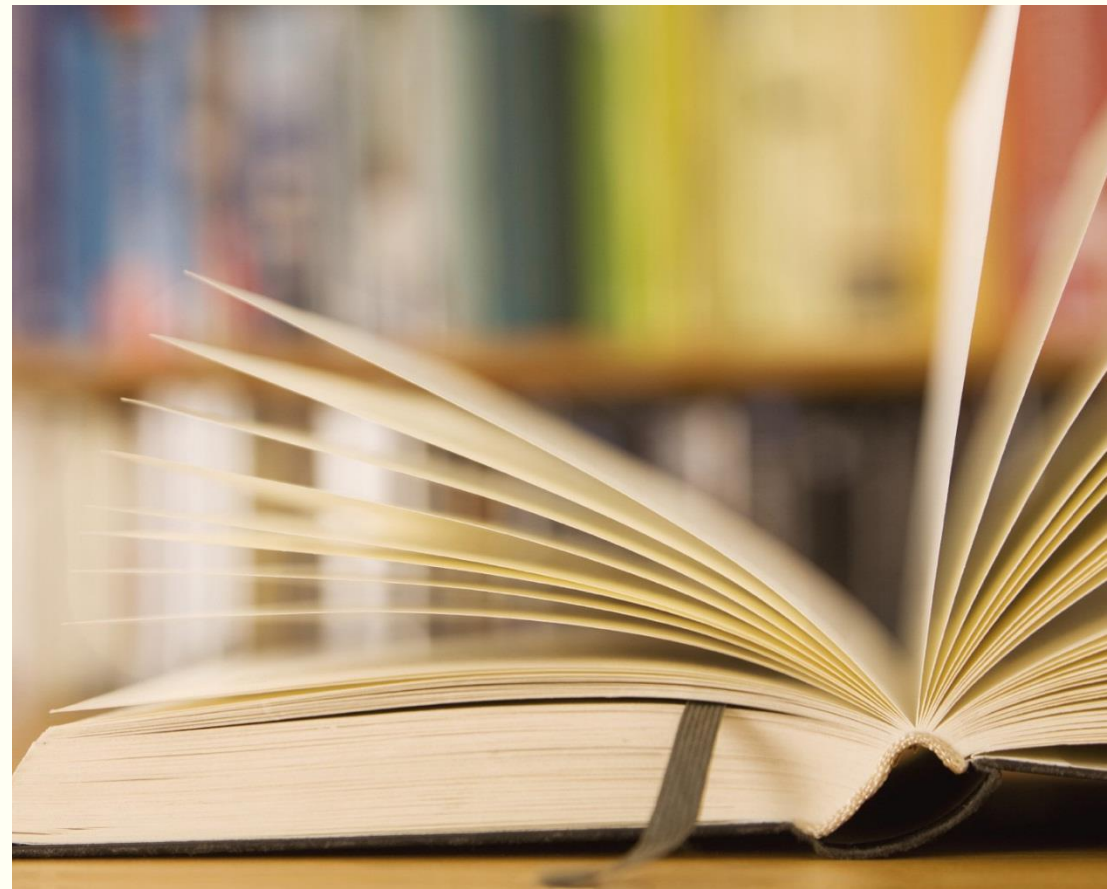


OPEN EDUCATIONAL RESOURCES  
AND LOW-COST TEXTBOOKS:  
EQUITABLE ALTERNATIVES FOR  
STUDENTS



# An Open Educational Resource:

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.



# OER is subject to the 5 Rs:

---

---

## The 5 Rs of Using OER

### The 5 Rs of Using OER

Within the bounds of Creative Commons licensing there are 5 key points to consider when using OERs:



## Low-Cost textbooks:

---

Are textbooks that cost between 1 cent and \$40;

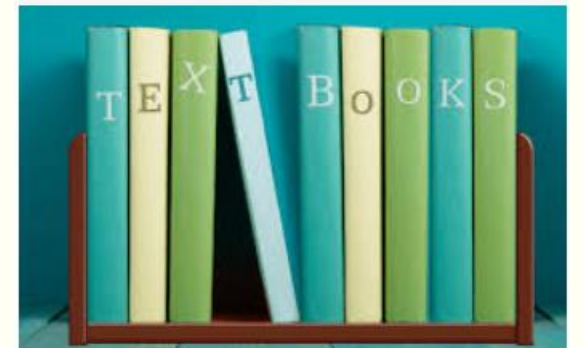
Defined by the Academic Senate in [Resolution 19-3](#).

- **Both our local Senate and the ASCCC call for identification of course sections that have adopted Low-Cost textbooks in the online course schedule.**

# Advantages of Low-Cost textbooks:

---

- Low-Cost textbooks are often accessible;
- Low-Cost textbooks can be less expensive than printing OER materials;
- The Low-Cost textbook model is self-sustaining and does not have to rely on rounds of grant funding. The financial incentive affects updates of Low-Cost materials as well.



# Challenges to overcome:

---



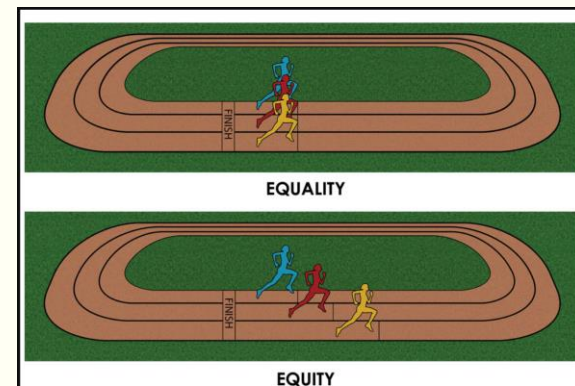
- High textbook costs create barriers to education for our student demographic, which is inequitable;
- Hartnell College is not in strict compliance with state and federal laws regarding the publication of textbook costs in the online schedule;
- The bookstore (Follett) is profit motivated and this creates issues with textbook costs

STUDENT INFORMATION		(view historical trend)	
Students		18,135	
Gender	Ethnicity/Race		
Female	45.0%	African American	2.2%
Male	54.7%	American Indian/Alaska Native	0.4%
Unknown	0.3%	Asian	2.6%
Age			
Less than 20 years old	24.3%	Hispanic	60.1%
20 to 24 years old	21.5%	Pacific Islander	0.4%
25 to 39 years old	28.9%	White	24.4%
40 or more years old	25.3%	Two or more Races	1.6%
Unknown	0.1%	Unknown	5.6%

## OER and Low-Cost resources support equity for students:

---

- 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 **Hartnell College's responsibility** to remove any unnecessary financial barriers to academic success, and to ensure that students' learning potential is never limited by their purchasing power.



## Data for race, low-income and first gen comparisons:

---

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

	<b><u>White:</u></b>	<b><u>Latinx:</u></b>
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 <sup>st</sup> 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**

	<b><u>No Financial Aid:</u></b>	<b><u>Financial Aid Dependent:</u></b>
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 <sup>st</sup> 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**

	<b><u>Non-First-Generation</u></b>	<b><u>First-Generation</u></b>
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 <sup>st</sup> 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%*



## Student survey results, 161 responses (2022):

---

- **31.4%** of students pay \$200 for textbooks each semester, and 82.6% also have to purchase a textbook supplement;
- **29.8%** of students have dropped a class because they could not afford the textbooks;
- **41.6%** of students have avoided carrying a full load (12 units) because they could not afford the textbooks;
- **96.3%** would choose a course that adopted a free or Low-Cost textbook over a course that did not;
- **64%** of students say it is **not easy** to find courses that adopted free or Low-Cost textbooks in the online course schedule.

# Student survey comments:

---

I always search for the lowest cost textbook. It would be helpful if all professors let me know ahead of time if it is acceptable to purchase a used book. That way I can order online and have it in hand when the semester starts.

Affordable textbooks should be in good condition and made available when needed.

Purchasing textbooks is a big financial strain for students that do not qualify for financial assistance

Just make textbooks more affordable for students . Hartnell gets a lot of funding for this. Make it happen.

In the engineering department, Dr. Hornstein only uses free or low cost textbooks. For chemistry Mr. Yee uses a free textbook and hw program. For physics Ms. Fatuzzo uses a book and homework program for about \$100, but it is usable for the entire physics series, so if you take the full series it is affordable. For math classes, I am not a fan of the expensive and unfriendly online book and homework problems some professors use. It is more affordable to do the homework problems on paper out of a book.

Thank you, I appreciate the voucher for books this year. It helped me, as I am in debt about 10,000. If I had been taking 18 units semesters, last year I spent a lot more in books. This year I spent about 40 dollars. Thank you for your help.

# Faculty Affordable Textbook Adoptions Survey Data (Disaggregated)

---

- Student savings by discipline from highest to lowest:

1. ADJ: **\$513,181**
2. BUS: **\$408,400**
3. MAT: **\$186,555**
4. BIO: **\$66,575**
5. EGN: **\$40,600**
6. COM: **\$33,486**
7. ECE: **\$33,000**
8. MUS: **\$21,600**
9. PSY: **\$17,850**
10. HIS: **\$16,640**
11. ART: **\$12,600**
12. ENG: **\$2,500**

- Total student savings:

**\$1,352,987.00!!**

▪

# State and federal regulations regarding textbook costs:

---

- each institution of higher education receiving Federal financial assistance shall—**(1)** disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes
  - (a) Each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, do both of the following:
    - (1)(A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.
    - (B) The course materials described in subparagraph (A) may include open educational resources, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Each campus of the California State University, each participating campus of the University of California, and each community college district shall ensure that these materials comply with the federal Americans with Disabilities Act of 1990 ( 42 U.S.C. Sec. 12101 et seq. ) and the federal Copyright Act of 1976 ( Public Law 94-553 ). 1
  - (2) Clearly communicate to students that the course materials used for the courses identified pursuant to paragraph (1) are free of charge and therefore not required to be purchased.

# Current situation with PAWS and ZTC/Low-Cost sections:

- PAWS ZTC:

This ZTC list is dated spring '20

[Zero Cost Textbook Information](#)

### Prerequisites

None

### Supplies Book Store

None

[Click Here for Books and Supplies](#)

Title	Author	Publisher	Covvriah
-------	--------	-----------	----------

Spring 2022

1 BUS / 18 / 5809

Free "Open Educational Resources" are required for this course. Please see your Instructor.

For fall '21 PAWS was not updated for Zero-Cost textbooks

ADJ / 3 / 2238  
Required Materials (1)



REQUIRED

**Criminal Law**

**\$24.00 to \$59.99**

ISBN: 9781483433837

Author: Storm

Publisher: Lulu Press, Inc.

Formats: PAPERBACK

**Rent**

Used ⓘ

**\$24.00**

Rental Due

5/23/22

New

**\$38.99**

Rental Due

5/23/22

**Buy**

Used ⓘ

**\$45.00**

New

**\$59.99**

CHECK AVAILABILITY →

# Current situation with PAWS self-service and ZTC/LCT sections:

Course Types ^

- Not Coop Work Experience (398)
- Not Basic Skills (378)
- Zero Cost Text (46)
- Low Cost Text (33)
- Basic Skills (31)

[Show All Course Types](#)


**For fall '21 PAWS self-service was not updated for Zero-Cost textbooks**




View Available Sections for BUS-18

Spring 2022 Semester

Waitlisted	Times	Locations	Instructors
0	1/24/2022 - 5/21/2022	Distance Education, Internet INT Dist Ed Lecture: Asynchronous	Storm, L

**BUS-18-5809**  Legal Environment of Business

**RIIC-18-5810** 

# Herbert Cortez helped fix PAWS self-service to designate course sections that have adopted Low-Cost textbooks:

---

<b>Seats Available</b>	1 of 45 Total
<b>Credits</b>	3
<b>Grading</b>	Graded, Pass/Fail, Audit
<b>Requisites</b>	None
<b>Course Description</b>	An introduction to the legal system, the difference between civil and criminal law, the sources of law, and the court system. The course focus will be classifying, defining, and identifying crimes. Also explores defenses to crimes, and parties to crimes. [CSU; UC; CSU-GE, AREA D; IGETC, AREA 4] [C-ID A] 120] Advisory: DE/Hybrid
<b>Additional Information</b>	Low-Cost Textbook: The instructor uses instructional materials that cost \$40.00 or less, generally considered low-cost.
<b>Topic</b>	Pol Sci/Govt/Legal Institution
<b>Transfer Status</b>	Transfers to both UC/CSU

# PAWS Self-Service does not comply with federal law requiring textbook costs to be disclosed in the online course schedule:

---

## Section Details

**Requisites**

None

**Course Description**

An introduction to the legal system, the difference between civil and criminal law, the sources of law, and the court system. The course focus will be classifying, defining, and identifying crimes. Also explores defenses to crimes, and parties to crimes. [CSU; UC; CSU-GE, AREA D; IGETC, AREA 4] [C-ID A] 120] Advisory: DE/Hybrid

**Additional Information**

This section is offered as asynchronous, which means virtual online instruction, with possible/optional real time teacher instruction and prepared course materials delivered through Canvas. Students can login through Canvas starting the first day of the semester, at [hartnell.instructure.com](http://hartnell.instructure.com) and find help at [www.hartnell.edu/distance-education](http://www.hartnell.edu/distance-education). Contact instructor via email for further information.

**Topic**

Pol Sci/Govt/Legal Institution

**Transfer Status**

Transfers to both UC/CSU

**Books Total**



# Improvements requested from AA/A and R/ITR:

---

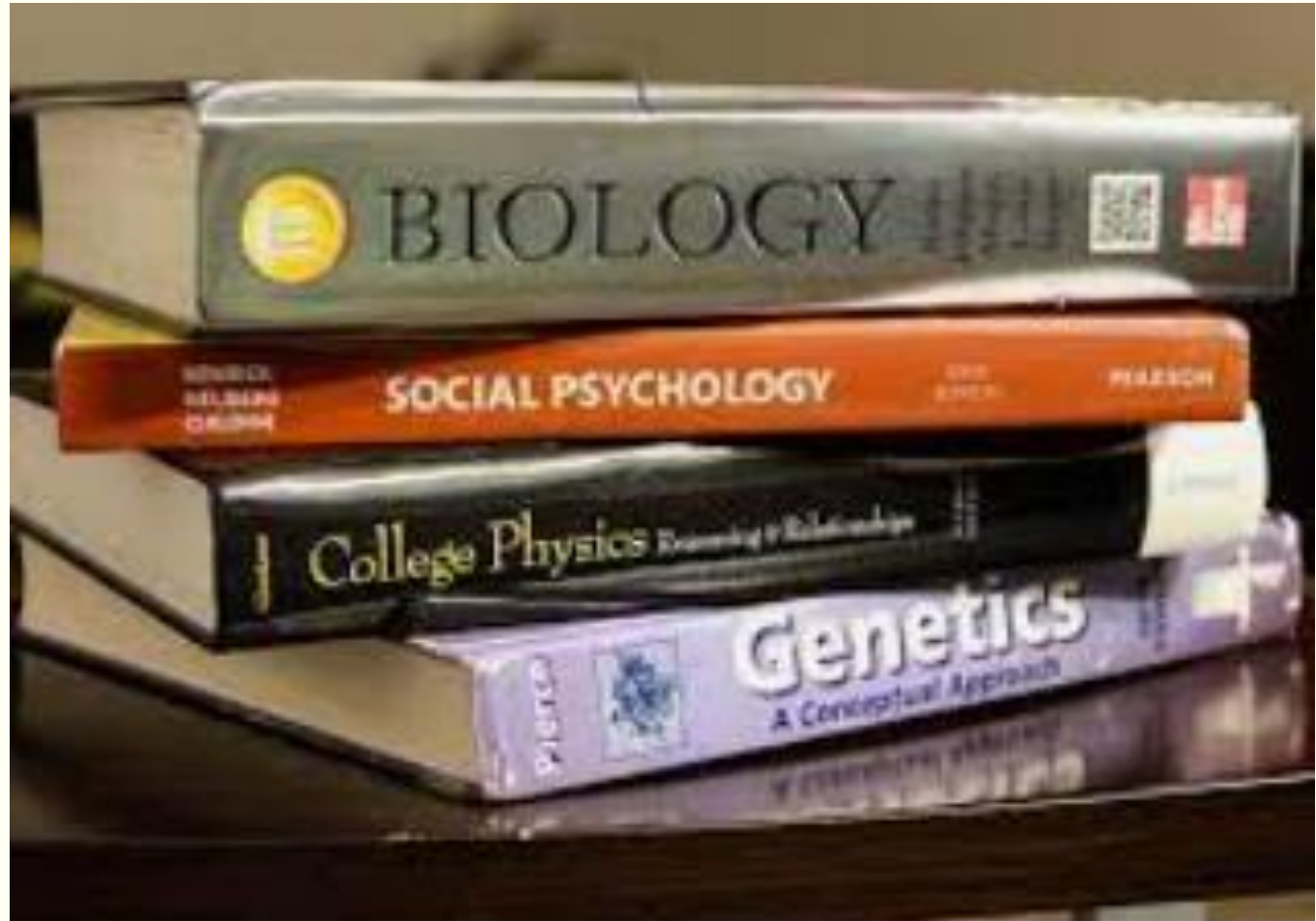
---

- **Since PAWS self-service will be the new online schedule (PAWS is being discontinued), focus is on PAWS self-service;**
- **Books *must* be listed on the section page as they were in PAWS;**
- **Development of a second, Low-Cost logo would enhance search function;**
- **Video posted on PAWS self-service log-in page about how to search for Zero and Low-Cost sections using advanced search;**
- **New web-page devoted to affordable textbook options;**
- **Banners advertising both ZTC and Low-Cost sections on the homepage.**

# Suggested improvements to planning process (Deans/ITR):

---

1. Add a line to the scheduling spreadsheet for textbook adoption, either ZTC or Low-Cost;
2. Allow faculty to “opt out” of designated ZTC or Low-Cost textbook adoption instead of having to “opt in” every semester;
3. Bookstore database created.



# Sample design of Affordable Textbook Options page:

---

## What are OER and ZTC?

**Zero Textbook Cost**, or ZTC for short, are digital textbooks available for FREE to students. Many instructors at College of the Canyons have chosen to use these textbooks, which are created by using **Open Educational Resources** (OER) content in their classrooms to cut educational costs for students. As textbook prices rise, more and more courses are utilizing ZTC textbooks to provide a free alternative to traditional textbooks.

## I can take classes with FREE textbooks?!

**Yes!** Classes that use Zero Textbook Cost (ZTC) textbooks are listed in the class schedule. You can click on a class section to verify that it is a ZTC textbook course. There will be a note explaining that the class uses a no-cost digital textbook.

## How can I find ZTC Classes?

**It's easy!** To enroll in a class without any textbook fees, open the schedule of classes and filter class results by Course Types. Then, check the box, "Zero Textbook Cost". The class results will automatically populate to show only ZTC classes.

Visit the Class Schedule  [www.canyons.edu/schedule](http://www.canyons.edu/schedule) 

**ZTC Textbooks**

**ZTC for Faculty**

**Contact ZTC Staff**



# Bookstore issues:

---

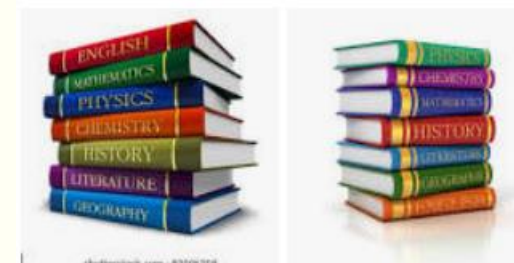
- Will not assist with the creation of a database, even though the bookstore has the adoptions and the PAWS link is to the bookstore adoptions page;
- Rents textbooks instead of offering Low-Cost textbooks for sale (includes dual enrollment).



# Federal updates:

---

- House and Senate lawmakers have reintroduced the [Affordable College Textbook Act](#), a bill to expand the use and awareness of open educational resources at college and university campuses. Congress also approved the long-awaited fiscal year 2022 spending package, which includes \$11 million in new funding for the [Open Textbook Pilot](#) grant program.



# Governor Newsom has made \$115 million available to support lowering textbook costs for students:

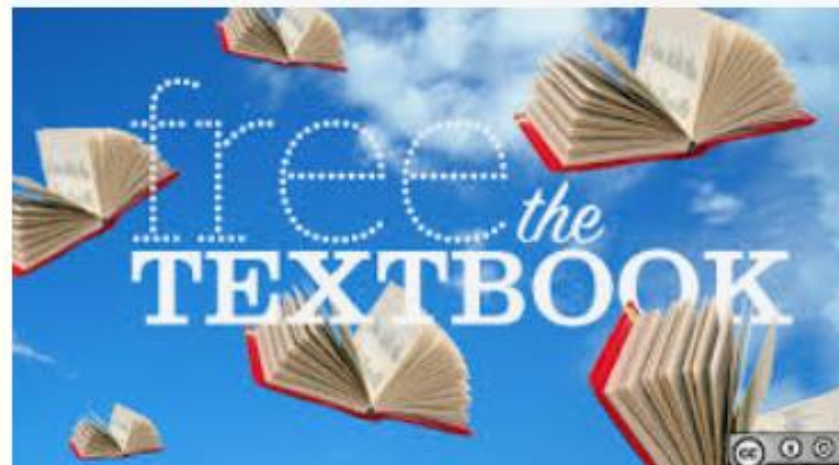
---

ASCCC keeps track of colleges that are not in compliance with existing legislation. There are monies that will be made available to support ZTC Degrees and OER in general-but Hartnell will not be eligible to participate if we are out of compliance:

1. To access ZTC funds, colleges must demonstrate compliance with existing requirements, regulations, and laws relating to textbooks and materials fees. At a minimum, this would mean:

- a. the federal requirement that colleges provide textbook information in their online schedules at the time of registration (read more at [tinyurl.com/TextLeg](http://tinyurl.com/TextLeg)) and

mark no-cost (ZTC) course sections as required in California law.



# ASCCC recommends a local resolution supporting OER/LCT:

---

- The ASCCC has recommended the below:

**"In light of the funds (\$115 million) dedicated to furthering the availability of zero textbook cost (ZTC) degrees in the California Community Colleges, faculty at the colleges may be wondering what they should do to prepare their college to access these funds. While the details of the initial disbursement have yet to be announced, there is reason to anticipate that formal support for ZTC will be needed and local senate sign-off will be required. Senates with an interest in getting ahead might want to move forward with a resolution in support of ZTC degrees and begin discussions regarding how to increase the availability of ZTC options at their college."**



# Resolution 21-3 (approved 12/14/21):

**Ensures academic freedom in textbook adoption;**

**Supports faculty adoption of lower-cost textbooks and resources;**

**Insists on designation in the online schedule of Zero-Cost and Low-Cost adoptions;**

**Voices approbation of the development of both ZTC and Low-Cost Degrees and Certificates.**

## Resolution 21-1: Support Faculty Adoption of OER, ZTC, and Low-Cost Textbooks

Whereas BP and AP 2510 require the governing board of trustees to consult collegially with the Academic Senate on academic and professional matters; and “consult collegially” means that the governing board of trustees develops policies on academic and professional matters through relying primarily upon the advice and judgment of the Academic [Senate](#);

Whereas standards or policies regarding student preparation and success are academic and professional matters;

Whereas, the significant rise in the cost of textbooks and other instructional materials is a barrier to college attendance, student access, and student success;

Whereas, the intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower-cost, high-quality, textbooks and other instructional materials;

Whereas, Open Educational Resources (OER) offer high quality teaching and learning resources that have been released under an intellectual property license, such as a Creative Commons license, that permits their free use, significantly reducing the expected price of annual textbook costs for students;

Whereas, Low-Cost textbooks offer an equitable alternative to OER, providing students with textbooks that cost \$40 or less;

Whereas, individual faculty have the academic freedom and choice to select instructional materials that are most appropriate for a course, which may include the adoption of lower-cost, high-quality textbooks and instructional materials;

Whereas, Education Code section 66406.9 (effective 1/2019) requires California Community Colleges to clearly highlight in a conspicuous place in the online course schedule courses that have adopted Zero-Cost textbooks;

Whereas, local Academic Senate Resolution 10-3 and ASCCC Resolution 12-01 resolve that courses which



## 2021 ASCCC resolutions relating to OER/LCT:

---


- **A resolution is the opinion of the State or Local Senate;**
- Develop Statewide Recommendation for Definition of Low-Cost Course MaterialsFall 2021; Resolution Number 3.04
- Zero Means Zero Textbook CostFall 2021; Resolution Number 3.05
- System-Level Zero-Textbook-Cost ResourcesFall 2021; Resolution Number: 7.01
- Local Senate Policies Regarding Textbook AdoptionFall 2021; Resolution Number: 17.01
- Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit ProcessSpring 2021; Resolution Number: 9.05
- Advocate for Development of a ZTC Data ElementSpring 2021; Resolution Number: 11.02
- Advocate for On-Going Funding for the ASCCC Open Educational Resources InitiativeSpring 2021; Resolution Number: 11.03
- Ensure Compliance with Required Instructional Materials RegulationsSpring 2021; Resolution Number: 11.04
- Institutionalizing Open Educational ResourcesSpring 2021; Resolution Number: 13.01

# OER and Low-Cost Canvas shell (faculty only):

- **Email Lisa Storm for the code to join!**

☰	▼ OER and Low Cost Resources Repositories
☰	📄 Open Stax Resources
☰	📄 Skillscommons a CTE Repository
☰	📄 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


Open Educational Resources and Low Cost Resources Users Group Edit ⋮



**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



NEEDCOLLEGE

☰	▼ Hartnell College OER and Low-Cost Information
☰	📄 Spring 22 student survey results
☰	📄 Spring 22 faculty survey results
☰	📄 Spring 21 OER and LCT Student Survey Results
☰	📄 Spring 20 OER and Low Cost Faculty Survey Results
☰	📄 Spring 20 OER and Low Cost Student Survey Results
☰	📄 Spring 20 disaggregated Survey Results for CTE

# Wrap up, suggestions, and questions!

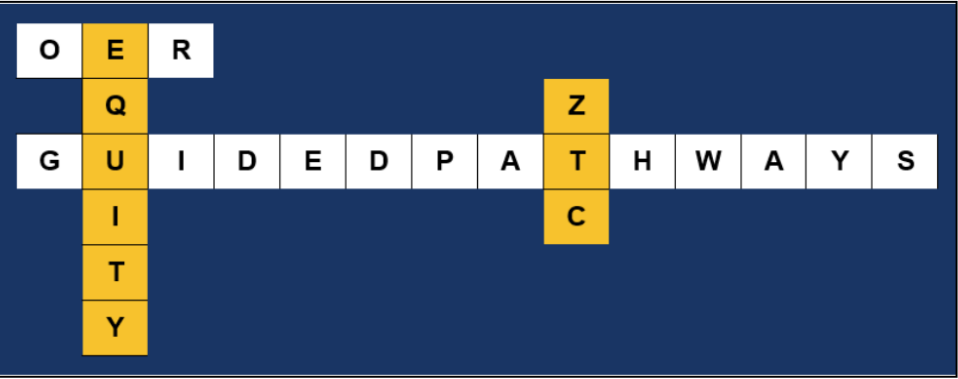
---

## Coming soon!

1. **Web page with Affordable Textbook Options;**
2. **Hands on help for faculty anytime you need it! Just email me;**
3. **Hopefully the class “OER and Equity” will be available for 12 hours of flex credit.**

Please put suggestions and questions in chat.

OER and Equity Edit ⋮



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,