

PROVIDING AFFORDABLE COURSE MATERIALS THROUGH TRANSFER STUDENT DISCUSSIONS



AFFORDABILITY

"I did tell the professor that I couldn't afford the books."

They told me to get a free subscription for it, but that only lasted three weeks. So I sold my car to afford the books."

MODALITY

"I'm still a physical book person. The thing that I've noticed that's been really difficult is, like, every digital book's a little different. You can't always write notes on the PDFs or whatever. [...] then getting logged out or timed out is really annoying."

"I hear professors say 'resources' all the time."

There are 'resources' [in the library], but what does that mean?

'Resources' does not do me any good."

SERVICE AWARENESS

ATTITUDES

"Why do the professors tell you need this book and then don't use it?"

"Only one or two a term require a textbook. It's nice that some professors try to provide them for free."

"I absolutely don't buy anything until classes have started because you never know, they'll say it's required and then you get a week in and it really isn't."

ACCESS

INTERNAL ACTION ITEMS

Lead (or proactively participate) in cross-campus affordability and transfer student satisfaction events. Affordability can't just be a library issue

Share findings with teams within the library and across campus

EXTERNAL & MARKETING

Use a variety of delivery methods (emails, physical signs, handouts, peer leaders). No one method is a clear winner

Clear, concise language in library guides and communications



GLOSSARY

TRANSFER STUDENT

a student who begins their post-secondary education at one institution (often a community college) before switching to a different institution

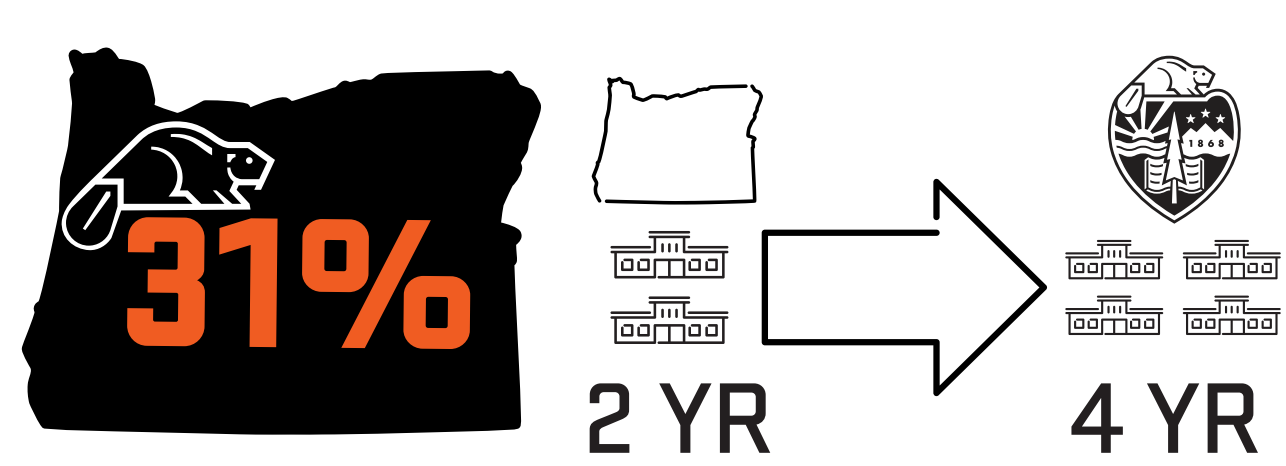
The focus of our study is on transfer students who receive some education at an Oregon community college before continuing their education at Oregon State University. For information on students transferring between institutions in different countries, consider Erasmus+, the Bologna Process, and University Mobility in Asia and the Pacific (UMAP)

TRANSFER SHOCK

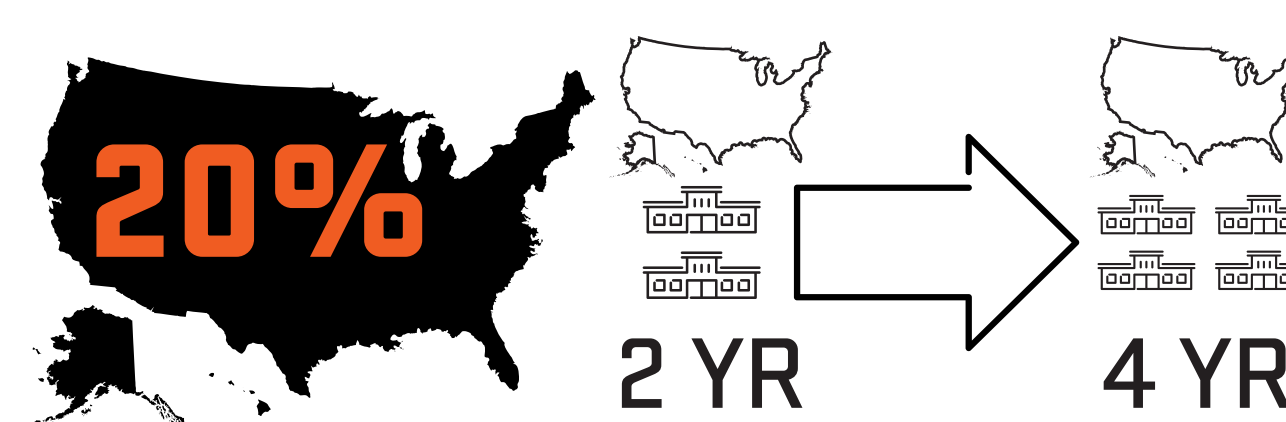
academic and social factors experienced as a result of being a transfer student that result in student discomfort and attrition

TRANSFER CAPITAL

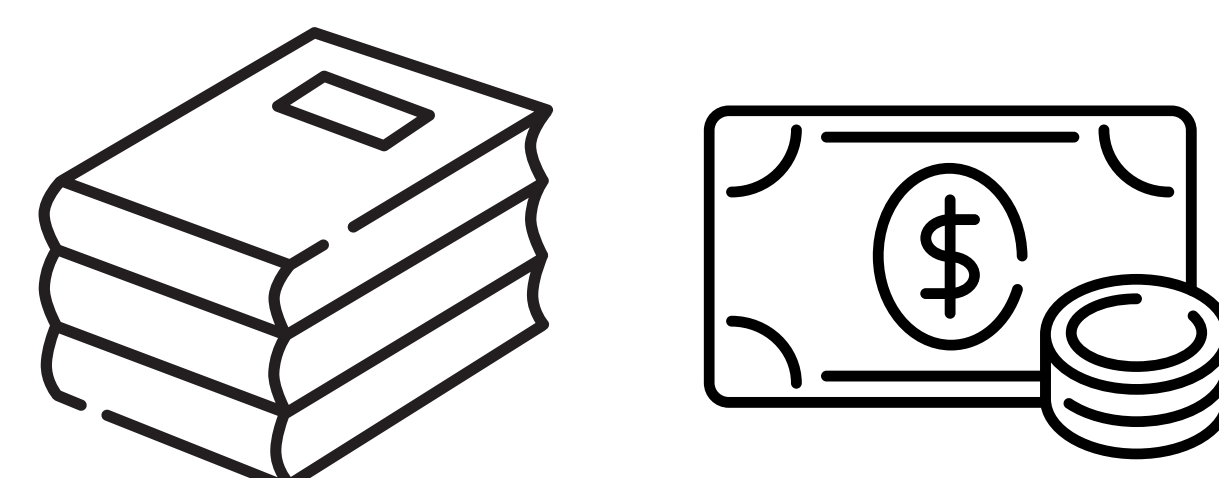
knowledge and skills that allow transfer students to successfully navigate the transfer process



TRANSFER STUDENT STATISTICS



31% of new OSU undergraduate students transferred from OR community colleges in 2022 v. the 2017 national average of 20% from all community colleges



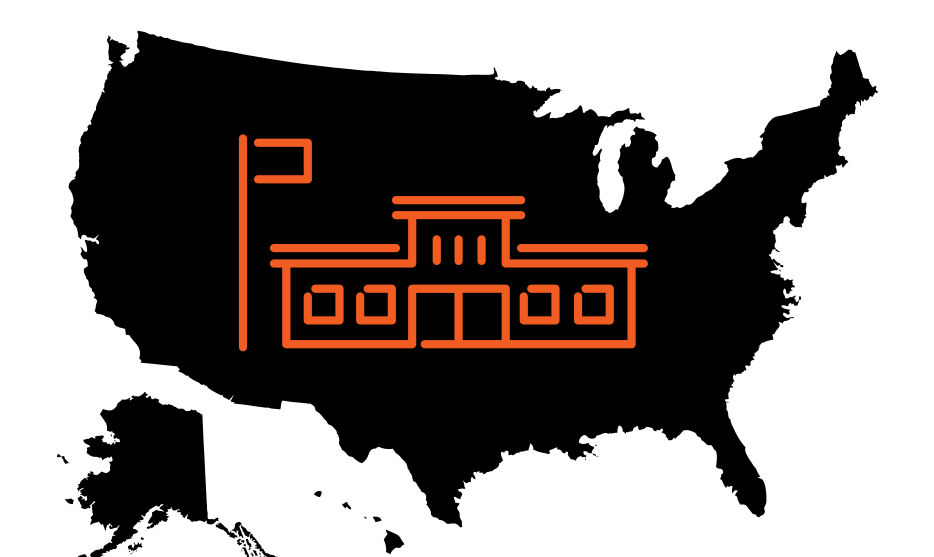
YEARLY SUPPLY EXPENSE

2005 average undergraduate student yearly textbook and supply expense

\$18,830 2 YR

PUBLIC, IN-STATE PROGRAM COST

\$27,330 4 YR



2021 - 2022 estimated budget for full-time, public, undergraduate programs 2 YR v. 4 YR

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5 FOCUS GROUPS

23 STUDENTS

CC TRANSFERS

Transfer students to four-year research institutions often experience transfer shock, which negatively impacts success (Laanan et al. 2010; Rhine, Milligan, & Nelson 2010). Transfer shock can be alleviated by increasing students' transfer capital (Moser 2013; Whang et al. 2017).

The purpose of this study is to establish strategies for increasing transfer capital among OSU students transferring from other Oregon institutions by understanding their experiences using the Valley Library for accessing affordable course materials.