Textbooks, Affordability and Equity of Access

An Inside Higher Ed Webcast
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Presenters

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Higher Ed’s Inequity Issues

Equity Indicator 1g(i): Percentage distribution of 2009 9th graders by enrollment status in the fall after scheduled high school graduation by parents’ socioeconomic status (SES): High School Longitudinal Study (HLS:2009/2013)

Figure 6. Six-Year Outcomes by Race and Ethnicity (N=2,824,569)*

- Not Enrolled
- 2-Year
- 4-Year
- Still Enrolled
- Completed at Different Institution
- Completed at Starting Institution

Overall (N=2,824,569)
- Not Enrolled: 30.5%
- 2-Year: 13.2%
- 4-Year: 12.8%
- Still Enrolled: 43.4%
- Completed at Different Institution: 28.7%
- Completed at Starting Institution: 47.5%

Asian (N=136,309)
- Not Enrolled: 20.0%
- 2-Year: 16.8%
- 4-Year: 12.2%
- Still Enrolled: 53.0%
- Completed at Different Institution: 9.3%
- Completed at Starting Institution: 14.5%

Black (N=335,894)
- Not Enrolled: 44.6%
- 2-Year: 17.4%
- 4-Year: 9.3%
- Still Enrolled: 28.7%
- Completed at Different Institution: 19.2%
- Completed at Starting Institution: 14.5%

Hispanic (N=322,205)
- Not Enrolled: 35.0%
- 2-Year: 10.2%
- 4-Year: 10.2%
- Still Enrolled: 35.6%
- Completed at Different Institution: 14.5%
- Completed at Starting Institution: 14.5%

White (N=1,631,850)
- Not Enrolled: 26.9%
- 2-Year: 11.2%
- 4-Year: 14.5%
- Still Enrolled: 47.5%
- Completed at Different Institution: 11.2%
- Completed at Starting Institution: 14.5%
Barriers to Entry (and Success)

- Gaps in academic preparation (real and not)
- Structural racism/institutional barriers
- Cultural issues
- Financial impediments
Affordability and Textbooks
The Shift to Digital

Average Cost of Textbooks Timeline

Annual Average Cost

Educationdata.org
The Pandemic Effect

Student changes in attitudes since prior to the pandemic

<table>
<thead>
<tr>
<th>Category</th>
<th>More Optimistic</th>
<th>No Change</th>
<th>More Pessimistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>57%</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>Use of Digital Materials</td>
<td>52%</td>
<td>35%</td>
<td>13%</td>
</tr>
<tr>
<td>Courses that combine in-person and online instruction</td>
<td>48%</td>
<td>40%</td>
<td>13%</td>
</tr>
<tr>
<td>Online Exam Proctoring</td>
<td>47%</td>
<td>35%</td>
<td>17%</td>
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Faculty changes in attitudes since prior to the pandemic

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<tr>
<td>Online Learning</td>
<td>58%</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td>Courses that combine in-person and online instruction</td>
<td>56%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>Use of Digital Materials</td>
<td>48%</td>
<td>47%</td>
<td>5%</td>
</tr>
<tr>
<td>Open Educational Resources (OER)</td>
<td>29%</td>
<td>65%</td>
<td>5%</td>
</tr>
<tr>
<td>Online Exam Proctoring</td>
<td>18%</td>
<td>52%</td>
<td>31%</td>
</tr>
</tbody>
</table>
States and the federal government prodding movement in several ways:

- *Promoting affordability generally* ("free college," tuition-free community college)
- *Demanding accountability on textbook pricing*
- *Investing in no-textbook-cost courses, other initiatives*
The OER Option
Publishers’ Initiatives

Gurzza/iStock/Getty Images
Institutional initiatives