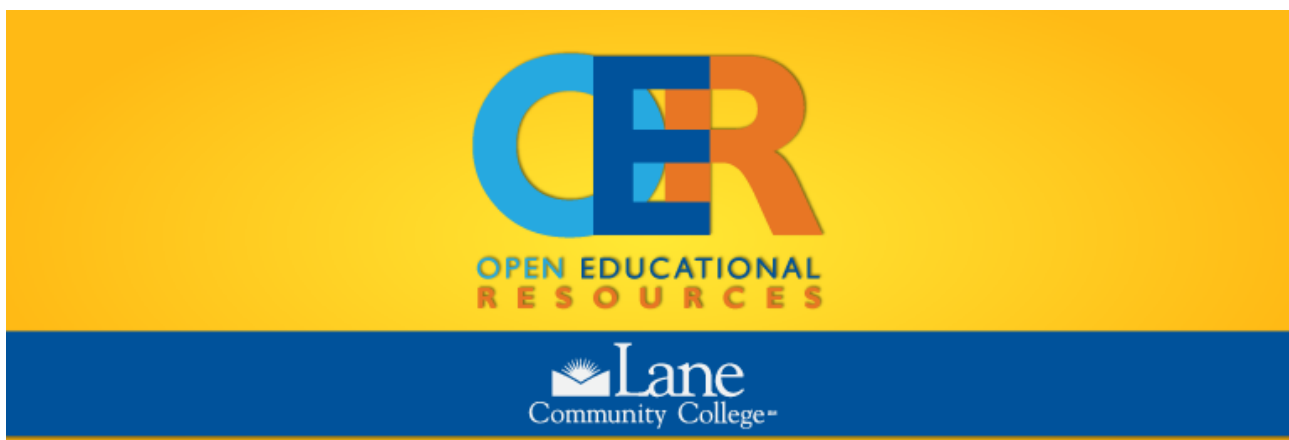


Lane Community College Textbook Affordability Plan



[Oregon House Bill 2213](#) (passed in 2019) requires all Oregon community colleges and public universities to create a Textbook Affordability Plan with the following 6 areas:

- I. Measurable Goals for Increasing Textbook Affordability
- II. How to Mitigate Economic Impact to Campus Store
- III. How to Advertise Low/No-cost Designation to Students
- IV. Academic Freedom Statement
- V. Process for Faculty to Find out about Low/No-cost Course Materials
- VI. Student Voices

At Lane Community College, we've had an OER program for the past 10 years. In this plan, we describe our current OER practices and our future goals for expanding the OER program.

I. Measurable Goals for Increasing Textbook Affordability

Lane Community College's main focus will be on increasing the percentage of low-cost/no-cost sections offered. In the 2017-19 biennium, LCC counted 474 sections labeled with the no-cost/low-cost designation in the course schedule, or 13.53% of sections offered. The graph below shows the increase in the percentage of low-cost/no-cost sections at Lane since Spring 2018. Our goal is to increase that percentage to a minimum 33% by the end of the 2021-23 biennium.

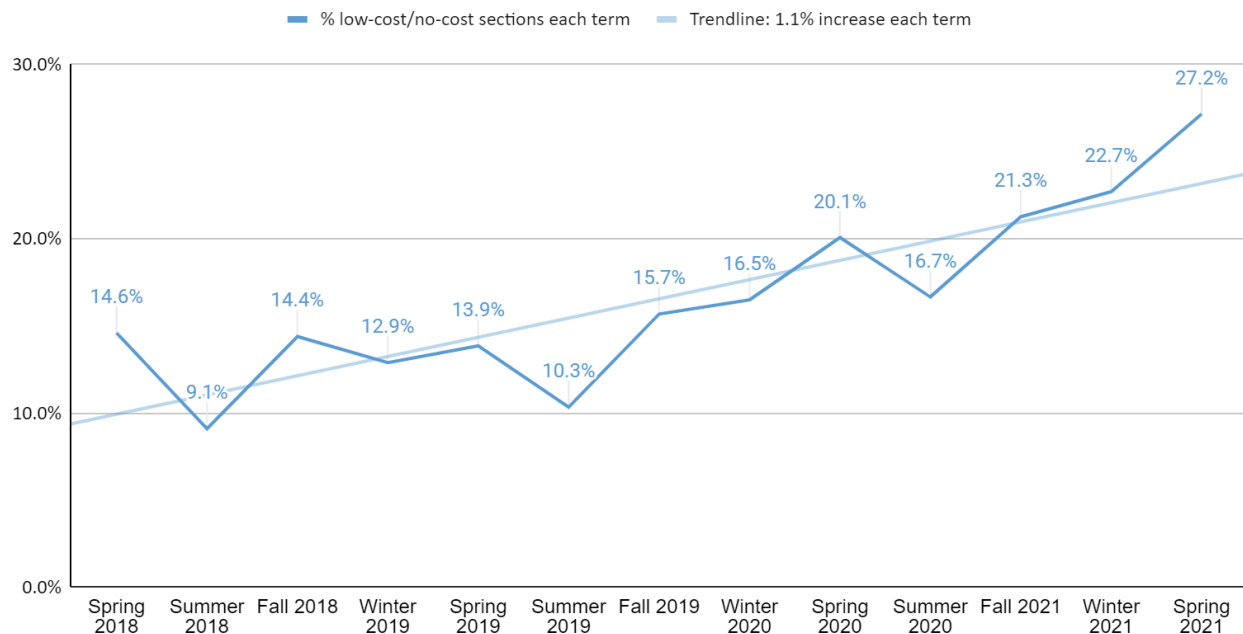
We will use a variety of tactics to increase this percentage: contacting departments to make sure they're correctly listing no-cost/low-cost courses in Banner; continuing to offer OER workshops



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to educate faculty about the benefits of OER; continuing to offer funding to faculty to adopt, adapt, and create OERs; and reaching out to faculty whose courses have high-cost materials to discuss more affordable options.

Percentage of sections designated low-cost/no-cost at LCC



In general, we calculate that LCC’s OER/low-cost designated classes save students well over \$1,000,000 each year, and we hope to see that amount continue to rise. However, we believe that increasing the **percentage** of low-cost/no-cost sections offered at LCC is a more reliable goal than setting a **dollar** amount for future student savings. Enrollment numbers at LCC continue to fluctuate; when enrollments decrease, textbook purchases (and, therefore, the dollar amount assigned to textbook savings) also decrease. Additionally, student savings figures are a “best guess” estimate based on average textbook prices. By setting our primary measurable goal to be a percentage of LCC’s total CRNs, we will be able to accurately and authentically represent the ongoing impact of our textbook affordability efforts.

II. How to Mitigate Economic Impact to Campus Store

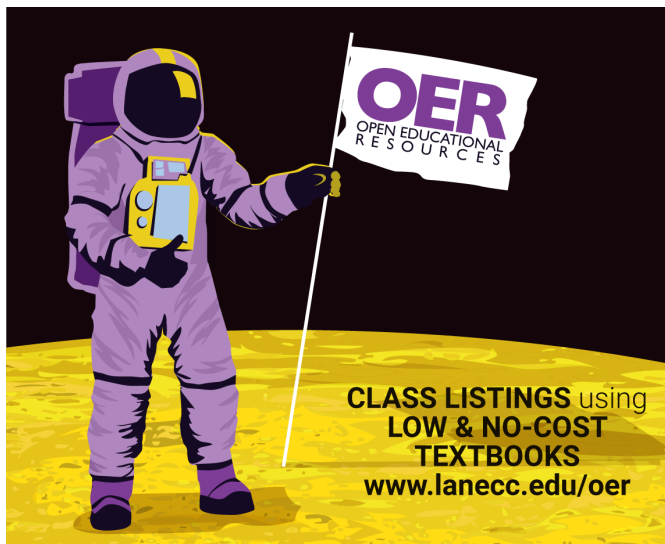
In 2019, the LCC Titan store was outsourced to Follett. A contract was signed between LCC & Follett that expires July 31, 2024; it agrees that faculty shall maintain academic freedom and that Follett will provide materials including OERs in the campus bookstore. The contract also states exactly how much Follett is allowed to mark up various types of course materials and how much commission Follett will pay LCC. There is a provision in the contract that allows for Follett and LCC to re-negotiate should sales decline significantly, so it is conceivable that widespread adoption of low-cost, no-cost, and/or OER materials might affect the current agreement. However, we do not

foresee the need to create proposals to make up for any lost revenue at this time. This paragraph was confirmed to be accurate by the Chief of Staff and Int. AVP of College Operations of LCC.

III. How to Advertise Low/No-cost Designation to Students

We currently have a designation for OER/low-cost courses in the LCC class schedule. Students can view the list of all classes with this designation by clicking on a link (for example, this is the link for Spring 2021: [Credit Class Schedule](#)). In addition, students can see which courses carry this designation when they look at classes offered each term by department. This information appears in the “Notes” section (the last column in this screenshot below) and with the ~ mark.

In the screenshot below of part of the Spring 2021 course schedule, the 4th, 5th, and 6th sections of Writing 121 are all designated “Open Educational Resources or low cost materials” with the ~ mark (red box added for emphasis).



WR121 Academic Composition - View Course Description						
40474	4	MW	08:00a-09:50a	Harrison, Jeffrey	MEET/VIRTUAL	Ez>
40472	4	M	10:00a-11:50a	Thompson, Eileen	MEET/VIRTUAL	Ez>
41131	4	MW	10:00a-11:50a	Harrison, Jeffrey	MEET/VIRTUAL	Ez>
41102	4	MW	12:00p-01:50p	Gabrieli, Daphne	MEET/VIRTUAL	Ez~>
40477	4	MW	02:00p-03:50p	Gabrieli, Daphne	MEET/VIRTUAL	Ez~>
42854	4	TuTh	08:00a-09:50a	Skupsky, Michael	MEET/VIRTUAL	Ez~>
41688	4	Tu	10:00a-11:50a	Thompson, Eileen	MEET/VIRTUAL	Ez>
41073	4	N/A	N/A-N/A	Ginsberg, Marsha	NOTIME/NOROOM	Ez{
40479	4	N/A	N/A-N/A	Untz, Lynn	NOTIME/NOROOM	Ez{
40476	4	N/A	N/A-N/A	Untz, Lynn	NOTIME/NOROOM	Ez{

We can’t change the way the designation appears to students on the schedule, but we can do more to help students find the list of classes with the OER/low-cost designation and raise awareness of the ~ mark in the schedule in two ways: using an advertising campaign and adding more information to various student-facing websites. We are also exploring whether students may be able to search for courses that have the OER/low-cost designation within Lane’s registration tool.

Lane’s OER program has already done a limited amount of advertising for the program and the designation. In 2017, Victoria Koldewyn created an OER astronaut advertising campaign (image above, reused under a CC BY-NC license). The campaign has been used as posters, postcards, and

digital imagery around the college. The astronaut has served us well, but we're due for a new ad campaign. In the coming biennium, we'll partner with Lane's Digital Media Center (DMC). The OER program has funding available for posters, postcards, and other print and digital materials. Additionally, in Fall 2020, Rory Beck in Lane's Academic Technology Center created a [video about the OER/low-cost designation](#). The video has been used in student publications such as the "Titan Times," and we intend to find ways to further disseminate it to Lane students.

In a meeting with Marketing/Public Relations department's Kyle Schmidt, who is coordinating the launch of the College's new website in Summer 2021, we discussed how the OER program might more effectively inform students about the ~ designation. Kyle has agreed to help add a link to the OER/low-cost course list onto more student-facing websites; he recommended including a graphic element, and we'll integrate the imagery for our print advertising campaign for this. In addition, the college is in the process of adopting an automated mailing system that would automatically send print mail (OER postcards, for example) to the homes of prospective students.

As well as pursuing these new opportunities for advertising the OER/low-cost designation, we also plan to develop processes to make our outreach efforts a more sustainable part of our workflow. Lane's OER program will create a calendar of student promotions that should recur each term (ex: "week three of each term, send a blurb to the Titan Times about the OER/low-cost designation in advance of registration opening"). Streamlining this process should help to ensure that our outreach and advertising to students is consistent and timely each term.

IV. Academic Freedom Statement

We support the academic freedom of faculty and instructors to select high-quality course materials for courses taught by the faculty and instructors. The current LCC contract between The Lane Community College Board of Education and The Lane Community College Education Association states that each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject matter. A notice that this paragraph is included in the Textbook Affordability Plan was sent to the College's Faculty Council.

V. Process for Faculty to Find out about Low/No-cost Course Materials

Lane has employed a full-time OER Librarian since January 2017. Faculty are encouraged to consult with the OER Librarian for help with exploring the options for more affordable course materials. In addition to providing ongoing availability to help faculty one-on-one, the OER Librarian has routinely assisted with facilitating Open Textbook Review Workshops with Open Oregon and has hosted the Statewide OER Symposium at Lane multiple times.

One of the main ways Lane Community College has helped faculty find, use, and create low/no-cost course materials has been through funding professional development opportunities. Internal funding for adopting OER and other free materials has been available to faculty for multiple

years. In 2020, we began running our summer professional development funding in a cohort model as “Open Education Summer Camp.” Open Education Summer Camp is a remix of the OER course redesign curriculum used in the state’s “course redesign sprint,” as well as content from colleagues at other institutions. The curriculum includes completing an inventory of OER and other free materials in the faculty member’s subject area. Faculty who find adequate openly licensed and/or freely available resources can receive funding to redesign a class to use materials that are free of cost for LCC students.

We need to increase support for the creation of OER by Lane Community College instructors. One way to do this is by fully utilizing our institutional Pressbooks account: we will develop training materials (an “OER Textbook Starter Kit”), we will cross-train employees in the college’s Academic Technology Center (ATC) to provide technical support, and we also hope to develop a plan for providing copy-editing and design assistance.

Lane’s OER program has been growing and we may have successfully picked most of the “low-hanging fruit.” During the next biennium, we plan to conduct a community analysis of Lane Community College faculty to find out more about their use of OER and what they need for support moving forward.

VI. Student Voices

Lane Community College’s OER work has always been influenced by student voices. Our [Open Educational Resources Team’s May 2010 report](#) includes this history: “In fall 2009, the President of the Associated Students of Lane Community College (ASLCC) approached the Vice President of Academic and Student Affairs at Lane, expressing interest in exploring the use of open educational resources in courses. Motivated by affordability and increased access to educational materials, ASLCC believed that adoption of OERs could be a win-win-win situation: they hold the potential to benefit students, instructors, and the institution as a whole.” This student advocacy indirectly led to the creation of a full-time OER Librarian position at the college during AY 2017. Additionally, Nick Keough, ASLCC President for AY 2019, collaborated with the OER program on advocacy efforts surrounding the outsourcing of the then college-operated Titan Store; Nick’s advocacy had a direct impact on the contract the College signed with Follett.

Due to conditions relating to the COVID-19 pandemic, Lane’s Textbook Affordability Plan team is currently made up of two members. We plan to get greater student involvement on a forthcoming plan. Consistent with the values of the OER program of equity and economic awareness, we support students’ being appropriately paid for the labor they contribute to college plans. We’ll investigate options for compensating all student participants in LCC’s Textbook Affordability Plan. We have sent this current plan to the Lane Student Government Association to inform them about our ongoing textbook affordability efforts.