

Rogue Community College Textbook Affordability & Open Education Report, Fall 2023

Executive Summary

This report on Rogue Community College's participation in the statewide Open Educational Resources (OER) program was prepared by Amy Hofer, Statewide Open Education Program Director. Please [contact Open Oregon Educational Resources](#) to provide updates about your institution and to collaborate on advancing textbook affordability and open education at Rogue Community College.

Institutional summary:

- Rogue Community College OER point person: Laura Haga-Duffy, Director, Auxiliary Services and Shipping/Receiving
- Known adoptions at Rogue Community College:
<http://openoregon.org/resources/?keyword=rogue>
- Dashboard for Rogue Community College participation with Open Oregon Educational Resources: <https://tinyurl.com/rcc-dashboard>

Institutional impact:

- Rogue Community College received \$13,129 of ~\$2.1M in statewide grant funding available from 2015-2023, or 0.64% of statewide funding.
- Statewide OER grants at Rogue Community College since 2015 have saved 2,028 students an estimated \$193,653, representing \$14.75 per program dollar spent.
- Students at Rogue Community College are estimated to have saved \$3,204,500 in courses with the no-cost/low-cost schedule designation from 2021-23, out of a statewide aggregated estimate of ~\$70M.

Recommendations for 2023-25:

- Rogue Community College did not receive 2023-25 grant funding; an additional grant opportunity may be available to apply for in Spring 2024.
- Rogue Community College can encourage participation in statewide professional development opportunities throughout the year by sharing the Open Oregon Educational Resources weekly newsletter, [Calendar page](#), and [Google Group](#).
- Let's talk about policy implementation! Open Oregon Educational Resources provides support with implementing the no-cost/low-cost schedule designation, textbook affordability plans, and on-time adoption targets.



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I. Policy Implementation

Estimated Student Savings Represented by No-cost/Low-cost Schedule Designation

[HB 2871](#), passed in 2015, requires each of Oregon's public colleges and universities to designate courses with no-cost and low-cost course materials in the schedule. [HB 2213](#), passed in 2019, further requires that textbook affordability plans at each institution include steps to market the no-cost/low-cost designation to students.

Statewide, courses with the no-cost and low-cost designation in the schedule at 20 reporting institutions are estimated to have saved 900,000 students in 50,000 course sections ~\$70 million from 2021-23.

- At the reporting institutions, 30% of all courses were designated no-cost or low-cost.
- Since the 2017-19 biennium, the number of sections with the no-cost and low-cost designation in the schedule increased by over 125%. Compared to the 2017-19

biennium, 500,000 additional students enrolled in designated sections and estimated student savings doubled, representing increased savings of over \$35 million.

- More information: [Estimated 2021-23 Student Savings in No-Cost/Low-Cost Courses](#)

At Rogue Community College, courses with the no-cost and low-cost designation in the schedule represent estimated savings (or cost avoidance) of \$3,204,500 by 35,825 students in the 2021-23 biennium.

- 1,433 sections were labeled with the no-cost/low-cost designation in the course schedule, or 41% of sections offered.

How is student savings/cost avoidance calculated? For the statewide savings estimate, each college and university reports savings data using the method that works best for their own local campus environment. Each institution shows their work by sharing their method so that the aggregated estimate can be understood as a sum of differentiated components. More information on this approach to OER savings estimates can be found in the post [Support for a Local Approach to Statewide OER Data Collection](#). Because we do not use a consistent method for calculating savings, we are not able to make meaningful comparisons between institutional savings results.

To estimate student savings at Rogue Community College from designated no-cost/low-cost course designations on the schedule, we ran a report on the sections that were flagged the “no-cost/low-cost” designation in the institution’s management system, RogueNet. For the headcount, we use the estimated figure of 25 students per section.

We used the established figure of \$100 as the cost of a traditional textbook to compare to no-cost/low-cost textbooks. RogueNet allows us to distinguish “low cost” and “no cost” classes as separate categories, so we can accurately say which classes are low cost and which are no cost.

To capture a range of the estimated student savings for no-cost textbooks and low-cost textbooks, we multiplied the estimated number of enrolled students (25 per section) by:

- \$60 which represents what students save when they purchase a low-cost textbook defined as \$40 and under. Sixty is the most conservative figure to use to estimate savings for a low-cost textbook.
- \$100 which represents what students save when they use open educational resources and/or no textbook is required for the class.

Textbook Affordability Plan

[HB 2213](#), passed in 2019, requires each of Oregon’s public colleges and universities to create a textbook affordability plan. A research report completed by students in the Master of Public

Administration Capstone at the University of Oregon School of Planning, Public Policy and Management recommends that:

- Plan must not sit on a shelf
- Engage students in the creation of textbook affordability goals
- Collect data to measure progress
- Administration must share ownership of the plan

Rogue Community College's textbook affordability plan: [Rogue Community College Textbook Affordability Plan.pdf](#)

Does your textbook affordability plan meet the requirements of HB 2213? Use this tool to evaluate your plan: [Textbook Affordability Strategic Plan Rubric](#).

On-Time Course Materials Adoption Reporting

[HB 2919](#), passed in 2021, requires that Oregon's public community colleges and universities prominently display or link to the estimated cost of all required course materials and fees at the time that registration opens, with a target of 75% of all courses offered per term. Statewide, 72% of for-credit courses offered in 2022-23 had estimated course materials costs available when registration opened via the course schedule. 8 institutions met or exceeded the 75% target and 6 more institutions had on-time adoptions for over 65% of their courses.

Because this is the first time Oregon institutions have collected and reported on on-time adoption data, this number should be understood as a benchmark to measure future progress against. A statewide on-time adoption reporting rate of 72% is a strong start for the implementation of HB 2919 that the participating institutions can be proud of. [Read the full report](#).

Rogue Community College's on-time adoption reporting rate (calculated average for 2022-23 academic year): Not submitted to Open Oregon Educational Resources in time for this report.

II. Professional Development

[Open Oregon Educational Resources](#) offers professional development opportunities that are available to all Oregon community college and university stakeholders, including [webinars](#), the [OER FAQ](#), [research reports](#), and [advice columns](#). Additional event programming includes [Open Education Week](#), the [Statewide OER Symposium](#) convened every other year, and [sponsored attendance](#) at national and international conferences.

The sections below show the impact of Rogue Community College's participation in OER Review Workshops, Course Redesign Sprints, and Equity and Open Education Cohorts. Note that the data presented here reflects faculty self-reporting, which means that estimates may be low if faculty did not respond to email requests.

OER Review Workshops

Open Oregon Educational Resources has offered OER Review Workshops since joining the Open Education Network (OEN) in 2015. The review workshop model has two parts: a faculty workshop presenting open textbooks as a way to solve the problem of high textbook prices, followed by the opportunity for faculty to earn a stipend to write a review of an open educational resource. Faculty who write an in-depth review of an open textbook are likely to adopt the book in their classes.

- Statewide, the OER Review Workshop program has resulted in an estimated \$13,789,700¹ in student savings since 2015, representing \$51.44 in student savings per program dollar spent.
- Since 2015, 1,081 unique instructors at all 24 of Oregon's colleges and universities have attended OER review workshops and written 858 reviews, resulting in 655 redesigned courses.
- [Read the full report](#)

At Rogue Community College, 80 instructors have received \$27,529 in stipends for writing 86 reviews, or 11.32% of the review stipend funding spent since 2015.

- The OER Review Workshop stipends at Rogue Community College resulted in 8,696 students saving an estimated \$869,600¹ in 35 courses.
- This savings represents \$31.59 in student savings per program dollar spent.

Course Redesign Sprints

Open Oregon Educational Resources has facilitated a Course Redesign Sprint during Open Education Week since 2019. Funding supports Oregon community college and university instructors who participate in a one-week online, asynchronous training. The goal of the sprint is to redesign an existing course using openly licensed materials in order to save students money.

- Course Redesign Sprints have resulted in an estimated \$1,995,637 in student savings since 2019, representing \$10.67 in student savings per program dollar spent.
- Since 2019, 171 unique instructors from 21 colleges and universities have completed the training and redesigned 174 courses.
- [Read the full report](#)

At Rogue Community College, 2 instructors have received \$1,145 for participating in a Course Redesign Sprint, or 0.61% of the sprint funding spent since 2019.

¹ The OEN uses \$100 as the per-student/per-course multiplier for savings estimates.

Equity & Open Education Cohort Model

The Equity and Open Education professional development course seeks to transform curriculum by asking participants to consider open educational practices with an equity lens, including universal design, cultural relevance, and diverse perspectives. This professional development course was created by library faculty member Jen Klaudinyi at Portland Community College. Open Oregon Educational Resources used grant funding from The William and Flora Hewlett Foundation and the Governor's Emergency Education Relief fund to offer statewide Equity and Open Education cohorts for faculty and teaching & learning support staff.

- Since 2020, 221 instructors from 21 institutions have completed Part 1 of this training. 84 have gone on to complete Part 2 and their work is available in an [OERCommons folder](#).
- Since 2022, 32 teaching & learning support staff from 15 institutions have completed Part 1 of this training. 6 have gone on to complete Part 2 and their work is available in an [OERCommons folder](#).
- The program has provided a leadership opportunity to 32 forum facilitators from 9 institutions.
- Read a summary of the impact assessment conducted by project partner RMC Research: [Spoiler Alert: Equity and Open Education Training Helps Faculty Make High-Impact Changes](#).
- [Read participant takeaways](#).

At Rogue Community College, 9 participants have received \$3,415 for participating in an Equity and Open Education Cohort, or 2.26% of the Equity and Open Education funding spent since 2020.

- 6 Rogue Community College instructors have completed Part 1 of this training. 2 instructors have gone on to complete Part 2.
- 3 Rogue Community College teaching & learning support staff have completed Part 1 of this training. 1 teaching & learning support staff have gone on to complete Part 2.

III. Grant Activities

Oregon has offered OER grant opportunities for instructors since 2015. Two of these programs were available only to faculty at community colleges because of funding restrictions.

- In the OER grant programs for which prior data is available, the estimated cumulative student savings is \$23,080,669, or about \$14 in student savings per program dollar spent.
- Combined with the impact of the 2021-23 grant cohort, which just concluded, overall student savings for the Open Oregon Educational Resources grant program since 2015 is estimated to be \$24,352,296, or about \$12 in student savings per program dollar spent.
- [Read more about continuing savings through the OER grant program](#).

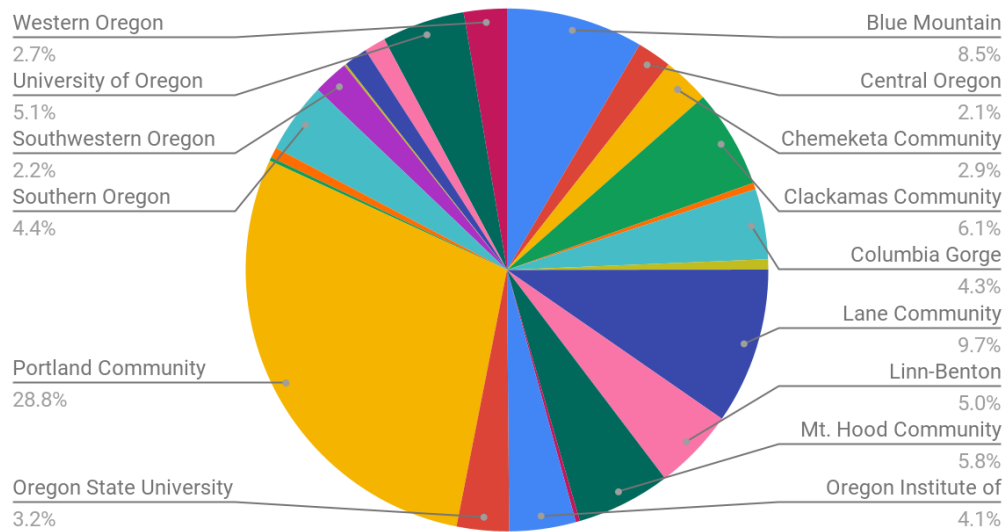
The table on the next page summarizes the impact of statewide OER grant spending to date compared with Rogue Community College's participation. Note that the data presented here reflects faculty self-reporting, which means that estimates may be low if faculty did not respond to email requests.

	HB 2871 Grants	2015 Grants	2016-17 Grant Cohort	2018-19 Grant Cohort	2019-21 Grant Cohort	2021-23 Grant Cohort	Total
Eligibility	Colleges & Universities	Colleges	Colleges	Colleges & Universities	Colleges & Universities	Colleges & Universities	Colleges & Universities
Available Funding	\$322,000	\$52,098	\$280,247	\$498,919	\$468,921	\$479,017	\$2,101,203
Statewide Estimated Student Savings	\$4,333,179	\$644,611	\$8,867,916	\$5,377,216	\$3,857,747	\$1,271,627	\$24,352,296
Statewide Estimated Student Savings per \$1 spent	\$13.46	\$12.37	\$31.64	\$10.78	\$8.23	\$2.89	\$11.59
Rogue Community College Award	\$0	\$0	\$0	\$8,970	\$1,298	\$2,861	\$13,129
% of Eligible Funding Received by Rogue Community College				1.80%	0.28%	0.69%	0.64%
Estimated Student	\$0	\$0	\$0	\$131,125	\$45,129	\$17,399	\$193,653

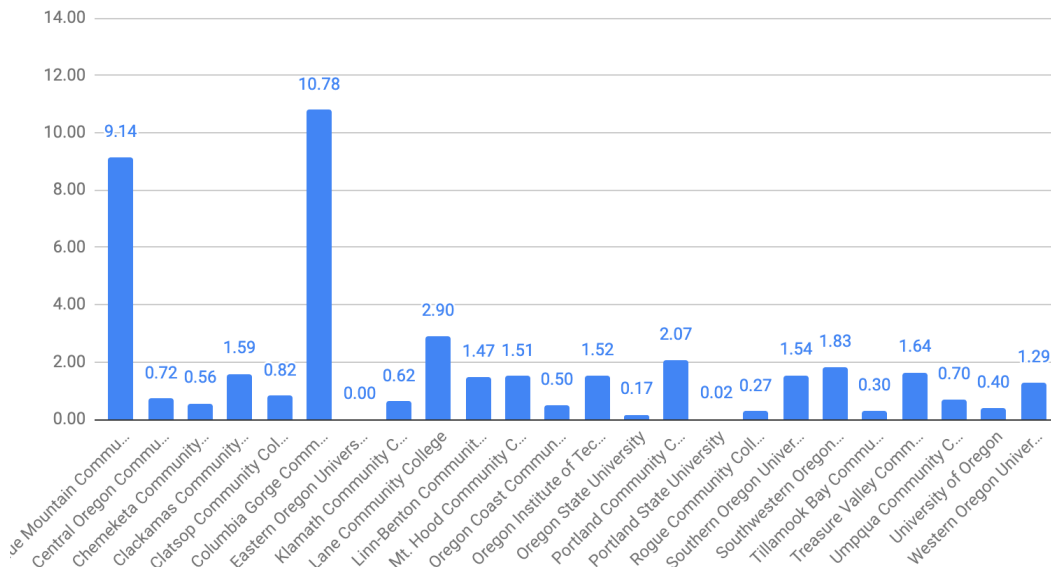
Savings at Rogue Community College							
Estimated Student Savings at Rogue Community College per \$1 spent				\$14.62	\$34.78	\$6.08	\$14.75

The pie chart below shows eligible grant award spending per institution. The bar graph below shows the ratio of grant award spending compared to 2022 headcount enrollment.² A ratio of 1 means that grant awards are proportional to enrollment; a ratio of greater than 1 means that grant spending is higher than would be expected based on enrollment; a ratio of less than 1 means that grant spending is less than would be expected based on enrollment).

Grant Awards Per Institution



Ratio: Grant Awards Per Institution, Compared to Enrollment



² Data sources: [Oregon Community College Fall, 4th Week, Total Headcount Enrollment 2012 - present](#); [Historical Fall Fourth Week Headcount Enrollment by Institution, Resident/Nonresident, Oregon Public Universities, 2011 to present](#)

2018-19 Grant Cohort

The 2018-19 statewide grant program began with 53 projects funded by [HB 2729](#) and by the Community College and Workforce Development office of the Higher Education Coordinating Commission on the recommendation of the Oregon Community College Distance Learning Association. Funding was available to both community colleges and universities. The CCWD funded 15 additional community college projects in Fall 2018 to support the Oregon Transfer Compass program legislated by [HB 2998](#).

- The 2018-19 grant cohort has saved 22,914 students an estimated total of \$3,695,160 since 2018, representing \$7.40 in student savings for every program dollar spent.

Rogue Community College was awarded \$8,970, or 1.80% of the available funding.

- The 2018-19 grant funding at Rogue Community College has saved 1,523 students an estimated total of \$131,125 since 2018, representing \$14.62 in student savings per program dollar spent.
- Rogue Community College's student savings as a result of the 2018-19 grant funding was \$50,805 in 2019 and \$85,440 in 2021. Student savings have grown by \$80,320 since 2019, a 158.09% increase.

2019-21 Grant Cohort

The 2019-21 statewide grant program began with 59 projects funded by the Higher Education Coordinating Commission, and by the Community College and Workforce Development office on the recommendation of the Oregon Community College Distance Learning Association. Funding was available to both community colleges and universities. The CCWD funded 12 additional community college projects in Fall 2020 to support Major Transfer Map courses legislated by [HB 2998](#).

- The 2019-21 grant cohort has saved 19,329 students an estimated total of \$2,420,350 since 2019, representing \$5.16 in student savings for every program dollar spent.

Rogue Community College was awarded \$1,298, or 0.28% of the available funding.

- The 2019-21 grant funding at Rogue Community College has saved 430 students an estimated total of \$45,129 since 2019, representing \$34.78 in student savings per program dollar spent.

2021-23 Grant Cohort

The 2021-23 grant program began with 38 projects funded by the Higher Education Coordinating Commission, and by the Community College and Workforce Development office on the recommendation of the Oregon Community College Distance Learning Association. Funding was available to both community colleges and universities. The CCWD funded 10 additional projects in Fall 2020.

- The 2021-23 grant cohort has saved 9,160 students an estimated total of \$1,271,627 since 2021, representing \$2.89 in student savings for every program dollar spent.

Rogue Community College was awarded \$2,861, or 0.69% of the available funding.

- The 2021-23 grant funding at Rogue Community College has saved 75 students an estimated total of \$17,399 since 2021, representing \$6.08 in student savings per program dollar spent.