SWOCC Textbook Affordability Plan

Introduction

According to the Bureau of Labor Statistics, textbook prices have increased over 1000% since 1977. That increase has outpaced the rise in interest rates and the price of cars, homes, and medical care. The national average cost of textbooks is $80-$100 per course. SWOCC cares about the high cost of learning materials and the barriers they impose to students. Low cost and no cost textbooks promote student success and equity by making higher education more accessible to everyone.

The purpose of this plan is to collaboratively establish measurable, institution-wide goals to connect all stakeholders to resources supporting textbook affordability in accordance to Oregon law HB 2213 passed in 2019. Each plan must address the following:

- Contain measurable goals to increase textbook affordability.
- Address how to mitigate the economic impact of decreased academic bookstore revenue as a result of the increased adoption of low or no cost open educational resources.
- Set forth the steps SWOCC will take to advertise the availability of academic courses designated as using low- or no-cost course materials.
- Contain a statement of support of academic freedom of faculty and instructors.
- Establish a process for faculty and instructors to be informed about available low and no cost course materials.

Background

In 2015, Oregon approved law HB 2871 to create a grant project to promote the use of openly licensed educational materials to support textbook affordability. Open Oregon connects us with funding resources, professional development, and statewide legal requirements.

One requirement asked each college and university to mark classes as low cost or no cost in their class schedules so students would be informed at the time of registration. SWOCC defines a low-cost textbook as $50 dollars or lower. Work began to upgrade our learning management system for this feature in 2017, and the filter was fully implemented Spring 2018. The campus store identifies qualifying courses and updates that information with the instructional scheduler.

In 2019, the Institutional Research department created a report for the library to track class sections and enrollments for courses using low cost and no cost textbooks. The chart below contains the data we submit to the HECC via Open Oregon. Each term, we look for the amount of low cost and no cost class sections offered compared to all the for-credit courses offered. We estimate the total savings based on the number of students enrolled in low cost and no cost courses. No cost classes are counted as a $100 savings and low-cost classes are counted as a $50 savings. We are on track to cross the $1 million savings threshold Fall 2021.

Term	LC/NC Sections	Students Enrolled	Estimated Savings	Total # For-Credit Sections Offered	Percentage of LC/NC Sections
FA 16	2	80	$8,000	453	0.44%
WI 17	2	45	$3,400	503	0.40%
FA 17	7	160	$10,600	440	1.59%
WI 18	10	157	$9,800	485	2.06%
SP 18	80	1089	$74,250	499	16.03%
SU 18	8	115	$7,900	119	6.72%
FA 18	78	1321	$96,950	425	18.35%
WI 19	73	1147	$80,100	449	16.26%
SP 19	82	1298	$96,100	452	18.14%
SU 19	26	245	$15,000	134	19.40%
FA 19	44	788	$42,700	389	11.31%
WI 20	103	1555	$113,750	425	24.24%
SP 20	35	546	$29,150	344	10.17%
SU 20	11	220	$16,200	71	15.49%
FA 20	72	1252	$91,200	296	24.32%
WI 21	92	1541	$111,350	337	27.30%
SP 21	124	1925	$136,100	341	36.36%
			$942,550		

Goals

In the next 3-5years, SWOCC will:

- Double our estimated savings target to $2 million (cost avoided under the national average) and increase the percentage of class sections using low cost or no cost textbooks to consistently reach 30-40% by:
  - o Offering and marketing more faculty professional development and grant opportunities through Open Oregon.
  - o Coordinating with Office of Instruction to ensure faculty are receiving appropriate course redesign stipends funded by SWOCC.
  - o Collaborating with interested departments who would like to select one textbook to use across all sections of the same class. This could help full-time faculty better mentor their part-time colleagues, and it could serve as a project to assess with the help of the Institutional Effectiveness department (formerly Institutional Research). These resources can assist in evaluating course materials.
- Support the Campus Store by:
  - o Increasing on-time textbook reporting to the campus store from faculty and administration to 75-90% to support their budgeting processes.
    - ▪ This will also help put us in compliance with Oregon law HB 2919 effective September 25, 2021. It asks that textbook information be available for students to view the first day class registration opens for the next term.

- - The Office of Instruction is working on a set two-year class schedule that will help facilitate this work.
    - Promoting campus store gift cards/merchandise as prizes for campus contests/events.
    - Supporting Inclusive Access (IA) initiatives as another means of textbook affordability.
      - Explore how we can change the student billing model from "opting out" to "opting in." Our current LMS prevents an "opt in" purchase option, and input from the Campus Store will be valuable as we look to move to a new LMS product in the future.
- Establish ordering process to purchase textbooks as eBooks for the library's EBSCO databases.
  - Items must support unlimited users and concurrent access.
- Annually review our low-cost threshold of $50 to determine:
  - Is it still in line with the national average?
  - Can we add a "low-cost sequence" designation for classes who consistently use the same texts for a series of courses throughout the department?
- Increase marketing for the low cost/no cost sorting option in SWOCC course search to all stakeholders.
  - First Year Experience committee is interested in promoting textbook affordability. They just started a textbook student survey Winter 2022.

Resources

SWOCC Academic Freedom Policy (BP 4031)

The purpose of this statement is to promote public understanding and support of academic freedom and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in freedom in learning. It carries with it duties correlative with rights.

Academic Freedom 1. Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary returns should be based upon an understanding with the authorities of the institution. 2. Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matters, which have no relation to their subject. 3. College instructors are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times attempt to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson.

Open Educational Resources (OERs)

Defined

Open educational resources are course materials that are shared with an open license so that faculty can do the 5 R's: revise, remix, reuse, redistribute, and retain. You can download the material, tailor it to your course, save a copy locally, and share it back out with attribution. Students can access the material for free online or in print at low cost. This video introduces the basics.

Common misconceptions about this term

- OER are free - OER can be accessed for free online, but print versions will cost money to cover materials, printing, and overhead.

- OER are online - OER can be accessed in print or online (the "O" is for "Open," not "Online")

- OER is a recognizable term - the term "OER" is jargon and might not mean anything to students, colleagues, and administrators. Try "affordable textbooks" or "openly licensed materials" instead.

Other "Open" Movements

Computer and web-based technologies spawned several "open" movements, which can, according to the Scholarly Publishing and Academic Research Coalition (SPARC), "democratize access to knowledge, accelerate discovery, and increase the return on our investments in research and education."

- Open Access is the idea that research should be made freely available via the Internet. It should be free of licensing restrictions so that others can use, enhance, analyze, and build upon the research in any way imaginable. Open Access advocates also encourage authors to make the data accompanying their research articles open.
- Open Data is the free, online availability of research data, along with the rights to use, enhance, analyze, and build upon the data for any purpose. Open Data proponents urge researchers to post the data accompanying their research articles to an open data repository.
- Open Education encompasses resources, tools, and practices that are free of legal, financial, and technical barriers" (SPARC). Open Educational Resources (OER), Open Pedagogy and Open Courseware are all examples of Open Educational Practices.
- Open Pedagogy employs strategies that use the affordances of open licenses to get students involved in creative activities with real-world audiences.
- Open Courseware is "a free and open digital publication of high-quality college and university-level educational materials. These materials are organized as courses, and often include course planning materials and evaluation tools as well as thematic content. OpenCourseWare are free and openly licensed, accessible to anyone, anytime via the internet" (Open Education Consortium).

Finding Open Textbooks and Resources

- Open Oregon Resources Page lists course materials that Oregon community college and university instructors are using to reduce textbook costs in their courses. For best results:
  - Try searching for a prefix and course number, separated by a space. Example: WR 121

- - Unlike Google, the search box only searches for an exact string of characters, not individual keywords. Example: separate searches for "geography" or "latin america" will work better than "geography latin america"
  - If you see a name and email address, feel free to contact that person about their class.
- Open Textbook Library is a comprehensive resource for openly licensed academic textbooks. Open textbooks are licensed by authors and publishers to be freely used and adapted. Most of the textbooks are peer reviewed. Download, edit and distribute them at no cost. Supported by the Open Education Network.
- OER Commons is a public digital library of open educational resources. Explore, create, and collaborate with educators around the world to improve curriculum. Sort results by educational level and a variety of other limiters.
- Open Oregon Google Group is a listserv to share news, ask questions, and connect with colleagues in Oregon's open education community of practice.

Library Resources

Course Reserve

SWOCC Library houses a collection of teacher-supplied and library-owned textbooks and laptops. Library items may also be pulled at teacher request. These items circulate for different periods of time than other library materials due to high demand. Those periods include: 2-hour, 1-day, 3-day, 1-week, 2-week, or all term. A Coastline library card is required for check-out, and you can fill out an application here. Interested faculty may come to the library to fill out a Course Reserve Request form and to deliver materials (online form coming soon). All items must be compliant with copyright law. Please allow one-day processing time.

eBook Databases

SWOCC Library subscribes to over 230,000 academic eBooks through our EBSCO databases. Permalinks to resources are available to add to your syllabus and LMS course shells. Many eBooks also allow users to save and print portions of the text. These can be downloaded to include in your course shells as well. Please do not share texts on your public websites.

You can learn more about accessing library eBooks from this video. These are our largest eBook databases:

- EBSCO Academic Collection
- EBSCO Community College
- EBSCO eBooks (general)

Copyright Guidance

Southwestern Oregon Community College is committed to compliance with copyright law and the preservation of rights for both copyright owners and users of copyrighted materials. The College requires faculty, staff, and students to observe federal law regarding the use of copyrighted material. To learn more, please see the following resources or contact SWOCC Library for assistance:

- APP XXXX Copyright Compliance (add link)
- Board Policy 4025
- SWOCC Copyright Library Guide

Textbook Adoption Procedure

- The bookstore will send out an email which comes from *SOCC Bookstore* socc@verbasoftware.com

- The Subject is typically: *ATTN REQUIRED: Please Submit Your Textbook Information!*

- At the bottom of this email there is a personalized link "***View Adoptions"*** button. If you click it, it's a single-sign-on to the adoption software. The button looks like this:

  -
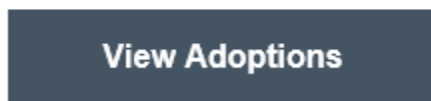
- It's going to bring you to a page that looks like the image below. Please note: The open courses will show the courses and sections assigned to you. Right now, the adoptions are not open, so there are none showing in this example:

  -
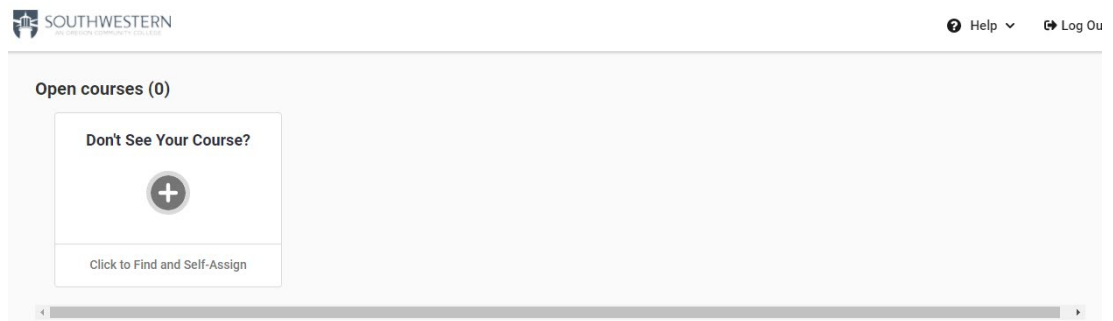
- For the exact process, in the upper-right hand side of this page, there is a '***Help***' drop-down. It has a few short videos that will show the process (which is more helpful than the screenshots I can provide as my view doesn't always line up with faculty's view):

  -
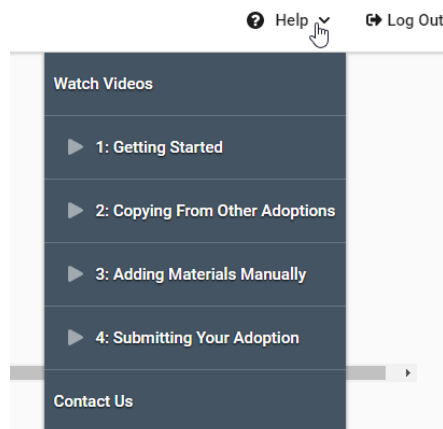
Inclusive Access Textbook Information for Your Syllabus

Inclusive Access is a cost-savings program which better rates are negotiated with the publishers for e-materials. These savings are passed onto the student. When the student registers for the course, they are charged for the cost of the ematerials.

How to access?

- <u>If it is an e-Book</u>, they need to login to MLL, go to their eLearning courses (even if it's face-to-face), and click on 'eTextbook' along the left-side navigation bar. This will allow them to either create or sign-in into their VitalSource Account. (This is recommended as they can then download an offline copy to any device that can access BookShelf.

  - Bookshelf can be accessed on laptop or mobile devices.

  - They only have to follow this exact process one-time for each term. After that, they can simply go directly to BookShelf to access it.

- <u>If it is an access code</u>, this is included in their Welcome email. It is usually visible at the bottom under the course information. Or they can view it by using the link in the middle, and then scrolling to the course.

  - Exception: Some courses use single sign on, and they would have to click on a specific link within MLL to gain access. Instructors will provide this direction if that is the case.

Opt-out Option

- Opting out means the student does not want to use the e-material. They will need to obtain their materials a different way. Sometimes the store does have some physical copies or be able to special order a book.

- How to opt-out?

  - The opt-out deadline is the 2nd Wednesday of term.

  - <u>Method 1:</u> Students can opt-out by opening the welcome email and copy-paste the link ½ way down the email into a browser. Then, they can click opt-out for the material(s) they don't want. It'll ask them why they're opting out. Simply choose an option and hit submit. They'll receive a confirmation email they've been opted out.

  - <u>Method 2:</u> Students can email bookstore@socc.edu and include their name, ID #, and the material(s)/courses they want to opt out of.

Physical Books

  - Some courses I do have a few copies of the book. This depends on availability within the market. We can work with to students to special order it in for them. But if they are self-funding, it would be cost effective for them to order through Amazon directly.

How are students notified of Inclusive Access?

The 'Welcome to SWOCC's Inclusive Access' email looks like the email below. This is an example from Winter 2022 Term:

SWOCC INCLUSIVE ACCESS WINTER 2022

You're enrolled in one or more classes which are Inclusive Access (IA). Your course materials were charged to your student account when you registered. The required course materials will be available on the first day of class and linked directly into the course along the left side.

For more information or to OPT-OUT, please copy and paste the link at the bottom of this email into a browser. The last day to OPT-OUT is 01/12/2022. If you chose to opt-out, you will be responsible to obtain the materials on your own.

Please note, if you opt-out, the charge to your student account will be refunded after the opt-out deadline has past. The reason for this is you can choose to opt-back in during this time.

Click the following link to visit your Inclusive Access materials list (this is not a link to access course materials directly):
https://coursematerials.vitalsource.com/v3/access/efdeErXugHL159jjkfPAMPFQ

You're currently assigned to the following Inclusive Access materials:

Term/Session Name: WINTER TERM 2022 - WINTER TERM 2022
Course: ANTH 222 04
Title: Cultural Anthropology
Price: $29.00
Access Length: Perpetual
Opt-out Deadline: Jan 12, 2022

This is their personalized link. Some emails will automatically hyperlink this. Others, students will need to copy-paste it into a browser.

Term/Session Name: WINTER TERM 2022 - WINTER TERM 2022
Course: PHL 102 02
Title: The Fundamentals of Ethics
Price: $20.25
Access Length: 180 days
Opt-out Deadline: Jan 12, 2022

After they click this link, they'll see all IA course materials listed like this:

PHL 102 - 02 - SELLARS, J
WINTER TERM 2022

THE FUNDAMENTALS OF ETHICS
BY RUSS SHAFER-LANDAU
ISBN: 9780190058326R180
$20.25

NO IMAGE AVAILABLE

✓ **OPTED IN**
THE LAST DAY TO OPT-OUT IS JANUARY 12, 2022

✗ OPT OUT

NOTES — Inclusive Access offers you the right content on the first day of class, at a great price. eBooks are linked directly into your MyLakerLink classroom; Access codes can be found in your 'Welcome to SWOCC's Inclusive Access Program' email.

WR 122 - 07 - HENDEE, B
WINTER TERM 2022

RULES FOR WRITERS
BY DIANA HACKER; NANCY SOMMERS
ISBN: 9781319172497R180
$23.50

NO IMAGE AVAILABLE

✗ **OPTED OUT**
THE LAST DAY TO OPT-OUT IS JANUARY 12, 2022

✓ OPT IN

NOTES — Inclusive Access offers you the right content on the first day of class, at a great price. eBooks are linked directly into your MyLakerLink classroom; Access codes can be found in your 'Welcome to SWOCC's Inclusive Access Program' email.

A course with an access code will look like this:

eTextbooks and Courseware LMS Integration

This is a two-part process 1) through the Campus Store and 2) through LMS Integration. The most common vendor relationships for LMS Integration are listed below:

VitalSource Inclusive Access

VitalSource has an extensive catalog with many publishers that can all 'first day access' to eTextbooks through the LMS. This depends on the two-part process mentioned above!

- First, work with the bookstore so they know the title you wish to adopt, and the correct information is listed for students under 'Buy Textbooks'.

- Next, the LMS Coordinator will receive a list from the Bookstore of Inclusive Access titles, associated course and sections, and the URL connection information needed to integrate the access through your LMS (eLearning) course shell.*
  * The integration link cannot be added to your course shell unless your course has content loaded. Adding the link to a 'blank' course shell runs the risk of being overwritten if you copy course content from a prior term after the link has already been added.

MH Connect

McGraw Hill Connect is more than just an 'eTextbook'. Connect is a courseware suite that allows instructors to 'build a course' within the Connect application. While the steps for integration are the same as VitalSource (above), there are a couple more steps involved.

- The instructor must create an MH Connect account.

- When the LMS Integration is complete, the instructor must go through the link in their eLearning course to connect to the correct textbook and resource and create the content they want students to see.

Cengage MindTap

Similar to MH Connect (above) MindTap is a courseware suite and will require configuration by the instructor once the integration is complete. However, while the LMS Coordinator receives a list for

VitalSource IA and MH Connect adoptions from the bookstore, Cengage sends emails with the LMS Integration information directly to instructors. Oftentimes the LMS Coordinator is not cc'd and is not aware of the need for integration. In addition, Cengage does not send out information for adoptions that have already been used at our institution. Therefore, it is imperative that you notify the LMS Coordinator directly if you plan on adding a Cengage MindTap integration in your course.*

If you have used MindTap in a prior course and copy content, the integration will copy as well. However, if new instructor wants to use the same integration (say for a new section of the course) the LMS Coordinator would have no way of knowing that the link needs to be added unless notified.

From the student side

Please be sure students have instructions in the course on how to access the eText or courseware. Also, if you are using integration, students MUST access the eTextbook or Courseware through the eLearning course and NOT the vendor or publisher direct website!

Further Reading

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