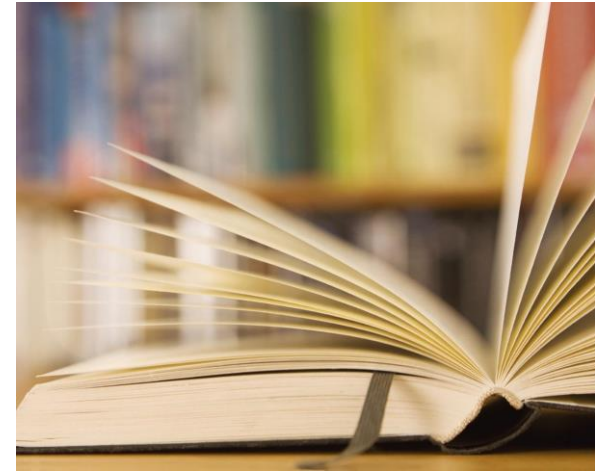


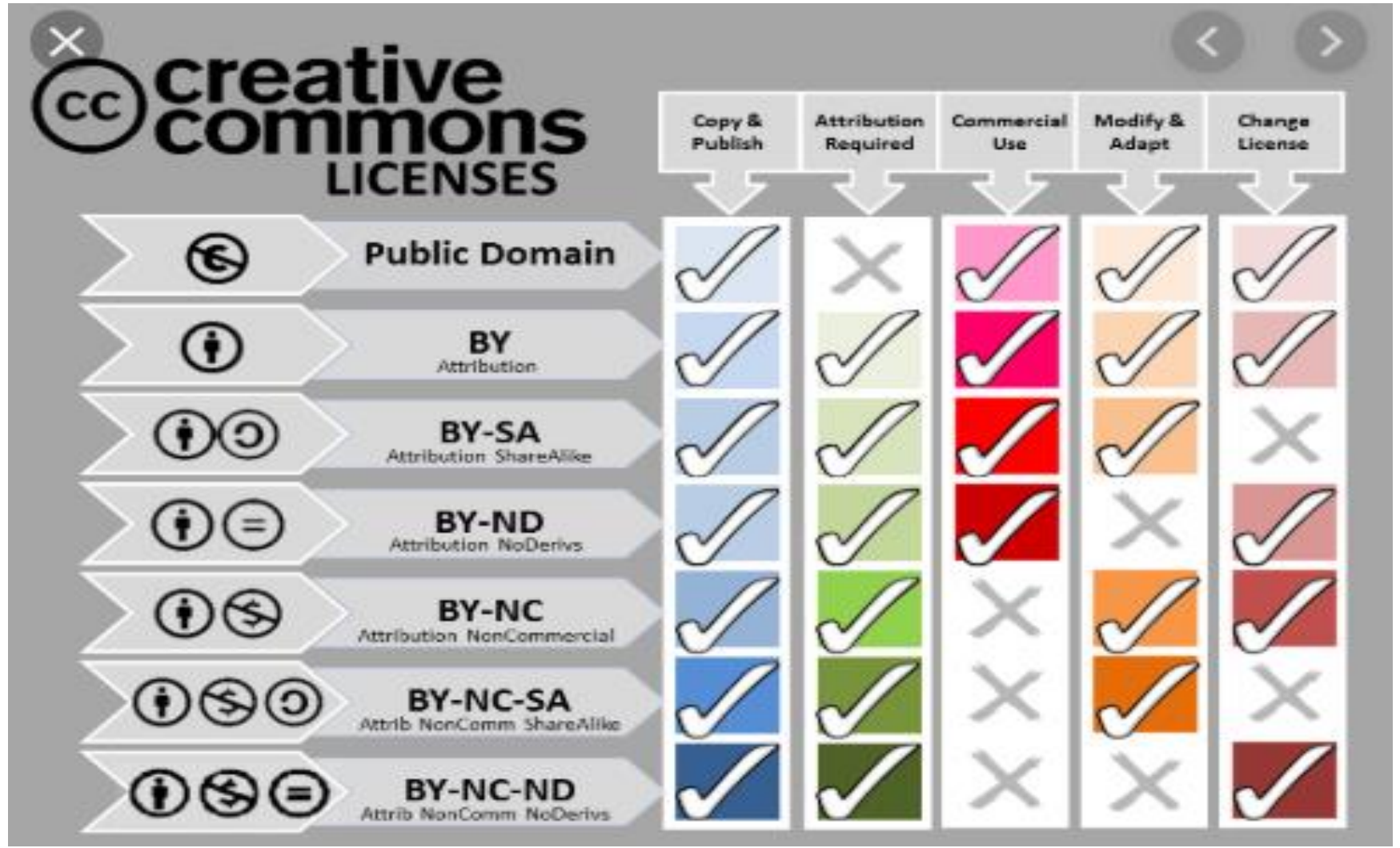
SAVING STUDENTS \$

Open Educational Resources/Low-Cost Resources



1. Is no-cost and openly licensed, often using [creative commons licensing](#);
2. Can be downloaded as a resource and shared;
3. Can be downloaded, edited, and reposted.





The chart displays seven Creative Commons license types, each with its icon and a breakdown of permissions across five categories: Copy & Publish, Attribution Required, Commercial Use, Modify & Adapt, and Change License. Permissions are indicated by checkmarks (allowed) or X marks (not allowed).

License	Copy & Publish	Attribution Required	Commercial Use	Modify & Adapt	Change License
Public Domain	✓	✗	✓	✓	✓
BY Attribution	✓	✓	✓	✓	✓
BY-SA Attribution ShareAlike	✓	✓	✓	✓	✗
BY-ND Attribution NoDerivs	✓	✓	✓	✗	✓
BY-NC Attribution NonCommercial	✓	✓	✗	✓	✓
BY-NC-SA Attrib NonComm ShareAlike	✓	✓	✗	✓	✗
BY-NC-ND Attrib NonComm NoDerivs	✓	✓	✗	✗	✓

Are defined in Academic Senate Resolution [19-3](#);

“Whereas a textbook that costs \$40.00 or less is generally considered low-cost, and can be more affordable than traditional publisher options;”

“Resolved that courses utilizing textbooks that cost \$40.00 or less shall be designated in the Hartnell College schedule as low-cost, so that students can identify classes with affordable textbook options thereby enhancing student preparation and success.”



An OER is Work That Gives Free and Perpetual Permission to Engage in the 5R Activities



Retain - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)

Reuse - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

Revise - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)

Remix - the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)


Redistribute - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)



Welcome!
**TO THE
OER/LCR
USERS
GROUP**



If you have not yet [taken the survey](#), [please do so!](#) I am calculating cost savings for students and need your help.

Please feel free to browse through [our resources](#). For pertinent information about OER/Low-Cost Resources you can begin by reviewing this [PowerPoint](#) . If you have a question, post it on the FAQ [discussion board](#) or send Lisa Storm a private message. I am the CTE OER Liaison, but I am happy to help with any issues!

I look forward to hearing from you!
LSTORM@HARTNELL.EDU






☰ ▼ OER and Low Cost Resources Repositories
☰ 📄 Open Stax Resources
☰ 📄 Skillscommons a CTE Repository
☰ 📄 Specific OER resources, by discipline
☰ 📄 ASCCC List of OER
☰ 📄 COOL4Ed
☰ 📄 MERLOT
☰ 📄 OER Starter Kit Workbook
☰ 📄 OpenBooks (U MASS)
☰ 📄 Inspark Open Active Textbooks
☰ 📄 Lumen Learning
☰ 📄 Miscellaneous OER/Low-Cost Sites and Repositories



☰ ▾ Courses and Webinars on OER and Low Cost Use		✔	+	⋮
☰	 Universal Design for Learning	✔		⋮
☰	 ASCCC Webinars	✔		⋮
☰	 Miscellaneous Classes About "Open"	✔		⋮

☰ ▾ Sites that Feature OER and Low Cost Benefits and Activities		✔	+	⋮
☰	 California Virtual Campus	✔		⋮
☰	 CCCOER	✔		⋮

Survey Results and Other HC Adoptions are in Modules



☰ ▾ Hartnell College OER and Low-Cost Information	✓	+	⋮
☰ 📄 OER and Low Cost Faculty Survey Results	✓		⋮
☰ 📄 OER and Low Cost Student Survey Results	✓		⋮
☰ 📄 Disaggregated Survey Results for CTE	✓		⋮
☰ 📄 Hartnell Librarian Research Guide	✓		⋮
☰ 📄 Hartnell College PDC OER page	✓		⋮
☰ 📄 Textbooks Getting Buzz	✓		⋮
☰ 📄 Why adopt OER/LC?	✓		⋮
☰ 📎 ztc_list.pdf	✓		⋮
☰ 📄 Academic Senate Resolutions	✓		⋮



The classes below are not CTE.

1. CHM 1A, zero-cost, 8 semesters, previous textbook \$100, satisfied, no other materials required, accessible. Enrollment: 80.
2. CHM 1B, zero-cost, 8 semesters, previous textbook \$100, satisfied, no other materials required, accessible. Enrollment: 80.
3. ENG 2, low-cost, 4 semesters, previous textbook \$20-25, not satisfied, no other materials required, accessible. Enrollment: 31.
4. ENG 1A, zero-cost, 20 semesters, previous textbook \$50, satisfied, no other materials and no textbook. Enrollment: 31.
5. ENG 1A, zero-cost, 10 semesters, previous textbook \$100, satisfied, no other materials and no textbook. Enrollment: 31 (two sections).
6. HIS 40, zero-cost, 1 semester, previous textbook \$40, satisfied, no other materials required, not sure if accessible. Enrollment: 45.
7. EGN 8, zero-cost, 4 semesters, no other materials required, not sure if accessible. Enrollment: 20.
8. EGN 6, zero-cost, 4 semesters, no other materials required, not sure if accessible. Enrollment: 20.
9. EGN 5, zero-cost, 4 semesters, previous textbook \$100, materials required are less than \$50, not sure if accessible. Enrollment: 27.
10. EGN 1L, zero-cost, 2 semesters, previous textbook \$100, satisfied, no other materials required, accessible. Enrollment: 27.
11. MAT 24, zero-cost, 1 semester, previous textbook \$150, not 100% satisfied, no other materials required, accessible. Enrollment: 30.



Total savings for students to date:

ECE: \$50,285.00 (Total savings for ECE 6: \$24,693. Total savings for ECE 2: \$25,592.)

BUS: \$119,520.00 (Total savings for BUS 1B: \$19,800. Total savings for BUS 1A: \$15,322.50. Total savings for BUS 32: \$12,397.50. Total savings for BUS 18: \$72,000)

ADJ: \$440,038.00 (Total savings for ADJ 11: \$720. Total savings for ADJ 1: \$4,500.00 Total savings for ADJ 3: \$122,050.80. Total savings for ADJ 5: \$144,009.00. Total savings for ADJ 4: \$144,009.00. Total savings for ADJ 33: \$24,750.00.)

Total CTE textbook savings: \$609,843.00



Please note the following:

- 34% of students surveyed pay more than \$200 for textbooks each semester, and 21% pay more than \$300 per semester;
- 87% of students surveyed have been required to purchase a textbook supplement in addition to the textbook, 31% reported that the supplement cost in excess of \$100, and 22% reported that the supplement cost in excess of \$200;
- 34% of students surveyed dropped a course because they couldn't afford the textbook;
- 27% of students surveyed failed a course because they couldn't afford the textbook;
- 49% of students surveyed did not pursue a full load because they couldn't afford textbooks;
- 98% of students surveyed would register for a section that adopted a free/low-cost resource instead of a section that did not.

Here are the results of a [national student survey](#) (PIRG).

- **Effectiveness & Perceptions**

- A meta-analysis conducted by [John Hilton III](#). Hilton's work synthesizes the results of 16 OER studies that examined the influence of OER on student outcomes, or student and faculty perceptions of OER. Key findings include:
 - **Students generally achieve the same learning outcomes when OER are utilized and simultaneously save significant amounts of money**
 - **Both students and faculty are generally positive regarding OER**



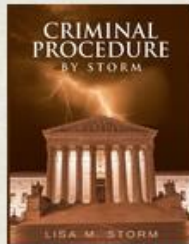


Textbook costs should not be a barrier to education. The price of college textbooks [increased 88%](#) from January 2006 to July 2016. If we take a longer look back, the increase is even more startling. Data from the Bureau of Labor Statistics show a [1,041% percent increase](#) from January 1977 to June 2015, which is over three times the rate of inflation.



Students learn more when they have access to quality materials. The rapidly rising cost of textbooks in higher education has left many students without access to the materials they need to succeed. [Studies show](#) that 93% of students who use OER do as well or better than those using traditional materials, since they have easy access to the content starting day one of the course.

Openly licensed materials increase currency and relevancy. Imagine a science textbook that incorporates the latest results from a laboratory, or a math tutorial that incorporates local landmarks into word problems.



[More Detail](#)



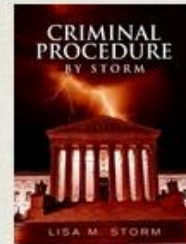
Criminal Procedure By Storm

By Lisa M. Storm
eBook (ePub): **\$39.99**

★★★★★ (2 Ratings)

Criminal Procedure By Storm begins with the foundations of law and the legal system, and then extensively explores the criminal process using the Constitution and US Supreme Court precedent as... [More >](#)

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[More Detail](#)

Criminal Procedure By Storm

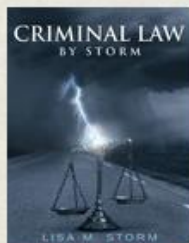
By Lisa M. Storm
Paperback: **\$59.99**

Prints in 3-5 business days

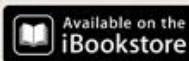
★★★★★ (1 Ratings)

Criminal Procedure By Storm begins with the foundations of law and the legal system, and then extensively explores the criminal process using the Constitution and US Supreme Court precedent as... [More >](#)

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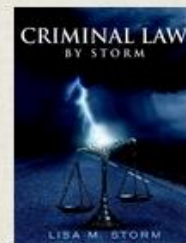
Criminal Law By Storm

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1. They are professionally copy-edited and peer-reviewed
2. After the price was raised to over \$100 I requested a release
3. I spent some time updating the textbooks, then self-published with Lulu
4. The textbooks were written as ebooks and are completely interactive with over 1,000 links
5. The print versions are over 500 pages and cost \$59.99





- 1. Which costs the students \$20 per course**
- 2. ADJ 3, ADJ 4, ADJ 5, and ADJ 33**
- 3. ADJ 3, 4, and 5 are major required courses and ADJ 33 is an elective**
- 4. ADJ 4 and ADJ 33 are supported by OER to customize**

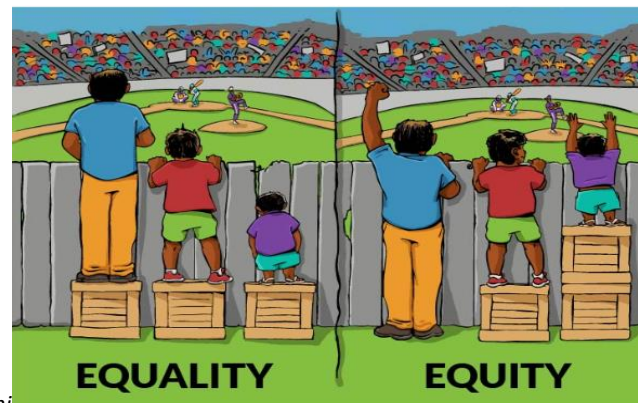




- 1. I provide the textbook in an accessible word document**
- 2. I send the textbook to students in an email the Friday before the class begins**
- 3. The textbook chapters are uploaded next to every textbook reading assignment in Canvas**



- Statistical analysis reveals that textbook prices are a significant educational barrier for all students, with a **disproportionately negative effect** among racial/ethnic minorities, low-income students, and first-generation college students.
- It is **our responsibility** as faculty to remove any unnecessary financial barriers to academic success, and to ensure that our students' learning potential is never limited by their purchasing power.



Here are Some Key Findings



Table 2a. Statistically Significant Results for White and Latinx Students

	<u>White:</u>	<u>Latinx:</u>
Experienced increased stress due to textbook costs	85.7%	91.1%*
Ratings of stress level on a Likert-type scale of 1-10	6.5	7.2***
Did not have a textbook on the 1 st day of class due to cost	75.0%	83.6%*
Avoided taking a class due to textbook costs	22.6%	30.7%*
Failed a class due to textbook costs	4.4%	12.3%**

Table 3a. Statistically Significant Results for Low-Income Students

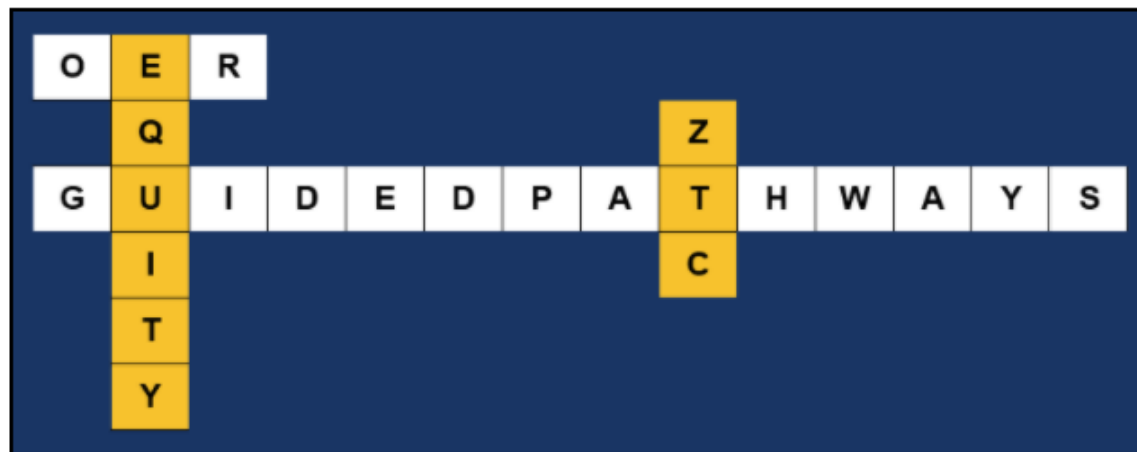
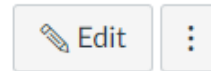
	<u>No Financial Aid:</u>	<u>Financial Aid Dependent:</u>
Experienced increased stress levels due to textbook costs	84.4%	90.9%*
Ratings of stress level on a Likert-type scale of 1-10	6.3	7.1***
Did not have a textbook on the 1 st day of class due to cost	74.1%	82.5%*
Did not buy a textbook due to cost and later felt it limited learning	49.8%	58.6%*

Table 4. Statistically Significant Results for First-Generation College Students

	<u>Non-First-Generation</u>	<u>First-Generation</u>
Experienced increased stress due to textbook costs	85.9%	91.0%*
Ratings of stress level on a Likert-type scale of 1-10	6.5	7.1**
Did not have a textbook on the 1 st day of class due to cost	60.5%	67.9%*
Did not buy a textbook at all due to cost	73.4%	84.3%***
Did not buy a textbook due to cost and later felt it limited learning	48.7%	60.8%**
Did not buy a textbook due to cost knowing it would limit learning	38.5%	48.2%*
Failed a class due to textbook costs	6.3%	11.2%*



Equity By OER and LowCost



Start Here

Modules

Use the buttons above, or click the "Modules" link to get started!

This course explores the fundamental connections between Equity, Open Educational Resources (OER), Guided Pathways, and Zero Textbook Cost (ZTC) programs. You will employ an equity cognitive frame to examine the impact of textbook costs on student success, and the

Questions?

