

PCC Textbook Affordability Task Force Year End Report 2021-2022

In Fall 2021, PCC officially adopted the [PCC Textbook Affordability Plan](#) (TAP) as mandated by [OR HB2213](#) in 2019. This legislation requires every college and university in Oregon to create a textbook affordability plan. The intended outcome for these plans is to provide information about no-cost/low-cost course materials so students can more easily discern the total cost of attendance.

The purpose of this report is to provide updates to the College about 2021-22 progress toward the goals outlined in the TAP, describe barriers encountered, and make recommendations for next year's work. This report has been prepared by the Textbook Affordability Task Force with input from the OER Steering Committee. The Taskforce helps coordinate activities related to the TAP but stakeholders throughout the College have responsibility for the goals of the TAP.

The Textbook Affordability Task Force focused on these TAP goals for the 2021-22 year:

- PCC will identify and present at least one viable Z-degree for students by academic year 22-23
- The college will facilitate at least yearly reporting of total courses that meet the no-cost and low-cost Banner course designations
- PCC will embed components of the Equity and Open Education online course into existing trainings for new faculty, online faculty, and will facilitate ongoing professional development opportunities for existing faculty
- PCC will maintain or increase the number of courses designated as having no-cost or low-cost (currently defined as \$40 or less) materials in the online schedule

The biggest barrier to progress on this work is a lack of commitment from stakeholders with the authority to move the TAP goals forward. The Task Force sought to identify groups and individuals with the authority and ability to move each of the goals of the TAP forward in the coming years. The [Textbook Affordability Plan Responsibility Grid](#) reflects that work.

Below, we document our work so far on each of these goals, the barriers we have identified to progress, and our recommendations for the continuation of this work in 2022-23.

PCC will identify and present at least one viable Z-degree for students by academic year 22-23

Status: Not met

<u>Progress</u>	<u>Barriers</u>	<u>Recommended next steps in 2022-23</u>
<ul style="list-style-type: none"> • Textbook affordability task force established Fall 2021 • Argos report developed to identify no-cost courses from Banner • Outreach to online credential programs with OER champions: BA, GRN, MSD • Outreach to advisors • Responsibility table drafted 	<ul style="list-style-type: none"> • Goal requires Cabinet level support and college wide participation and coordination • Leadership and program changes that have occurred with the college reorganization have made outreach and communication difficult. • Shifting ACPLT and other Academic Affairs leadership meeting configurations have made communication about and engagement in planning discussions with instructional administrators a challenge. 	<ul style="list-style-type: none"> • Approve responsibility table and ask Katy Ho to lead top-level engagement • Engage Online Learning leadership in data gathering and assessment • Engage pathway deans in data gathering and assessment

The college will facilitate at least yearly reporting of total courses that meet the no-cost and low-cost Banner course designations

Status: goal met, Winter 2021

<u>Progress</u>	<u>Recommended next steps in 2022-23</u>
<ul style="list-style-type: none"> • New Argos report created; publicly shared in the Institutional Effectiveness “public” directory • Course materials cost variable added to Argos Deans Enrollment 	<ul style="list-style-type: none"> • Promote to deans • Use data to engage SACs, pathways • Celebrate textbook affordability champion faculty

Report; users of report received email announcing report update

- Add student success and demographic information to the report

PCC will maintain or increase the number of courses designated as having no-cost or low-cost (currently defined as \$40 or less) materials in the online schedule.

Status: partially met

Progress

- 25% of '21-'22 courses were designated as "no-cost" or "low-cost"
- This beats the previous biennium average of 21%, but falls 1% short of the previous academic year
- '21-'22 estimated student textbook savings were \$4,828,380, on track to match our previous biennium savings estimates
- See more information and data: [TA Course Designation Counts](#)

Barriers

- Lack of sustainable funding for textbook affordability and OER work limits the rate of adoption and development
- Many faculty have been in "crisis mode" for the past 2 academic years, navigating a global pandemic, the college re-org, leadership changes, etc
- Course designation process is cumbersome and doesn't align with other textbook-related reporting (bookstore)
- Faculty, IAAs, FDCs and deans need systematic communication, trainings and reminders on designation process to ensure that the designations are accurate

Recommended next steps in 2022-23

- College leadership sends systematic communication, trainings and reminders to create a more transparent experience for students as they register for courses, including clearly designating low/no cost courses
 - See [designation FAQ](#)
- College leadership commits to the TA plan goal: "PCC will establish sustainable funding to support OER development and maintenance."
- College leadership engages with the other goals of the TA plan (see "Identifying Responsible Stakeholders..." below)
- OER Steering Committee and Textbook Affordability Task Force

continue to seek opportunities to provide trainings, share data, celebrate successes and expand good textbook affordability work

PCC will embed components of the Equity and Open Education online course into existing trainings for new faculty, online faculty, and will facilitate ongoing professional development opportunities for existing faculty.

Status: Goal partially met, work ongoing

<u>Progress</u>	<u>Barriers</u>	<u>Recommended next steps in 2022-23</u>
<ul style="list-style-type: none">• Online learning will embed components into new Online Faculty “BEARS” training• Spring 2022 Presentation to Faculty Learning Communities in partnership with the Teaching and Learning Center• Short document created with training highlights can be embedded elsewhere• PCC participants continue to enroll in state offered EOE cohorts	<ul style="list-style-type: none">• Collaboration from college stakeholders required.• Lack of awareness that open pedagogy and practices are central to creating an equitable and inclusive student experience	<ul style="list-style-type: none">• Offer related session at Teaching Week• Continue to communicate that equity and open education are not “one extra thing” to add to trainings, but instead offer practical methods to make courses more equitable• Work with FDCs and SAC chairs (especially those who have participated in the state level EOE) to design department and SAC level trainings

Identifying responsible stakeholders for all TAP goals (auxiliary goal)

Status: Goal partially met, work ongoing

<u>Progress</u>	<u>Barriers</u>	<u>Recommended next steps in 2022-23</u>
<ul style="list-style-type: none">• Auxiliary goal added at the request of Katy Ho to facilitate this work• “Responsibility” table drafted• Table approved by TA task force and OER Steering Committee• (in progress) table presented to Katy Ho for college approval and adoption	<ul style="list-style-type: none">• College re-org, leadership vacancies, and committee changes make college level responsibility difficult to track• Lack of prioritization of this work and competing priorities at the college	<ul style="list-style-type: none">• Katy Ho engages parties identified in the table to prioritize textbook affordability goals• Responsible party take a leadership role in goal implementation, cross department collaboration and communication

PCC Textbook Affordability Plan Goals

View [the complete plan](#) for more information and context.

- PCC will establish sustainable funding to support OER development and maintenance.
- PCC will identify and present at least one viable Z-degree for students by academic year 22-23.
 - The OER Steering Committee will convene a task force to initiate this goal.
- The college will facilitate at least yearly reporting of total courses that meet the no-cost and low-cost Banner course designations.
- PCC will maintain or increase the number of courses designated as having no-cost or low-cost (currently defined as \$40 or less) materials in the online schedule.
- PCC will affirm and communicate that the PCC Bookstore is the preferred choice for distributing course content, including print copies of OER materials, lab kits, and other non-textbook materials.
- PCC will explore new economic models for Bookstore operations, recognizing that, at PCC, a steady increase in no and low-cost classes, combined with other trends, may make the operation of the Bookstore under the current model as a cost

center unsustainable. Outsourcing bookstore operations should be avoided as our independent PCC Bookstore is a reliable, student-centered partner in affordability efforts.

- PCC will create and support a division-wide system for Faculty to accurately report *all* class materials and their costs to students, faculty, and bookstore simultaneously. The system should incorporate existing structures (like Course Details pages, bookstore adoptions, registration information, etc.) however possible. This also requires us to leave behind the siloed processes that do not support the goal.
- PCC will embed components of the Equity and Open Education online course into existing trainings for new faculty, online faculty, and will facilitate ongoing professional development opportunities for existing faculty.
- The college will establish central, online guidance for faculty selecting and adopting course materials that describes relevant processes and procedures and links to support from:
 - The Bookstore
 - The Copyright Committee
 - Digital Courseware Advisory Group
 - Disability Services
 - The Library
 - The OER Steering Committee
 - Online Learning
 - The Print Center
 - The Teaching and Learning Center

This centralized information is provided to new faculty during training and professional development.