any additional account charges
11. I didn't know what this was
12. I didn't want to pay more
13. I felt it was easier to not opt out.
14. I forgot to cancel before the end date
15. I found a cheaper physical copy online.
16. I had already bought the textbook before I was notified that I would get it for free
17. I had no choice but to use it because of the courseware.
18. I had to pay for it to get my other class book. Not a huge fan since I already ordered a cheaper one off amazon.
19. I had to pay for two classes even though I only needed one book. But for my PS 1010 class, this was required as that was the way we took our chapter tests.
20. I kept it, I generally like owning my textbooks. It was just easier to leave it. Although my professor wasn't totally sure how it worked at first.
21. I needed the book.
22. I only considered opting out because it was not explained to me very well, but once I talked with my instructor I definitely preferred this route.
23. I opted out because I bought the book. The book came with a code for the courseware.
24. I personally do not like the First Day Program. Yes, it can be helpful, but it is something I am not interested in.
25. I prefer a hard copy text book, which is why I considered opting out of the program. However, ultimately the convenience and cost led to my decision to use the First Day Program for this class.
26. I tried to opt out and could not figure it out in time for the deadline resulting in my account being charged extra, this was very aggravating.
27. I wanted to give it a chance, but after this semester, I realized it really didn't compare to a physical copy of the book. It was a whole process which 75% of the class including the teacher couldn't figure out. Once some of us did figure it out, we had wished we bought the physical copy. Each of the books for each class has a totally different learning curve to figure out how to navigate the multiple websites. I really do not see myself doing the online books for the rest of my career at WSU. The only pro is you don't have to lug books around. The cons are it took the first 3 weeks of each class using online books to figure out how to use them, can't take notes in the book or highlight important passages (The online version of the book gave me the option to take notes and highlight, but it never worked). Also, it really is annoying that I paid for ACCESS to the book not the book itself. If in the future I have trouble with a concept from lower level classes, I would like to be able to refer to the books from the lower level classes. Now I cannot, it only gives me access for a certain amount of days until it expires and I can never access it again. That is one of the most ridiculous and frustrating things about this, and it really angers me. From now on, I am only buying physical copies of the books.

28. I was considering opting out so that I could keep the textbook for the rest of my schooling. However, it was cheaper not to.
29. I was given literally no choice, even though I was promised through multiple emails that I could. The instructor said the department would not allow me to opt out, causing me to be charged for the same material twice.
30. I was waiting so long for the code or for something to pop up that allows me to access my online material. I kept emailing, but at the end I did a free trial to then for it to transfer my payment to final work. I kept the first day for this class.
31. I was worried about how to pay for it but it worked out for me, and my final decision was to keep it.
32. I wasn't even sure what it truly was
33. I wasn't really sure that it would be worth it and work.
34. I wasn't working at launch of the semester. I only stayed in it because we were forced to stay in the First Day Program until it was fixed.
35. I wouldn't have access to the homework.
36. It ended up being the cheapest option for me
37. It was automatic
38. It was cheaper and easier for me to participate
39. It was cheaper and I couldn't find the right material when I searched on my own.
40. It was easier to just not opt out
41. It was required in order to take the tests.
42. It was too complicated to opt out and I think too late.
43. Not enough time to get a cheaper version
44. Professor told us
45. But I did not want it and it wouldn't let me unenroll.
46. Same reason as previous class. [Student only answered for one class]
47. Some professors required me to purchase the digital textbook to complete assignments.
48. Still wasn't sure what it even was until the trial period was over and I had to pay
49. The cost, when I could get it for free.
50. The First Day Program was cheaper and easier.
51. The price.
52. The smartworks part of the online textbook was required.
53. The whole thing was bugged and I ended up being charged twice. First on my bill, second at the Bookstore. Things like this *must* be opt IN rather than opt OUT if you are going to spring this bullshit on us post registration. Typical WSU behavior, through and through.
54. There was no opt out option available on my end in order for me to opt out.
55. Thought I might want a physical copy but decided to go with online in the end.
56. Virtual learning is quasi learning. The choice was immediacy, I was able to get the book right way through the digital.

Student Survey Responses to "How would you describe your experience with the First Day Program?"

1. A great resource for interactive learning.
2. awesome, loved that it offered a lower price of the book that was also included in our tuition and saved us money
3. Super convenient and I like that I didn't have to pay an extra $150+ for required work.
4. Pleasant
5. The teachers didn't really know what was going on but it was useful and a cheaper alternative that helped out
6. It was nice to not have to wait for books to come
7. Amazing. I didn't have to worry about access codes or finding the cheap option for HW and the textbook. Usually I search the bookstore, the publisher's website, and other places like Cengage and Chegg before finally buying a book but this was so easy, convenient, and affordable. I was able to log into my homework straight from canvas and didn't need to jump through hoops to find the website and complete my assignments. The only thing I didn't like was my textbook specifically which put a limit on the number of pages I could print. I'm not sure if this was even a First Day issue or a Norton issue. But the best part about this was how convenient it was and how my scholarships could help pay for it.
8. I liked that the book was cheaper, readily available and easy to use the links in it. Like all the buttons and things worked.
9. I think it should be in every class that needs it. But also reduced price if possible
10. It was really nice to see that the prices were cheaper and that I knew exactly what material to get for my class, instead of me search for hours to check which place sells it cheapest or if the site is scamming me.
11. I loved it. It was simple and included in my upfront cost and much more affordable
12. Great
13. It was great. Although I think it would be best if we had this program before the semester started that way students who wanted to participate and save money can be a part of this program.
14. It was very helpful and useful.
15. so much easier to deal with
16. I had easy access to books and I could do additional quizzes and tests using this program.
17. I think it was really awesome! I liked having the book paid for already when I started class. It was nice to have access on the first day. I would recommend more classes do this.
18. Its super cool, every single student has access to the materials on the first day and it's free so students don't have to worry about added expenses.
19. Wasn't available to access immediately but had no problems thereafter.
20. It was very helpful.
21. Convenient

22. It was nice to not have to worry about buying the book myself so it took some stress away.
23. Positive
24. Good! Very helpful
25. I thoroughly enjoyed it. It made purchasing textbooks so much easier as the total was already added to your tuition bill. It also discounted many of the textbooks, which is very important because many people don't have access to cheap materials.
26. It made everything so much easier. I did not have to worry about going to the bookstore or ordering anything myself online. The book was simply - there. It was accessible on the second or third day of classes for me due to a technical difficulty that my Professor sorted out for the class. The whole experience really unloaded some stress for me, I highly recommend this program!
27. Very helpful
28. It was very convenient. I usually use the two week trial first and then buy my textbook but this made it very easy since it was already included in my tuition bill. I paid it all together instead of separate payments.
29. I had a great experience with the First Day Program. The materials were easy to access at any time and the price was affordable.
30. I really like the program. It eliminates a lot of stress. I personally did not have any issues logging onto the websites, but I know that a lot of people did. That is worrying for some classes because the website is essential to passing.
31. I'm very glad it was in place, because all of my coursework, homework, and exams have been from the online textbook. There was no way to take this class without the textbook, and getting textbooks in this pandemic has been complicated.
32. It is organized very well, and perfect for classes that use a textbook a lot.
33. The class in which I used the book did not need the book. I only needed to look at it for detailed information but my professor covered what was needed through her lectures
34. It was great having extra questions to practice
35. Very easy and simple! Made it a lot easier to have my materials and be prepared for the course.
36. My experience was great! I enjoyed having access to the textbook when I needed it, and I liked that my assignments were linked directly to my canvas account. It was very easy to use as well.
37. The first day program was super helpful, it allowed me to easily access my materials and let me know what material I needed before the first day of class. I'm super glad I was eligible for this first day program because it really helped me with text book costs.
38. The first say program gave me very good information that helped me learn tremendously. It was challenging yet helpful work and without it, I highly doubt I would have passed.
39. I liked the First Day Program because it was a good way to transition into the fall semester
40. It was nice not having to pay for a textbook. It was included in the class and it helped many people not have to ask so many questions about where to find the textbook, how to purchase it, how to access it, etc.

41. It made getting the materials a lot easier because I did not have to sign up for anything on my own. I think this is great if the course requires students to do homework/assignments using the online resource.
42. It was nice to have the information quickly available.
43. It was enjoyable. If all instructors could incorporate their lectures and a courseware such as this, I think a lot of the students would remember it more
44. My bio textbook was only like $45 and my financial aid paid it. It's really helpful. Please bring First day program back for winter 2021!!
45. Very convenient and effective
46. I run into issues constantly where I could either get a current edition book for $300 or last edition for $10. The first day program allows me to get a discount on the actual book while getting it from the start. It's much easier to just go along with the program than trying to find a way to get a more expensive book cheaper.
47. Smooth and easy
48. It was very great and helpful!! Not really hard which was breather for all of us.
49. It allowed me to access homework assignments for free for the first few days, which reduced my stress about having to purchase it right away.
50. It was cool having the cost of textbooks factored into course fees.
51. It went well and would recommend other professors to use it for us students
52. Great
53. Convenient, especially since the access is provided to you after you pay for it
54. I loved it very nice I did not have to buy a book.
55. I like how it was included with the class and there was no chance of me accidentally purchasing the wrong book (it's happened before). I wish all of my classes had this, at the very least as an option.
56. Having the textbook available took a lot of the stress and guesswork out of preparing for the class which made it far easier to focus on the course material.
57. Since the pandemic is hurting most people financially, it really helped me save money.
58. Convenient
59. The assignments and quizzes were very helpful, but I think I would get a hard copy of the textbook in addition to these resources if I had to do it again.
60. very convenient I did not have to purchase the book it was already waiting for me on canvas
61. The First Day Program removes the challenges of finding and paying for the book on my own.
62. There was a problem with the subscription but the problem was later solved.

Appendix 5: Informational notice to students for BIO 2550

WAYNE STATE UNIVERSITY

- First Day makes required course materials digitally available to you through Canvas by the first day of class.
- You are automatically enrolled in First Day because you are enrolled in this course.
- With First Day, the WSU Bookstore directly bills your WSU account for the cost of the course materials.

Required course materials & Pricing

BIO 2550

eText

Essential Cell Biology (*5th ed.*) by Bruce Alberts, Karen Hopkin, Alexander D. Johnson, David Morgan, Martin Raff, Keith Roberts, and Peter Walter (W.W. Norton)

First Day *vs.* **WSU Bookstore retail** – in store
$74.38 **$120.00**

You save
$45.62

Non-First Day retail option:
WSU Bookstore Print version: $148.55
Note: Print version comes with Smartware5 courseware
(You would save $74.17 using First Day.)

Do I have to participate in First Day?

No – First Day is optional.

- You can opt-out of First Day – *but talk your instructor before opting-out*.
- To opt-out: go to **Canvas** > click on **Course Materials** > click on **Want to opt-out?** > select **Tell us the primary reason for opting out** > click on **Opt Out** icon.
- If you choose to opt-out, you will receive a refund that will show up in your WSU Account, according to WSU BURSAR policies.

What happens if I opt-out of First Day?

You will be responsible for getting your course materials.

The final day to opt-out is **February 1, 2021**.
- If you choose to opt-out, you will need to get the course materials on your own, but that will be more expensive than buying the digital version through First Day.

Appendix 6: Informational notice to students for PS 1010

First Day Inclusive Access program

- First Day makes required course materials digitally available to you through Canvas by the first day of class.
- You are automatically enrolled in First Day because you are enrolled in this course.
- With First Day, the WSU Bookstore directly bills your WSU account for the cost of the course materials.

PS 1010

eText and Courseware

Keeping the Republic: Power and Citizenship in American Politics
(*9th ed.*) **by Christine Barbour**
Vantage (SAGE Publications, Inc. – US)

First Day	*vs.*	**WSU Bookstore retail** – in store
$70.00		**$85.35**

You save
$15.35

Non-First Day retail option:
WSU Bookstore Print Bundle: $102.85
(You would save $32.85 using First Day.)

Required course materials & Pricing

Do I have to participate in First Day?

No – First Day is optional.

- You can opt-out of First Day – *but talk your instructor before opting-out*.
- To opt-out: go to **Canvas** > click on **Course Materials** > click on **Want to opt-out?** > select **Tell us the primary reason for opting out** > click on **Opt Out** icon.
- If you choose to opt-out, you will receive a refund that will show up in your WSU Account, according to WSU BURSAR policies.

What happens if I opt-out of First Day?

You will be responsible for getting your course materials.

The final day to opt-out is **February 1, 2021**.
- If you choose to opt-out, you will need to get the course materials on your own, but that will be more expensive than buying the digital version through First Day.
- You still **must activate the required courseware before February 2** in order to complete the work assigned in this class.