



Textbook Affordability: Why it Matters and How to Take Action

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Today's Objectives

- Understand the current landscape regarding textbook affordability as well as recent research
- Review Kishwaukee College's efforts with a variety of stakeholders in reducing textbook and supply costs
- Create a plan of action for your campus



Show What You Know



Quiz time!

Where is your institution at?

Textbook Landscape Past & Present



Higher Education
Opportunity Act of
2008
(HEOA)



2004, California Public
Interest Research Group
(CALPIRG) finds:

- Non-traditional market
- Bundling
- New editions



And yet ...

Student Textbook Affordability News

College tuition and fees increase 63 percent since January 2006

"the Consumer Price Index for college tuition and fees increased 63 percent, compared with an increase of 21 percent for all items. Over that period, consumer prices for college textbooks increased 88 percent and housing at school (excluding board) increased 51 percent."

College Textbook Prices Have Risen 1,041 Percent Since 1977

"According to NBC's review of Bureau of Labor Statistics (BLS) data, textbook prices have risen over three times the rate of inflation from January 1977 to June 2015, a 1,041 percent increase."

Report: High Textbook Prices Have College Students Struggling

The price of textbooks has increased 82 percent during the last decade, a new report finds.

"In a survey of more than 2,000 college students in 33 states and 156 different campuses, the U.S. Public Interest Research Group found the average student spends [as much as \\$1,200 each year](#) on textbooks and supplies alone. By comparison, the group says that's the equivalent of 39 percent of tuition and fees at a community college, and 14 percent of tuition and fees at a four-year public university."

Textbook Affordability Impacts Student Success

- 6% of non-first-generation students report failing a class due to textbook prices.
- 11% of first-generation college students reported failing a class due to textbook prices.
- 49% of non-first-generation students did not buy their textbooks for class and later felt it hurt their performance.
- 61% of first-generation college students reported the same.
- Low-income students were 1.5 times more likely to report not buying a textbook for class and later believing it hurt their performance in the class.
- Latinx students were significantly more likely than white students to avoid taking a class due to textbook costs and three times more likely to report failing a class due to textbook costs.



What is a Textbook?

Type of Course Material:

Textbook

New, used, rent, OER

Course Pack/Notes/Lab Manuals

Access Code/E-book

Perpetual Access...Rent...OER

Supplemental Digital Resources

Adaptive quizzes, case studies, study tools, and more

Open Educational Resources (OER)

Physical textbook, E-book, and more



How does a student get their “book”?

Delivery Method Models:

College Bookstore

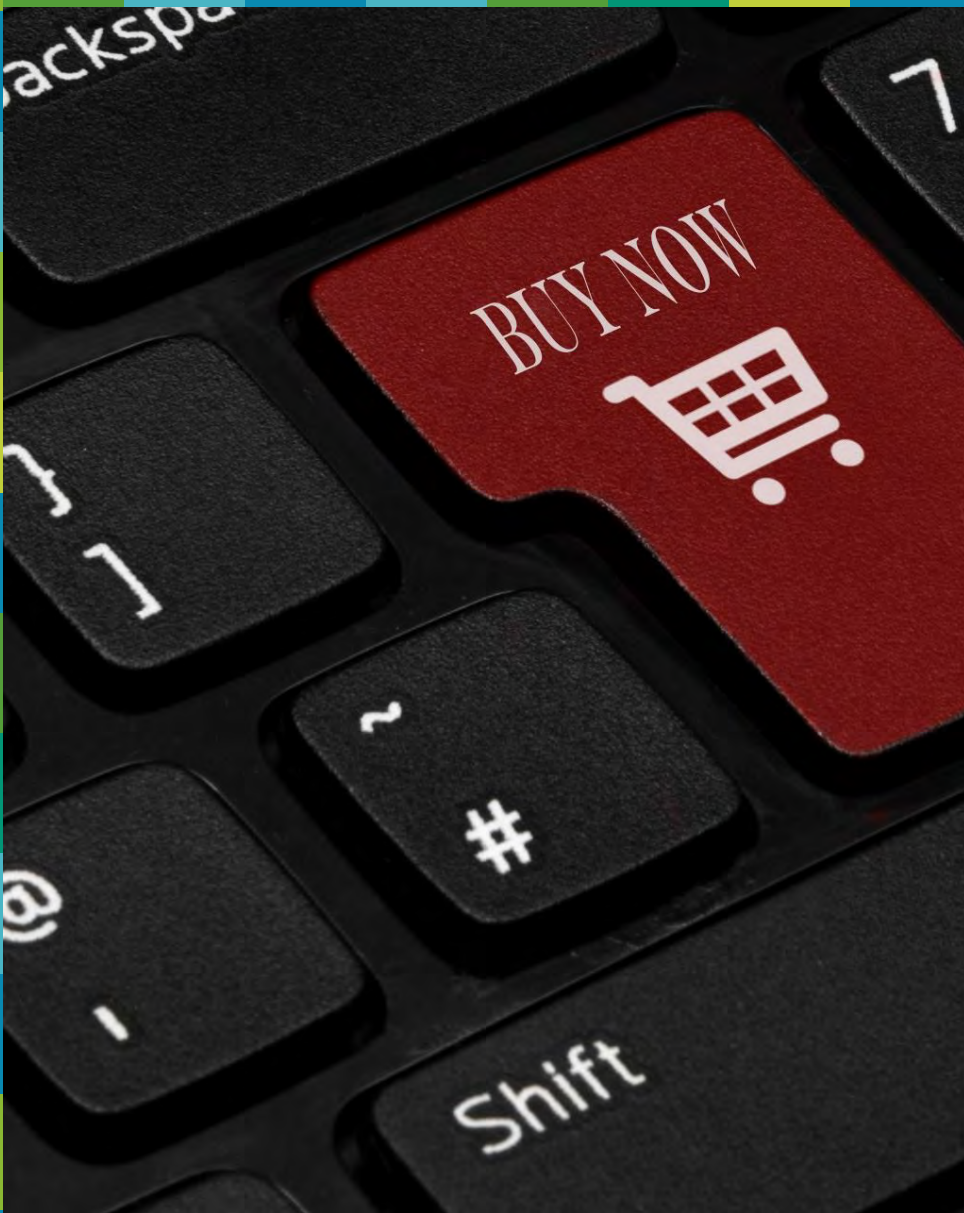
Internet Sources

Inclusive Access (IA)

By Individual Course

Equitable Access (EA)

Across all courses/institution-wide

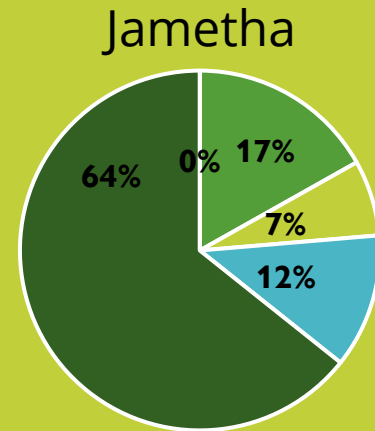
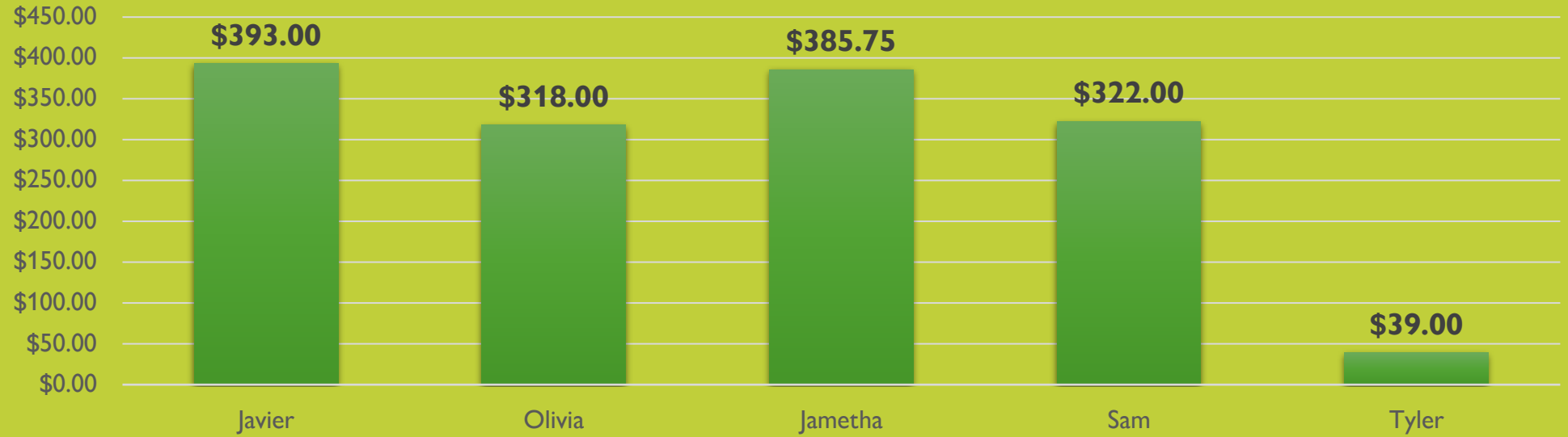


Which student...

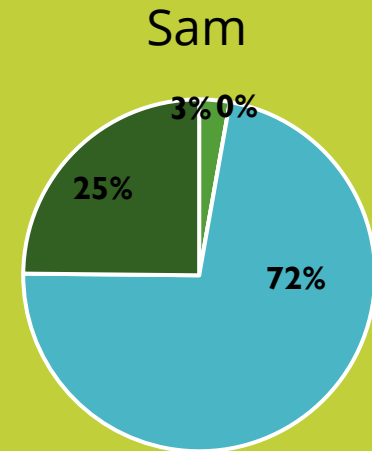
Activity

Sample Student Costs

Fall '23 Course Material Cost



Esthetics Procedures - \$248.00



Elementary Spanish I - \$233.00

Kishwaukee College Overview



Rural community college located near DeKalb



In FY22: ~4000 headcount; FTE 1520



\$147 per credit hour,
35% of students receive Pell grants



57 full-time faculty;
182 full-time employees



Textbook Affordability Efforts at Kish

Perkins funding
for textbook
loans

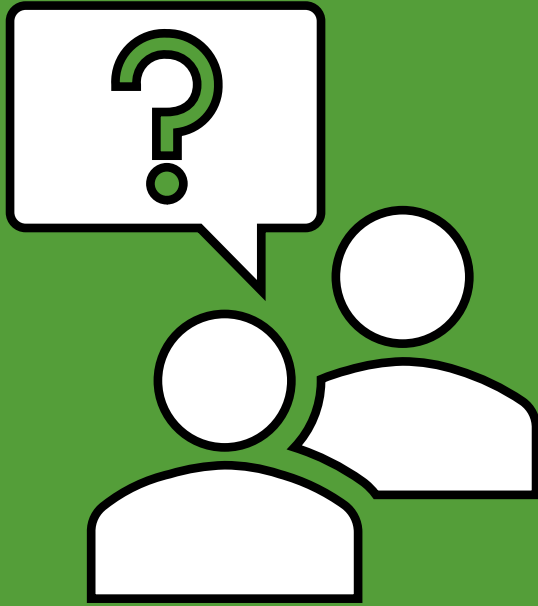
Use of HEERF
funds focused on
textbook
affordability (free
to students)



OER and IA efforts
with faculty

College Goal for
FY23 and FY24

Initiative Reboot



Task force team members



Proposal to VP



Plan for implementation

What We Proposed



Textbook Affordability
Retreat with
academic leaders



Engage Faculty –
existing options and
tools; ideas for the
future



Target select courses
for in-depth review
and strong support

What We Did



Textbook Affordability Retreat with academic leaders

Textbook Affordability Retreat

- Pre-reading: Approved Proposal submitted to VP
- Four goals for retreat

At retreat

- Landscape overview
- College data review – high-cost courses, high impact courses, success to date
- Process discussion

Post-Retreat

- Homework: Review selection rubric

What We Did

Review of Current Tools

- Adoption process
- Affordability score
- Library Support for OER



Engage Faculty – existing options and tools; ideas for the future

Faculty Focus Groups

- Co-led by full time faculty member
- Mix of full and part time faculty
- Overall feedback

What We Did

Courses selected for in-depth review

- How many?
- Which courses?
 - Faculty input, dean guidance

Provide support

- Project Manager
- “Support Team” – core and secondary teams
- Rubric to guide process



**Target select courses
for in-depth review
and strong support**

Textbook Review Rubric

Process

- Project Manager
- 1:1 meetings
- Completing rubric
 - 5-point scale
- Dean review

Rubric Categories

- Alignment with Course Outcomes
- Student Accessibility
- Diverse Representation
- Affordability
- Scholarly Quality
- Utilization

Rubric

Reviewer:	Text/Source Reviewed:			Edition/ISBN/Link:	
	Acceptable			Unacceptable	
	5 points	4 points	3 points	2 points	1 point
Alignment with Course Outcomes Points (1-5): _____ <i>(See enclosed rubric glossary for definitions)</i>	The text material completely covers material that would correlate with meeting the course learning outcomes and fits the course description (5 pts.).	The text covers material that would correlate with meeting most of the course learning outcomes and fits the course description (4 pts.).	The text covers material that would correlate with meeting at least half of the course learning outcomes and fits most of the course description (3 pts.).	The text covers some material that would correlate with the course learning outcomes and fits the some of the course description (2 pts.).	The text material does not cover material that would correlate with meeting the course learning outcomes or course description (1 pt.).
Student Accessibility Points (1-5): _____ <i>(See enclosed rubric glossary for definitions)</i>	The text is exceptionally accessible to the student. Language correlates with the reading skills of our institution's students. Text and presentation are graphically appealing, innovative, and prolific. Textbook is portable (5 pts.).	The text is accessible to the student. Language correlates with the reading skills of our institution's students. Text and presentation are graphically appealing, innovative, and prolific. Textbook is portable (4 pts.).	The text is accessible to the student. Language correlates with the reading skills of our institution's students. Text and presentation are graphically appealing. Textbook is portable (3 pts.).	The text has limitations in its accessibility to the student. Language does not correlate with the reading skills of our institution's students. Text and presentation have below average graphic appeal. Textbook potentially has portability issues (2 pts.).	The text is inaccessible to student. Language is obscure, flawed, or well above/below the reading skills of our institution's students. Text has limited to no graphic appeal. Textbook is awkward to carry/transport (1 pt.).
Diverse Representation Points (1-5): _____ <i>(See enclosed rubric glossary for definitions)</i>	Almost all examples, illustrations and photos are reflective of diverse populations (including gender, race/ethnicity, religion, socioeconomic status, intellectual, and physical abilities). The roles, depictions, connotations, expressions of authority, and purpose of the people represented	Some examples, illustrations and photos are reflective of diverse populations. Some of the roles, depictions, connotations, expressions of authority, and purpose of the people represented reflect diverse populations (4 pts.).	The examples, illustrations, and photos are only partially representative of diverse populations (possibly excluding gender, race/ethnicity, religion, socioeconomic status, intellectual, or physical abilities). The roles, depictions, connotations, expressions of authority, and purpose of the people	The examples, illustrations, and photos are only partially representative of diverse populations. The roles, depictions, connotations, expressions of authority, and purpose of the people represented reinforce existing stereotypes (2 pts.).	The examples, illustrations, and photos are not reflective of diverse populations. The roles, depictions, connotations, expressions of authority, and purpose of the people represented reinforce existing stereotypes (1 pt.).

Rubric

Rubric Glossary

1. Alignment with Course Outcomes:

a. Self-explanatory, acknowledging the “course learning outcomes and fits the course description” are those items set by the cluster and provided in the standard syllabus, as per the academic procedures of the college.

2. Student Accessibility:

a. “Language correlates with the reading skills of our institution’s students” is measured by the average ability of our students who are college ready. Materials should not contain excessive academic jargon or vocabulary/diction that is incomprehensible to all but our highest performing students. Neither should the language be so over-simplified that our students are not receiving a challenging, college-level academic experience.

b. “Text and presentation are graphically appealing.” Fonts, organization, use of color and engagement of students visually should be considered. Texts where visual learning and graphs/charts/illustrations are considered standard within that field should be examined for quality and quantity. For example: detailed and accurate of a circulatory system within an anatomy textbook.

c. “Textbook is portable.” Those texts that are virtual/available online and do not require special qualify for high portability. Physical texts should not overwhelm the physical capabilities/carrying capacity of the average student.

3. Diverse Representation:

a. “Examples, illustrations and photos are reflective of diverse populations.” In texts, students should see themselves, or people like them. At the same time, visuals should not serve to perpetuate stereotypes.

b. “Analyze the role, depiction, connotation, expressions of authority, and purpose of the people in the text. Ensure that examples and images do not imply or perpetuate stereotypes. Examine the context, background to assess whether it depicts anything that may be perceived as negative.

4. Affordability:

a. “Average Costs” are determined within department by comparison with other textbooks with consultation from materials regarding textbook expense provided by the bookstore. Costs of textbooks should be based upon new text price net from the bookstore.

b. “Added value” are those services provided by publishers beyond the text itself. Some examples include customer service and additional guides/materials or instructional seminars from company representatives. Consider materials that come with the course at no additional cost, and the availability of the text itself in multiple formats.

Summary of Selection

After materials have been reviewed, please complete the Summary of Selection form below to indicate the text selected for the course. Please include a completed rubric for the text selected and at least two other rubrics for texts reviewed as supporting evidence. This form and all completed rubrics can be submitted to your Division Dean once completed.

Name of Reviewer(s):		Date:
Department:	Course Title/Number (e.g., Intro to Acting, THE 130):	
If applicable, list the IAI number for this course:		
What was selected? (Options could include publisher textbook, library resources, existing OER, OER to be created)		
Please include the following items below (if applicable):		
Total Points (18-30):	Title:	
Author:		Edition Number:
Publisher:		ISBN:
Relevant links to resources/OER:		
Why was this text selected? <i>If the selected text received any “unacceptable” ratings (1 or 2 points on the rubric scale), please address this directly.</i>		



What Went Well

- Faculty engagement
- Student savings

Student Savings

OER Cost Savings at Kishwaukee College

	▼ Course Count	Section Count	Student Enrollment	Student Savings
FY2019	22	68	1750	\$78,738.00
FY2020	20	81	1704	\$80,932.00
FY2021	28	84	1718	\$88,849.00
FY2022	53	134	2461	\$137,664.00
FY2023	46	126	2530	\$146,254.00
Grand Total	169	493	10163	\$532,437.00

2021-22 Average Spending was the Lowest in 24 Years

Contact: publicrelations@nacs.org

FOR IMMEDIATE RELEASE

OBERLIN, OHIO (Aug. 23, 2022)—College students, on average, spent less on their course materials during the 2021-22 academic year even though they took more courses and acquired a slightly greater number of materials, according to the Student Watch™: Attitudes and Behaviors toward Course Materials: 2022 Report, the National Association of College Stores' (NACS) annual survey of college students. Total course material spending fell to \$339 per student for the year, the lowest amount since NACS began tracking student spending in 1998 and less than half the spending in 2007-08 when students paid \$701 on average for course materials.

What Still Needs to be Done

- At Kish: Full understanding from senior leadership
 - Concerns about faculty buy-in
- Nationally: More research and consensus building about equitable access
 - Paradigm shift – bookstore as a service to students





The Future: Equitable Access

- Student buy-in exists
- Research to support

- **40%** of Kishwaukee College Students support EA
- **60%** of EA Students at UC Davis Reported that the primary reason they preferred EA was it was convenience.
- Increased completion rates and student outcomes when EA is used. Biggest completion rate increases for male students, Native American students, Asian students, Black students, and Pell Grant Students.

Activity



Questions?

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