Textbook Affordability:

OER, Libraries, and Other Steps Along the W

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Who we are

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Land Acknowledgment

We stand today on native lands and recognize and honor the Anishinaabe and Dakota nations.
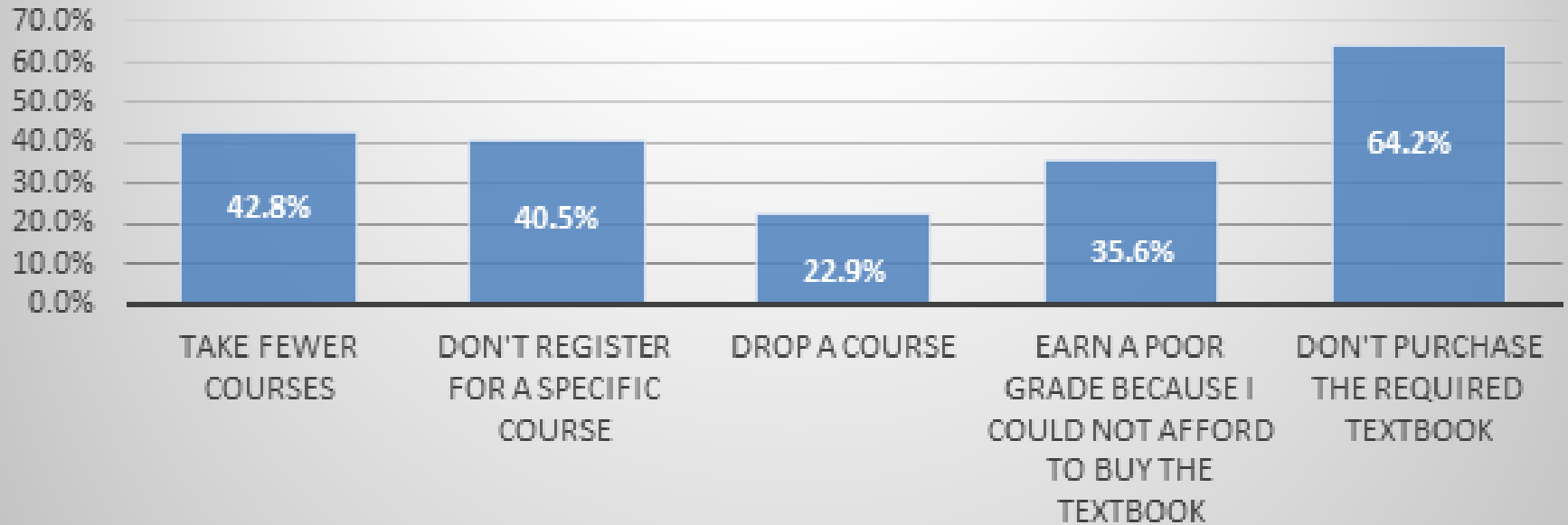
Textbook affordability matters

- Since 2006, the cost of a college textbook increased by 73%
- Textbook prices add unnecessary financial hardship
  - 29.7% of students use financial aid to pay for textbooks
  - $3.15 Billion a year in financial aid on textbooks
- Accessibility implications (and costs) for publisher textbooks (and related platforms)
- Textbooks and course materials are not the only costs   - and not the only costs that have risen dramatically

Source: Student PIRG. Covering the Cost: Why We can No Longer Afford to Ignore HIgh Textbook Prices. 2016
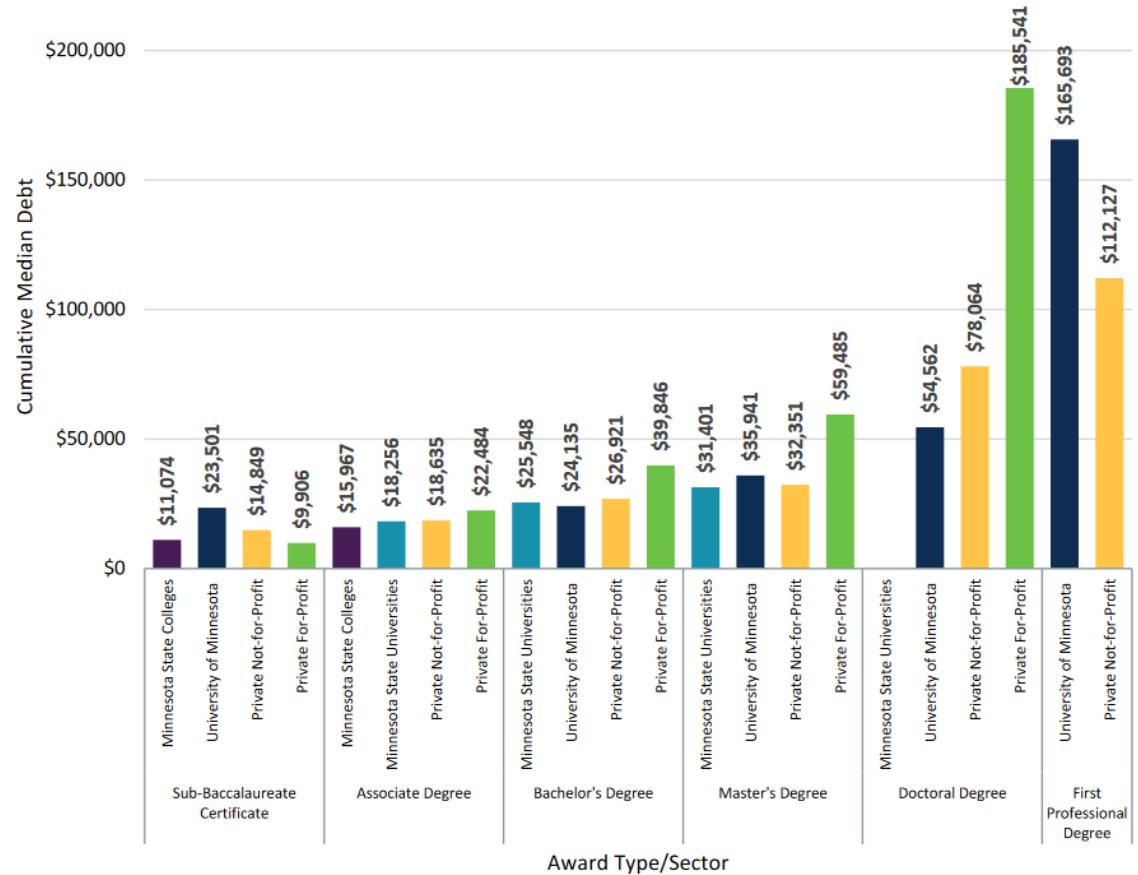
Impact of Textbook Costs on Students

Information from the Florida Virtual Campus study 2018

Florida Virtual Campus Study 2018

Figure 3: Borrowing Amounts are Highest at For-Profit Institutions across Degree Types, 2016

Minnesota Office of Higher Education. Cumulative Median Student Loan Debt in Minnesota, 2016. November 2017

https://www.ohe.state.mn.us/pdf/CumulativeStudentLoanDebtReport.pdf

Affordable Textbook Options

- Open Educational Resources (OER)
- Inclusive Access - Textbooks online, available first day of class
- All-in-One Subscription Digital Access - Access to a publishers catalog of textbooks for one price. (Cengage Unlimited)
- Textbook Rentals
- Library Reserves/Collections
- Custom Course Packs
- Blend of options

Open Education Resources

What are they? At their most basic, they are high quality academic materials of available freely for download, editing, and sharing with the intent to better serve all students.

- National Landscape and Trends
- System initiatives

National Trends

- California
  - "Textbook Affordability Act" (AB798)(2015):
    https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB798
  - Community Colleges/Textbook Summit (2007)
  - Sustainability efforts and funding (2018)
- Florida
  - Working group (2009); Title XLVIII, Chapter 1004:
    http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1004.085&URL=1000 - 1099/1004/Sections/1004.085.html
  - Florida College System Textbook and Instructional Materials Affordability Report
  - University of South Florida TAP: http://tap.usf.edu/

Legislation Minnesota

- Passed (2019)
  - Z-Degree Textbook Program   - 3 additional colleges in Minnesota State to develop Z   - degree by 2020 -2021. ($500,000)
- Proposed (2019
  - HF 2730: Expand OER development and adoption within Minnesota State
  - SF 130 - Affordable Textbooks ((15% of courses must be "affordable"   - $40 or less
  - SF2214 – Inclusive Access Trial
  - SF 699: Z Degree at each college within Minnesota State
- Existing
  - SF 3656: (2018): Requires Minnesota State to develop a plan to increase the use of affordable textbooks
  - HF 2749 (2016): Minnesota State funding for programs on system campuses to promote adoption of open textbooks
  - SF 1236 (2013): Reducing the cost of textbooks through oER as a performance measure for Minnesota State.

Legislation and System Initiatives

Federal:

- Federal Textbook Price Disclosure Law   - in effect since 2010
- Affordable College Textbook Act - Proposed April 2019
- Open Textbook Pilot - Funded 2018 and 2019

Minnesota State:

- Vision for OER: Minnesota State aspires to be the national leader in open education, ensuring accessible, affordable, and culturally relevant experiences for our students.
- Z Degrees: Zero Textbook Cost Degrees - 3 in progress

OER is an EQUITY Strategy

- "High-quality OER can lead to significant financial benefits for students and/or institutions, as well as reduce the potential of financial debt."
- "A majority of faculty and students perceive OER to be equal to, or better than, commercial textbooks in terms of quality"
- "It was found that students enrolled in courses that have implemented OER as the textbook perform just as well, if not better, in comparison to students enrolled in courses that use traditional commercial textbooks"

Colvard, N., Watson, C., & Park, H. (2018). The Impact of Open Educational Resources on Various Student Success Metrics. International Journal of Teaching and Learning in Higher Education, 30(2), 262–276.
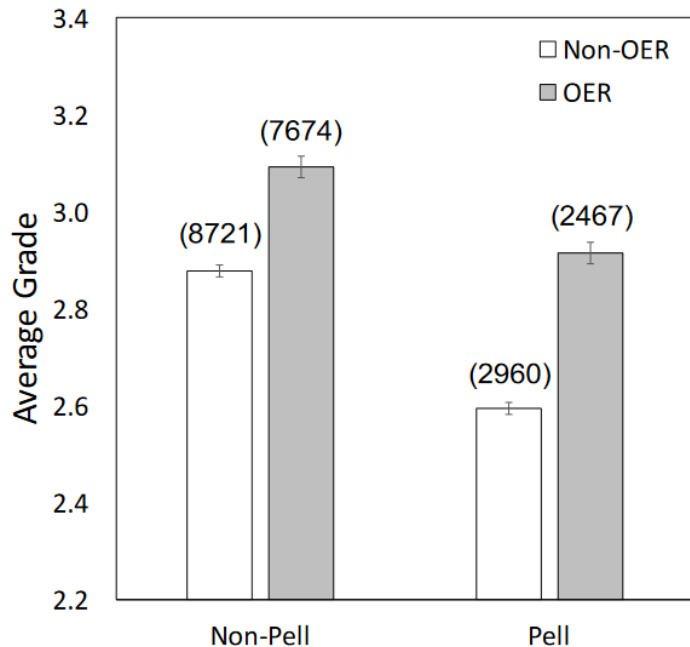
OER Final Grades

Colvard, N., Watson, C., & Park, H. (2018). The Impact of Open Educational Resources on Various Student Success Metrics. International Journal of Teaching and Learning in Higher Education, 30(2), 262–276.

Figure 2

Average grade (Final grade) of students enrolled in courses pre-OER adoption (Non-OER) and post-OER adoption (OER). This analysis compared students that were not recipients of the Federal Pell Grant (Non-Pell) and students that did receive the Federal Pell Grant (Pell). The numbers over each bar represent the total number of students in that respective classification.
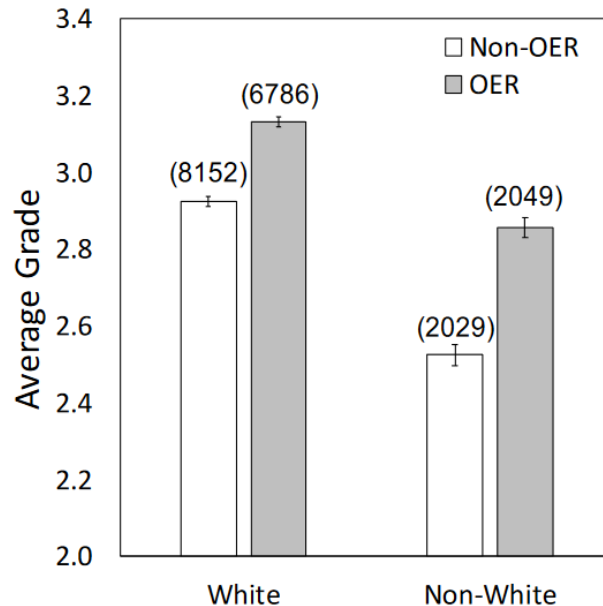
OER Final Grades

Figure 4
Average grade (Final grade) of students enrolled in courses pre-OER adoption (Non-OER) and post-OER adoption (OER). This analysis compared self-identified White students and Non-White students – aggregating all other self-identified ethnicities, excluding Asian. The numbers over each bar represent the total number of students in that respective classification.
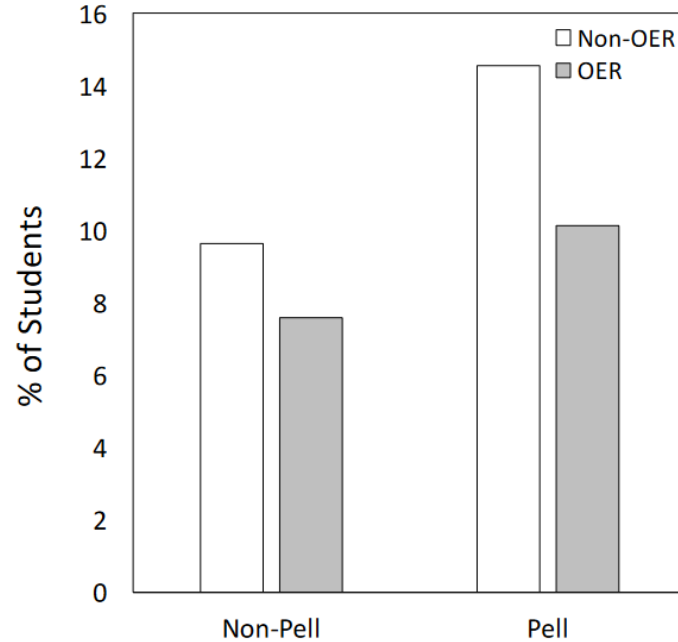
Colvard, N., Watson, C., & Park, H. (2018). The Impact of Open Educational Resources on Various Student Success Metrics. International Journal of Teaching and Learning in Higher Education, 30(2), 262–276.

OER DFW

Figure 3
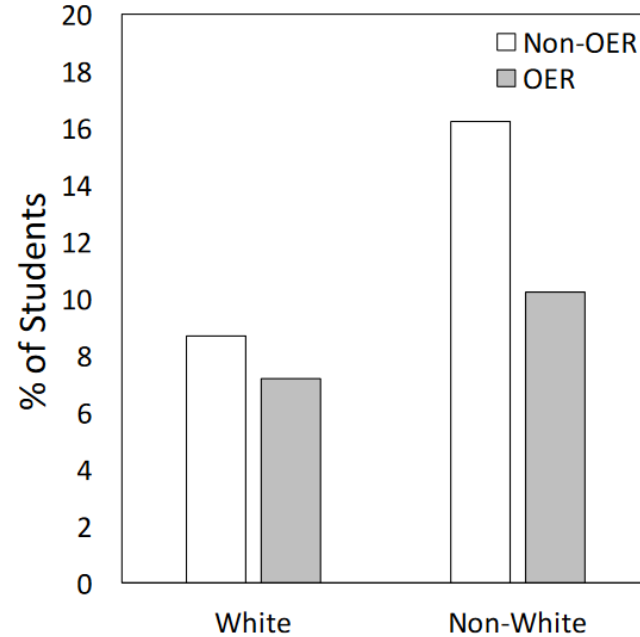Percent of DFW students comparing Non-Pell and Pell recipients in course pre-OER adoption (Non-OER) and post-OER adoption (OER).

Colvard, N., Watson, C., & Park, H. (2018). The Impact of Open Educational Resources on Various Student Success Metrics. International Journal of Teaching and Learning in Higher Education, 30(2), 262–276.

OERDFW

Colvard, N., Watson, C., & Park, H. (2018). The Impact of Open Educational Resources on Various Student Success Metrics. International Journal of Teaching and Learning in Higher Education, 30(2), 262–276.

Figure 5
Percent of DFW students for non-OER and OER based courses for White and Non-White students. Students classified as "Asian" were removed from the analyses.

Why include and work with the library

- Equitable student support is central ethos of the library

- Access and sharing are core to what libraries do

- We know publishing, information, and associated trends

- Culture of innovation and knowledgeable of technology

- We are neutral and belong to all departments and colleges

- Liaisons work with different departments and can help make connections

OER for all may be an end goal

What alternatives can we grow and promote for immediate and broader impact?

- Course pack replacements - Library -licensed journals; Open Access Journals and Creative Commons materials
- Library -licensed streaming services
- Reserve - electronic and physical
- Unrestricted Interlibrary Loan
- E-books purchased that offer inclusive access

Metropolitan State University

- Course Materials Affordability Task Force   - Cross-campus collaboration

- Revision of relevant policies and practices with an equity, inclusion, and access lens

- IFO Library Committee

- OER outreach by librarians

- Creative Commons and copyright expertise

- CFD/COL

Mankato

- Academic Affairs Leadership
  - In collaboration with Library Services and Academic Technology Services
- Previous work
  - OER Cohorts
  - Creative Commons Certification
- OER Interest Group
  - Found new collaborators
- Department Chairs Workshop
  - Textbook Affordability
    - Maverick Textbooks
- Effordability Summit (UW -Stout)
- Textbook Affordability Fair
- Imbedding Tools into D2L
  - Tophat, Knewton, OpenDora
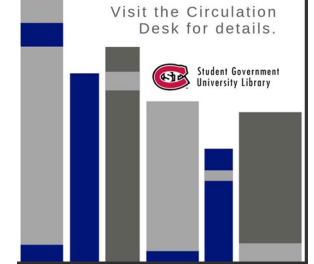
Textbook Affordability
Fair 2019

St. Cloud State Universit

- TAPS-Textbook Affordability Project for Success
  - 4 Principles: Educate, Donate, Create, and Disseminate
  - Textbook/course materials reserve
  - Highest enrolled courses
  - Targeted marketing and email
- University Library Student Advisory group; work with Student Government (SGA) on a textbook drive
- TAC--Textbook Affordability Conference (UMN)
- Subject Guides
- Open Access/OERs workshop series (Spring 2019)

Small Group Discussion

- What are your campus' plans in this area?

- What roles can your library fulfill in those plans?

- What are some barriers to OER or to working with the library?

- What are some ways to overcome those barriers?

Commitment to action

OER/OA/Textbook Affordability Reso

- California Open Online Library for Education: http://www.cool4ed.org/
- Openstax (Rice University): https://cnx.org/
- Open Textbook Library (University of Minnesota): https://open.umn.edu/opentextbooks/
- Ebooks Minnesota: https://library.biblioboard.com/module/scholarly-resources
- UCL Press (University College London): https://www.uclpress.co.uk/
- Bookboon (Denmark): https://bookboon.com/
- Community College Consortium for Open Educational Resources: https://www.cccoer.org/

OPEN ACCESS WEEK 2019

OCTOBER
21–27

¿ABIERTO PARA QUIÉN?
EQUIDAD EN EL CONOCIMIENTO ABIERTO
मुक्त प्रवेश किसके लिए खुला? खुले ज्ञान में समानता
OPEN FOR WHOM?
EQUITY IN OPEN KNOWLEDGE
حر لمن؟ الإنصاف في المعرفة المفتوحة
OUVERT POUR QUI?
ÉQUITÉ DANS LE SAVOIR OUVERT

Thank you!

We look forward to working with more campus partners and seeing the amazing work everyone does to support students with affordable course materials and OER adoption, adaptation, and development.