

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

**From your Academic Senate Open Educational
Resources Coordinator, Lisa Storm**



ASCCC resolution calls for OER Coordinator (OERC):

- Support for Faculty Open Educational Resources Coordinators **Spring 2019 Resolution Number: 13.02**
- **Resolved, That the Academic Senate for California Community Colleges encourage local colleges to identify and support a faculty open educational resources coordinator.**
- Tasks:
 1. Make textbook cost information as obvious as possible to students, to drive enrollments towards free and Low-Cost textbook sections;
 2. Ensure compliance with legislative requirements, local Senate and ASCCC resolutions;
 3. Encourage and support faculty adoption of free and Low-Cost textbooks and educational resources.



An Open Educational Resource:

1. Is no-cost and openly licensed, often using creative commons licensing;
2. Can be reused, retained, revised, remixed, and redistributed;
3. Course sections that have adopted OER **are called ZTC (Zero Textbook Cost).**

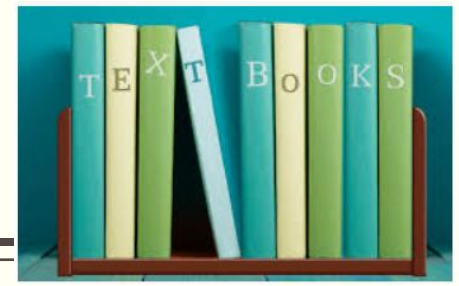


Low-Cost textbooks:

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.

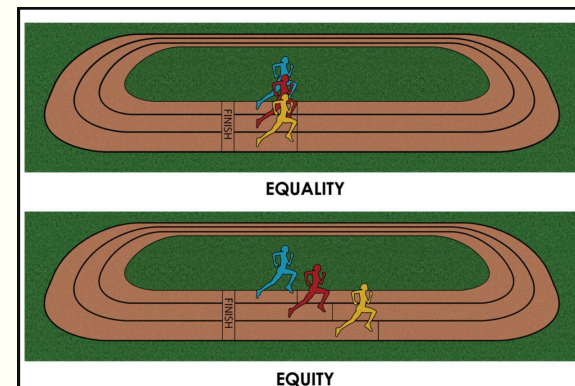


Advantages of Low-Cost textbooks:

- 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.
- Efforts to establish a statewide low-cost textbook definition recommendation are in-process (Fall 2021; Resolution Number 3.04) and it is anticipated that one will be presented for consideration at the ASCCC Plenary in November. At present, at least 50 of our colleges have established a local definition.
- The most common Low-Cost price based on survey results: \$40

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

	<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%*

Senate Resolutions 19-3, 21-4:

- 19-3: Defines Low-Cost textbooks as \$40 or less; calls for identification of Low-Cost textbooks in the online course schedule;

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.

Resolution #19-3

Contact: Lisa Storm, Academic Senate President

- 21-4: Supports the development of affordable textbook options, and ZTC/Low-Cost Degrees and Certificates;

RESOLVED, That the Hartnell College Academic Senate support faculty efforts to increase student access to lower-cost high-quality textbooks and other instructional materials;

RESOLVED, That the Hartnell College Academic Senate support the designation of courses that have adopted Zero-Cost and Low-Cost textbooks in the online course schedule;

RESOLVED, That the Hartnell College Academic Senate support the development of Zero-Cost and Low-Cost Degrees and Certificates.


Proposed ASCCC OER/Low-Cost resolutions for fall Plenary:

- **7.04: Establishing effective/sustainable ZTC Programs:** ASCCC work with the CCCCCO to design/implement Ed Code 78052 to ensure viability of ZTC programs.
- **7.08: Definitions:** ASCCC work with the CCCCCO to ensure instructional materials is defined as textbooks, supplemental materials, and course supplies.
- **7.09: Section level data element:** clarify components of XB12 instructional material cost section level data element.
- **9.01: Removing barriers:** supports removal of the ISBN/Copyright date from curriculum when OER is specified.
- **17.02: Textbook automatic billing:** opposes inclusive access and other approaches that maintain reliance on commercial publishers.
- **17.03: Using ZTC funds to support OERC:** local Senates are encouraged to work with their administrations to use ZTC block funding to support OERC appointment/work.

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.

PAWS Self-Service now complies with state and federal legislation:

BUS-18-5809 			
Legal Environment of Business			
Waitlisted	Times	Locations	Instructors
2	1/24/2022 - 5/21/2022	Distance Education, Internet INT Dist Ed Lecture: Asynchronous	Storm, L (Dist Ed Lecture: Asynchronous)

Spring 2022

1 BUS / 18 / 5809

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

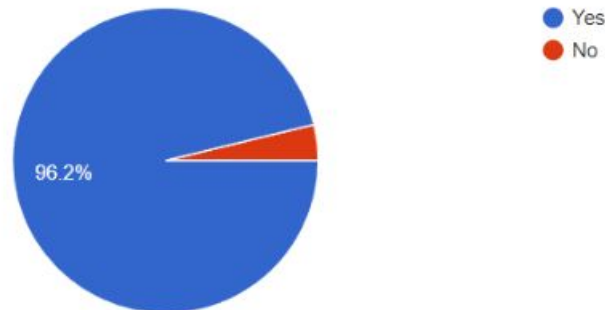
U	Topic	Not General Education
eg	Books	Bookstore Information
J	Transfer Status	Transfers to both UC/CSU
a		

The best way to promote Zero and Low-Cost textbook adoption:

- Give faculty an incentive to switch to a lower-cost textbook;
- Advertise course sections using Zero or Low-Cost textbooks and the enrollment will grow, as 96% of students would select a course section that has adopted a Zero or Low-Cost textbook over one that has not;

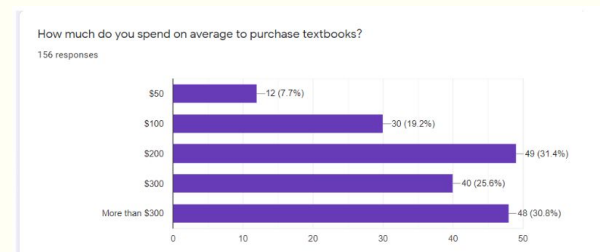
If you had a choice between registering for a class that has a free or low-cost textbook (low-cost is \$40 or less) and a class that uses a commercial or high-cost textbook, would you register for the class with the free or low-cost textbook?

158 responses



Other ways to promote Zero and Low-Cost textbook adoption:

- Provide an **equity-based scheduling preference**, supported by the right of assignment, to include course sections which utilize Zero or Low-Cost textbooks;
- Faculty will be surveyed about this scheduling preference which will include other equitable considerations such as anti-racist pedagogy, alignment with an equity rubric, or DEIA attributes tbd;
- 30% of students spend more than \$300 per semester for textbooks.



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;
- **64%** of students say it is **not easy** to find courses that adopted free or Low-Cost textbooks in the online course schedule;
- To partially remedy the above, Lisa Storm created a [search video](#) and it is posted on the affordable textbook options web page.

Student survey comments:



The cost of textbooks is ridiculously high. I honestly try to find my textbooks online for free, and I usually am successful in getting and downloading them. Of course it might be illegal but what are we going to do? We're in college, most of us are broke. Most of us also come from low income families so we might not even want to burden our parents with how much textbooks cost. Some of us are undocumented students like myself so I can't even work to save up money for school. I hope your low cost textbook program is successful!

Hartnell Offered a text book voucher but was only available for two weeks and book store closed early on Fridays. I was unable to make it due to work schedule.

The free textbooks are great for several reasons. Pretty much any course I have taken at Hartnell there are free lecture videos on Youtube. Also when the books are free I can easily download them and don't have to wait or jump through hoops trying to get the material. That whole process can be very stressful in the first week when you couple that with orientation.

Does the course description mention whether or not the course has a low-cost textbook? I don't think I have ever seen that.

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!!



2021-2022 improvements promulgated by the OERC:

- Two Senate Resolutions drafted, so that Hartnell faculty can apply for funding to develop OER;
- Student and faculty surveys administered, to identify issues and opportunities;
- Presentation to faculty at flex days, supporting the adoption of affordable textbook options;
- Video illustrating advanced search on PAWS self-service created and posted to identify course sections that have adopted free and Low-Cost textbooks;
- Link to the bookstore created in each course section, so students can identify textbook cost;
- New (2022) yearlong list of course sections that have adopted free/Low-Cost textbooks created and posted on PAWS;
- Student newsletter created and distributed, providing cost-savings information directly to students to help them save money on their college education;
- OER and Low-Cost Canvas shell created to help faculty find free and Low-Cost textbook options;
- Affordable Textbook Options webpage developed and published;
- Course sections that have adopted free and Low-Cost textbooks identified to create affordable pathway to a credential.

Student Equity Plan update:

- OERC [drafted language](#) for the Student Equity Plan:
- Includes links to the affordable textbook options web page, ASCCC and local resolutions, ZTC/LCT webinars, an informational PowerPoint, and upcoming activities and improvements.

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

The Academic Senate has appointed an Open Educational Resources Liaison (OERL) who fulfills all the responsibilities set by the Academic Senate for California Community Colleges. The OERL also works to enhance and solidify the Zero-Cost and Low-Cost Textbook Program at Hartnell College.

The OERL has established a [web page](#) to support Zero-Cost and Low-Cost textbooks with information and resources for both faculty and students. Students have been surveyed, and the [results](#) are posted and available for review. In addition, students have access to a [ZTC/Low-Cost newsletter](#), a current and frequently updated [list](#) of all course sections that have adopted ZTC and Low-Cost textbooks, and a [video](#) showing students how to search the online schedule for course sections with affordable textbook options.

Faculty have also been surveyed, and the results are disaggregated by [discipline](#) and by [course](#). In addition, faculty have access to the [two local resolutions](#) relating to ZTC and Low-Cost, [ASCCC resolutions](#) relating to ZTC and Low-Cost, informational [webinars](#), an explanatory [PowerPoint](#), and a Canvas shell replete with resources to help faculty locate, curate, and adopt ZTC or Low-Cost. The OERL helps faculty individually when requested, and sends pertinent information about ZTC and Low-Cost textbooks to all faculty when available.

To further integrate a Zero Textbook Cost Program at Hartnell College, the OERL will explore credentials available with ZTC and Low-Cost course adoptions, and will also discuss working with the Curriculum Committee, Board of Trustees, and students to promote equity and student success by ensuring every student at Hartnell College will have access the resources they need.

OFAR update:

- Now that Hartnell College is in compliance with federal and state legislation, faculty can apply for a share of CA's \$115 million dollar investment in OER;
- **OFAR**: stands for **Open for Anti-Racism**;
- Teams of CCC faculty develop and integrate OER and open pedagogy to make teaching and learning anti-racist;
- Hartnell College team accepted! Kelley McClary (leader,) Travis Williams, Susannah Carney-Waddy, Trish Sullivan.

Call for Participation: Open for Antiracism (OFAR) in California Community Colleges (2022-23)

Grant update, part 2:

- **Library of Congress grant;**
- Library of Congress' Of the People: Widening the Path initiative offered the incredible opportunity for a cultural heritage institution or 2-year or 4-year higher education institution to apply for the Connecting Communities Digital Initiative grants. These grants provide awards for projects that amplify the lives, experiences, and perspectives of Black, Indigenous, Hispanic or Latino, Asian American and Pacific Islander communities, and other communities of color by using and remixing Library's digital collections. On June 7, 2022, we announced the second round application period for this grant where we will be awarding three grants up to \$50,000 each in both categories.



ZTC and Low-Cost pathways to a credential:

- Our local Senate authorizes the development of ZTC and Low-Cost pathways to a credential in resolution 21-4;
- ASCCC authorizes development of ZTC pathways to a credential most recently in resolution 13.08: Resolved, That the Academic Senate for California Community Colleges advocate to the California Community Colleges Chancellor's Office and system partners for allocating a portion of the \$115 million for ZTC degrees in the 2021-2022 Budget Act to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.
- The Legislature authorizes development of ZTC pathways in Ed Code s. 78052:
 - (a) It is the intent of the Legislature that community college districts
 - develop and implement zero-textbook-cost degrees and
 - develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs.



Challenges with the creation of ZTC and Low-Cost pathways to a credential:



- There are not enough ZTC adoptions to develop a free or ZTC pathway to a credit Degree or Certificate;
- Counselors have indicated a preference for custom student pathways, not pathways predicated on cost to the student;
- Identification of general ed and discipline specific textbook costs has occurred and pathway is ready to go when costs have been reduced further.

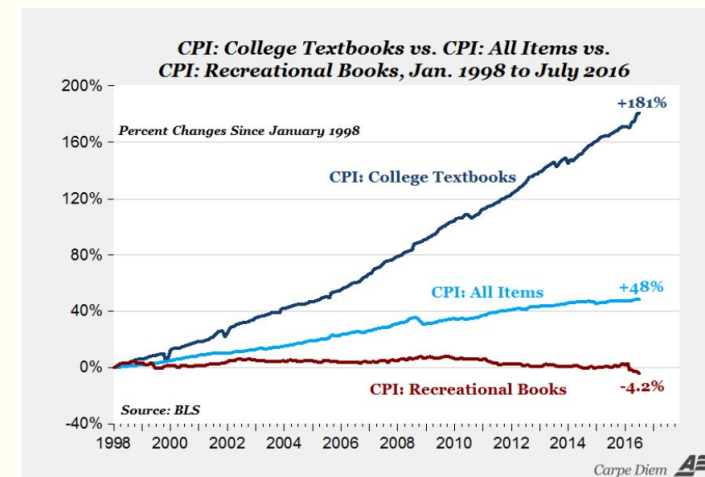
ZTC funding allocated from CCCCCO: \$20,000!



- **Purpose:** create ZTC pathways to a credential
- **Spending limitations:** professional development and technical assistance
- **Best use of funding:** stipend to develop ZTC pathways
- **One noncredit credential:** already developed! **BOT**
- Phase 1 ZTC Planning for 115 Colleges (Total disbursement – \$2.3 million) — Grants in the amount of \$20,000 were awarded to 115 colleges to begin planning the development and implementation of a ZTC degree or certificate program.

Phase 2 of ZTC funding:

- Phase 2 Expedited ZTC program development and implementation (Total disbursement – \$5 million) —
- In this competitive request for applications, colleges are encouraged to develop and implement ZTC degree or certificate programs that are close to completion, will be ready for students by Fall 2024, and can be completed with the least amount of funding.
- (Competitive) Phase 2 Requirements (Slide 15): • Up to \$200K per program • Independent of Phase 1 grants (**Expedited implementation (By Fall 2024)**) • Meets ZTC requirements and CO priorities • Paid via Invoice



Wish list for 2022-2023:



- Create ZTC and Low-Cost Credential pathways*;
- Develop second Low-Cost logo for PAWS self-service*;
- Work with the Curriculum Committee to enhance ZTC and Low-Cost adoptions*;
- Work with SVP and Dual Enrollment to lower costs for their programs;
- Include section on OER/Low-Cost in DE Academy Training;
- Integrate OER/Low-Cost in Online Education Initiative alignment;
- Include adoption of OER/Low-Cost in the tenure review process;
- Provide flex credit for OER/Low-Cost textbook adoption*;
- Enhance student involvement in OER/Low-Cost;
- Enhance District support for OER/Low-Cost*;

wish list

***In progress**

Why a Board Policy about OER/Low-Cost?

- Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction ([Hartnell College BP 2410](#)).
- A BP on OER/Low-Cost indicates District support and commitment to reduction of textbook costs for students.
- A fall plenary proposed ASCCC resolution encourages “local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges’ guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, **board policies, and administrative procedures or regulations.**”

The governing Board and faculty have a responsibility to acknowledge textbook costs for students:

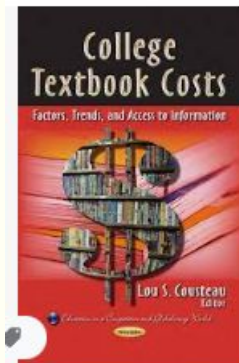
Title 5 § 59404 District Policies and Regulations for Instructional Materials:

- (a) The governing board of a community college district which requires that faculty provide instructional materials for a course shall adopt policies or regulations, consistent with the provisions of this subchapter, which specify the conditions under which such materials will be required. These policies and regulations shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials.
- (b) The policies or regulations specified in subdivision (a) shall be published in each college catalog developed after the date of adoption.

In the CCC system there are already some textbook BPs and APs;

- College of Marin: [AP 5160](#), [BP 5160](#)
- West Hills [BP 4042](#)
- Los Rios: [BP 7134](#)

All are fairly similar, and emphasize academic freedom, legislative compliance, and accepted best practices of the OER community.



BP 4042: District Support for OER and Low-Cost Resources

- Draft presented to the President
- Supports these priorities:
 1. **Academic freedom** to adopt textbook of choice, to conform with BP 4030:
 2. Course sections that have adopted free/Low-Cost resources **visible to students**, to **comply with federal and state legislation**;
 3. District commitment to the lowest price possible, support for OER/Low-Cost adoption, and **ZTC credential development**, to comply with **ASCCC/local resolutions**, the **CCCCO Vision**, and Ed Code 78052.

Questions? Comments?

