

Rogue Community College Textbook Affordability & Open Education Report, Fall 2025

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
- 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 ~\$2.3M in statewide grant funding available from 2015-2025, or 0.57% of statewide funding.
- Statewide OER grants at Rogue Community College since 2015 have saved 3,400 students an estimated \$309,318, representing \$23.56 per program dollar spent.
- Students at Rogue Community College are estimated to have saved \$1,180,360 in courses with the no-cost/low-cost schedule designation from 2023-25, out of a statewide aggregated estimate of ~\$80M.

Recommendations for 2025-27:

- Rogue Community College received 2025-27 OER grant funding for 1 grant project, for a total award of \$3,801.03. Share your congratulations with Michael Torguson!
- 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.



Table of Contents

[Executive Summary](#)

[Table of Contents](#)

[I. Policy Implementation](#)

[Estimated Student Savings Represented by No-cost/Low-cost Schedule Designation](#)

[Textbook Affordability Plan](#)

[On-Time Course Materials Adoption Reporting](#)

[II. Professional Development](#)

[OER Review Workshops](#)

[Course Redesign Sprints](#)

[Equity & Open Education Cohort Model](#)

[III. Grant Activities](#)

[2018-19 Grant Cohort](#)

[2019-21 Grant Cohort](#)

[2021-23 Grant Cohort](#)

[IV. Externally Funded Activities](#)

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 1 million students (by headcount) in 57,000 course sections \$80M from 2023-25.

- At the reporting institutions, 43% 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 162%. Compared to the 2017-19 biennium, 700,000 additional students enrolled in designated sections and estimated student savings doubled, representing increased savings of over \$46 million.
- More information: [Estimated 2023-25 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 \$1,180,360 by 12,662 students in the 2023-25 biennium.

- 874 sections were labeled with the no-cost/low-cost designation in the course schedule, or 33.94% 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, we multiplied by \$100 for no-cost courses and \$60 for low-cost courses. When we changed our ERP and the bookstore at the same time, we lost the ability to run the report for 2024-25.

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: [RCC 2024 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, 64% of for-credit courses offered in the 2023-25 biennium had estimated course materials costs available when registration opened via the course schedule. 4 institutions met or exceeded the 75% target and 4 more institutions had on-time adoptions for over 65% of their courses.

The reporting institutions did not meet the target, and came closer to the target when we gathered benchmark data in 2023. Oregon’s public community colleges and universities are making progress, and have room to improve, in communicating costs to students via the course schedule. Read more: [2025 On-Time Course Materials Adoption Report](#).

Rogue Community College’s on-time adoption reporting rate (calculated average for the 2023-25 biennium): 69.71%

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 \$22M¹ in student savings since 2015, representing \$71.19 in student savings per program dollar spent.
- Since 2015, 1,153 unique instructors at all 24 of Oregon’s colleges and universities have attended OER review workshops and written 937 reviews, resulting in 878 redesigned courses.
- Read more: [2025 OER Review Workshop Report](#).

At Rogue Community College, 84 instructors have received \$30,174 in stipends for writing 95 reviews, or 11.09% of the review stipend funding spent since 2015.

- The OER Review Workshop stipends at Rogue Community College resulted in 14,363 students saving an estimated \$1,436,300¹ in 43 courses.

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

- This savings represents \$47.60 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 \$3.3M in student savings since 2019, representing \$14.47 in student savings per program dollar spent.
- Since 2019, 203 unique instructors from 23 colleges and universities have completed the training and redesigned 226 courses.
- Read more: [2025 Course Redesign Sprint Report](#).

At Rogue Community College, 2 instructors have received \$1,145 for participating in a Course Redesign Sprint, or 0.49% of the sprint funding spent since 2019.

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.

- Since 2020, 259 instructors from 22 institutions have completed Part 1 of this training. 90 have gone on to complete Part 2 and their work is available in an [OERCommons folder](#).
- Since 2022, 36 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 46 forum and course facilitators from 12 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 1.91% 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 has 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 over \$33M.
- Combined with the impact of the 2023-25 grant cohort, which just concluded, overall student savings for the Open Oregon Educational Resources grant program since 2015 is estimated to be over \$35M, or about \$15 in student savings per program dollar spent.
- Read more: [Continuing Savings from Past OER Grants \(Fourth Report\)](#).

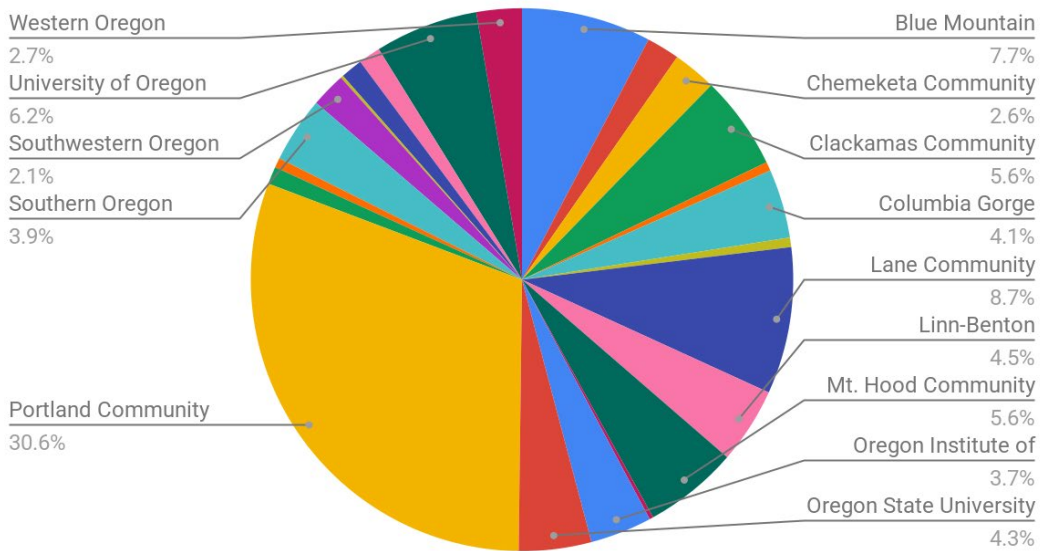
The table on the next page summarizes the impact of statewide OER grant spending to date compared with Rogue Community College's participation. Note that the data presented here reflects faculty self-reporting, which means that estimates may be low if faculty did not respond to email requests.

	HB 2871 Grants	2015 Grants	2016-17 Grant Cohort	2018-19 Grant Cohort	2019-21 Grant Cohort	2021-23 Grant Cohort	2023-25 Grant Cohort	Total
Eligibility	Colleges & Universities	Colleges	Colleges	Colleges & Universities	Colleges & Universities	Colleges & Universities	Colleges & Universities	Colleges & Universities
Available Funding	\$322,000	\$52,098	\$280,247	\$498,919	\$468,921	\$479,017	\$248,601	\$2,323,692
Statewide Estimated Student Savings	\$4,333,179	\$644,611	\$8,867,916	\$5,377,216	\$3,857,747	\$1,271,627	\$1,638,409	\$35,498,904
Statewide Estimated Student Savings per \$1 spent	\$13.46	\$12.37	\$31.64	\$10.78	\$8.23	\$2.89	\$6.59	\$15.28
Rogue Community College Award				\$8,970	\$1,298	\$2,861		\$13,129
% of Eligible Funding Received by Rogue Community College				1.80%	0.28%	0.69%		0.57%
Estimated Student				\$206,280	\$85,639	\$51,502		\$309,318

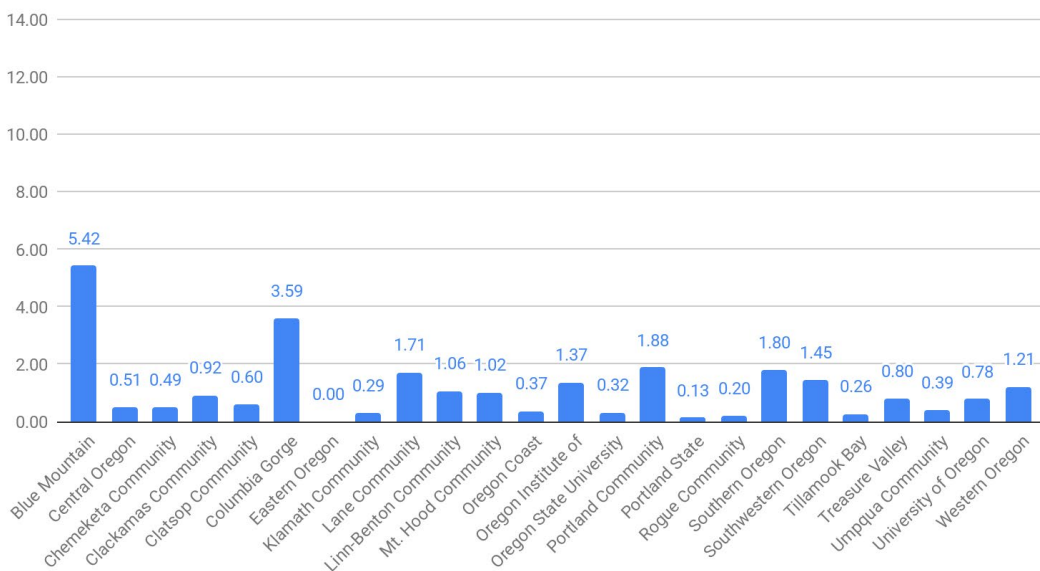
Savings at Rogue Community College								
Estimated Student Savings at Rogue Community College per \$1 spent				\$23.00	\$66.00	\$6.08		\$23.56

The pie chart below shows eligible grant award spending per institution. The bar graph below shows the ratio of grant award spending compared to 2023 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 [Higher Education Coordinating Commission Office of Research and Data](#)

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 50,708 students an estimated total of \$7,652,610 since 2018, representing \$15.34 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 2,362 students an estimated total of \$206,280 since 2018, representing \$23.00 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. Student savings have grown by \$155,475 since 2019, a 306.02% 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 52,030 students an estimated total of \$6,041,981 since 2019, representing \$12.88 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 816 students an estimated total of \$85,639 since 2019, representing \$66.00 in student savings per program dollar spent.
- Rogue Community College's student savings as a result of the 2019-21 grant funding was \$0 in 2021. Student savings have grown by \$85,639 since 2021, a increase.

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 19,114 students an estimated total of \$2,302,413 since 2021, representing \$9.26 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 222 students an estimated total of \$51,502 since 2021, representing \$6.08 in student savings per program dollar spent.
- Rogue Community College's student savings as a result of the 2021-23 grant funding was in 2023. Student savings have grown by \$34,103 since 2023, a \$1.96 increase.

IV. Externally Funded Activities

Open Oregon Educational Resources received two grants to develop openly licensed course materials with an equity lens in Human Development and Family Studies, Sociology, and Criminal Justice. Our grants drew from Governor's Emergency Education Relief funding and the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education. Materials developed through the grants are now available via [Open Curriculum Projects Soft Launch](#).

Rogue Community College had 1 participant in this project:

- Erika Giesen was a Contributing Author and Pilot Instructor

Open Oregon Educational Resources also received a grant from the William and Flora Hewlett Foundation for Oregon community college and university instructors who teach courses for preservice teachers to redesign their courses, using open educational resources with an equity lens. The goal of the course redesign is to prepare future K12 teachers to be open educators who can leverage open practices to customize their curriculum and better represent and support the students in the classroom while aligning with Oregon standards. Materials developed through the grant are available via an [OERCommons folder](#).

Rogue Community College has 1 participant in the course redesign cohort:

- Tricia Black

Kudos for their contributions to these grant projects!