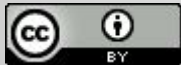


Estimating Student Savings From Textbook Affordability Initiatives

Illinois Community Colleges OER Summit
November 30, 2018

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Link to slides

<https://tinyurl.com/iloerdata>

Practices vs Best Practices

Keep in mind:

- Data is squishy, so be transparent and consistent when reporting savings.
- Build relationships with the people that manage existing data sources.
- Saving money has a big impact on students, regardless of the method used to calculate the amount.

Collecting Data

[# of students] x [\$ saved] = [savings estimate]

Use no-cost/low-cost
schedule designation
data to track savings

Basic: Use \$100
savings estimate

Maximum potential:
Find out retail cost of
last used commercial
textbook

Maintain a separate
list of courses with
known savings

Basic: Use \$100
savings estimate
(<http://openoregon.org/is-the-average-cost-of-a-textbook-100/>)



Maximum potential:
Find out retail cost of
last used commercial
textbook

Basic vs Maximum Potential Savings Estimate

Basic	Maximum Potential
Emphasizes that #s are an estimate, not exact	Highlights dollar amounts of retail prices
Estimate accounts for affordability efforts at bookstores (used, rentals, etc), as well as student behavior (sharing, selling back, etc)	Focus on face value of what the syllabus asks
No need to gather textbook cost data	Extra effort needed to collect this data

Use no-cost/low-cost
schedule designation
data to track savings



Maintain a separate
list of courses with
known savings

Schedule designation vs separate list of courses

Schedule designation	Separate list
Maintain one list of no-cost/low-cost courses	Track all student savings, even where costs don't meet no-cost/low-cost criteria OR track only OER savings
Importance of outreach to faculty in reporting adoptions	Accounts for lack of confidence in designated course data
Single data source	Multiple data sources - eg bookstore data, OER grant program data, etc.

Data cleanup for \$0 courses

Issue	Suggested fix
No-credit courses often don't require a textbook	Limit data collection to for-credit courses
Some courses labeled \$0 never require a textbook so don't represent savings	Exclude known course numbers or prefixes (e.g. PE classes) OR assume we are under-reporting savings anyway so it's ok to include these courses
Some courses that don't have a purchase required in the bookstore aren't labeled \$0	Check the \$0 course list against bookstore data

Defining Low-Cost

tinyurl.com/designationfaq

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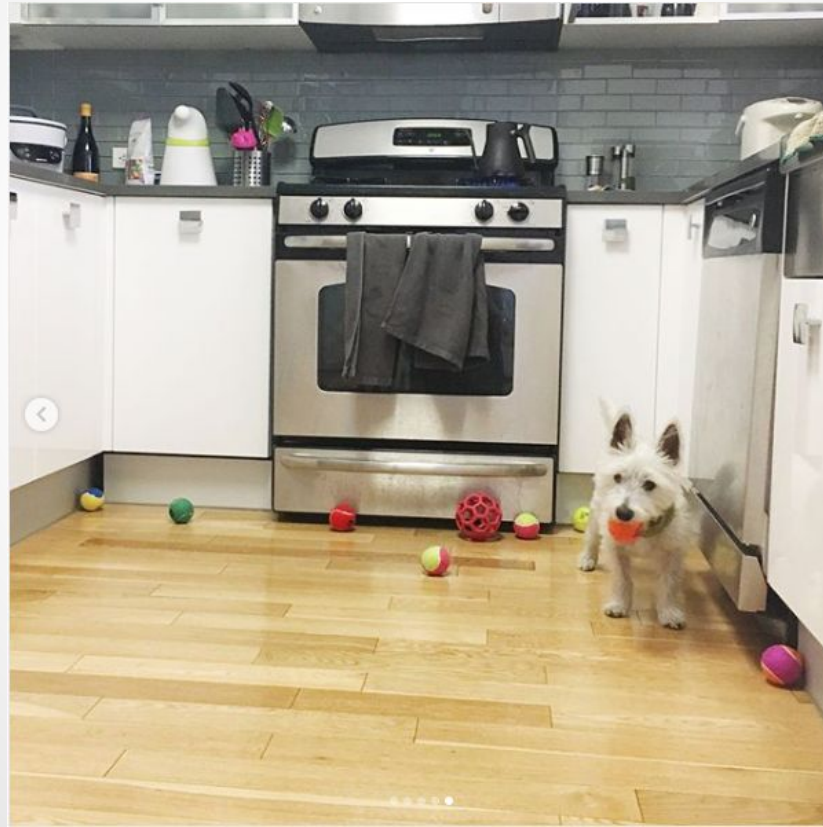
Templates

- Basic savings estimate for \$0 courses: <https://tinyurl.com/basic-0>
- Maximum potential savings estimate for \$0 courses: <https://tinyurl.com/max-potential-0>
- Basic savings estimate for \$0 and low-cost courses: <https://tinyurl.com/basic-no-low>
- Maximum potential savings estimate for \$0 and low-cost courses: <https://tinyurl.com/max-potential-no-low>
- Basic savings estimate, separate from schedule designation: <https://tinyurl.com/basic-savings-all>
- Maximum savings estimate, separate from schedule designation: <https://tinyurl.com/max-savings-all>

A black letterboard with a silver frame is mounted on a white wall. The word "WHY" is written in white capital letters in the center of the board. The board has horizontal lines for each letter.

WHY

The Research Process



What additional questions might come up?

- How many hours at minimum wage does your savings number represent?
- Cost of textbooks per credit?
- Is there general awareness about on-time adoption reporting?
- Does the bookstore contribute to the general fund?
- Are faculty saving students money under the radar of your program?
- Which disciplines are seeing success in reducing costs for students?
- Which successes might be replicated somewhere else?
- What do students consider to be low-cost?
- At what point is savings data less useful than outcomes data? (What will you do after you hit your savings goal?)
- Etc...

Blog post:

<https://openoregon.org/estimating-student-savings-from-no-cost-low-cost-course-materials/>

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