Mar 31st, 11:30 AM

Open Educational Resources: An Initiative at Bucks County Community College

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Open Educational Resources: an initiative at Bucks County Community College

TCLC 2017 Spring Program
The Next 50 Years
March 31, 2017
Chateau SugarLoaf Hill, Chestnut Hill College
Slideshow presented by:

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http://bucks.libguides.com/oer_guide

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Join the world wide movement

March 27 - 31

For more info go to

www.openeducationweek.org
# Textbook Costs by Program at Bucks – Spring 2016 (the top 10)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Minimum Credits</th>
<th>Estimated Textbook Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE OF ARTS: SECONDARY EDUCATION - BIOLOGY</td>
<td>60</td>
<td>$3,877</td>
</tr>
<tr>
<td>ASSOCIATE OF ARTS: PRE-ALLIED HEALTH</td>
<td>64</td>
<td>$3,622</td>
</tr>
<tr>
<td>ASSOCIATE OF ARTS: BUSINESS ADMINISTRATION</td>
<td>60</td>
<td>$3,542</td>
</tr>
<tr>
<td>ASSOCIATE OF ARTS: BIOLOGY</td>
<td>61</td>
<td>$3,497</td>
</tr>
<tr>
<td>ASSOCIATE OF ARTS: PARALEGAL STUDIES</td>
<td>63</td>
<td>$3,488</td>
</tr>
</tbody>
</table>
# Textbook Costs by Program at Bucks – Spring 2016 (the top 10, continued)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Minimum Credits</th>
<th>Estimated Textbook Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSOCIATE OF ARTS: CHEMISTRY</td>
<td>61</td>
<td>$3,460</td>
</tr>
<tr>
<td>ASSOCIATE OF ARTS: ENVIRONMENTAL SCIENCE</td>
<td>64</td>
<td>$3,367</td>
</tr>
<tr>
<td>ASSOCIATE OF ARTS: ENGINEERING</td>
<td>66</td>
<td>$3,327</td>
</tr>
<tr>
<td>ASSOCIATE OF APPLIED SCIENCE: APPLIED ENGINEERING TECHNOLOGY</td>
<td>60</td>
<td>$3,312</td>
</tr>
<tr>
<td>ASSOCIATE OF ARTS: ACCOUNTING</td>
<td>62</td>
<td>$3,274</td>
</tr>
</tbody>
</table>
Student Survey Conducted February 2016 – 67 Respondents

In your experience as a student here at Bucks, has the cost of required textbooks in your courses caused you to (check all that apply):

- 52% of respondents
- 28%
- 6%
- 28%
- 12%
- 10%
- 34%

- NOT PURCHASE THE REQUIRED TEXTBOOK (35)
- TAKE FEWER COURSES (19)
- NOT REGISTER FOR A SPECIFIC COURSE (4)
- EARN A POOR GRADE BECAUSE I CANNOT AFFORD TO BUY THE TEXTBOOK (19)
- DROP A COURSE
- FAIL A COURSE BECAUSE I COULD NOT AFFORD TO BUY THE TEXTBOOK (7)
- NONE OF THE ABOVE (23)
“Textbook prices are criminal. A New Calc 2 textbook was $340. WTF? Put whoever set that price behind bars.”
“I try to survive a few classes without the book until the money is saved up.”
“Sometimes I have to wait to order them online and I don’t get the books as early as I need them.”
“The price of textbooks is typically extortionate, but necessary so it usually places a great strain on me financially during the month I purchase my books.”
What are OER?
What are OER?

"OER are teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software and any other tools, materials or techniques used to support access to knowledge."

— The William and Flora Hewlett Foundation
The 5 Rs of OER...

Retain
Reuse
Revise
Remix
Redistribute
Where are they?

...AND MANY OTHER PLACES!
Who else is doing this? State Initiatives in VA and RI

Textbook-free degree

With TCC’s Z-Degree, here’s what you pay for books: Zero.

Did you know that

- Textbook prices have risen 82% in the last decade?
- You might pay hundreds a semester for textbooks?
- Textbooks could be 25% or more of your college costs?
Reducing the Costs of Gateway Courses by Replacing Textbooks with Open Educational Resources

Bucks County Community College’s Strategic Initiative Proposal

• President challenged all College employees to propose projects aimed at increasing enrollments.

• Proposal originated in Learning Resources Department.

• Proposal endorsed and submitted by Provost and Academic Deans February 2016.

• Recommended for funding by Planning Advisory Group March 2016.

• Approved for funding by President’s Cabinet March 2016.
The OER Strategic Initiative

Identify and transition ten gateway courses (high enrollment courses offered early in the student’s semester sequence, required in many programs of study) from the use of high cost textbooks to free open educational resources.
Personnel

• Project Managers
• 2 Faculty Developers per course (originally)
• Instructional Design consultant
• Universal Design consultant
• 1 Librarian Liaison per course
Prep Work

- Create job descriptions for the two consultants.
- Develop an OER/Universal Design/Quality Matters workshop for faculty participants.
- Select courses.
- Select project participants.
- Hire Instructional Design and Universal Design consultants.

Spring 2016
Project Timeline

Phase 1: Summer/Fall 2016
- Transition online versions of 3 courses from textbooks to OER.
- Run selected online sections of 3 courses.
- Transition 7 more courses to OER.
- Adapt initial 3 courses for use in other modalities.
- Assess impact.

Phase 2: Spring/Summer 2017
- Run selected online sections of 3 courses.
- Transition 7 more courses to OER.
- Adapt initial 3 courses for use in other modalities.
- Assess impact.
Project Timeline

Phase 3: Fall 2017
- Run selected online sections of 7 courses.
- Participating sections of initial 3 courses run in all modalities.
- 7 courses adapted for use in other modalities.
- Assess impact.

Phase 4: Spring 2018
- Participating sections of all 10 courses run using OER.
- Assess impact.
Expected Outcomes

SHORT-TERM

• Reduced total costs to students of 10 gateway courses;
• Increased student success in those courses based on better access to materials;
• More students attracted to the College;
• Opportunity to market the innovative image of the College.

LONG-TERM

• Participating sections of gateway courses act as incentive for other faculty to use OER;
• Complete OER programs of study will be developed;
• Cost reduction increases students’ ability to complete;
• Persistence and retention numbers rise and enrollments increase.
• Faculty become more aware of UDL principles and other online best practices.
The Phase 1 Courses

- COMM110: Effective Speaking
- MGMT100: Introduction to Business
- PSYC110: Introduction to Psychology
The Phase 2 Courses

- COMP110: English Composition I
- HLTH103: Life and Health
- MATH090: Prealgebra
- SCIE102: Astronomy
- SOCI110: Introduction to Sociology
The Project Evolves & Adapts

• Some course designers prefer to work solo.

• By necessity, some templates are adapted for F2F in the first semester of work.

• The 3rd Wave of course designers & librarians will create their templates through Fall 2017 to run in Spring 2018.
The 3\textsuperscript{rd} Wave (a.k.a The Latecomers)

- COMP111: English Composition II
- HIST151: US History: Young America
- VAFA193: Modern Art History
Project Timeline, revised

Phase 1: Summer/Fall 2016

- Transition online versions of 3 courses from textbooks to OER.
- Run selected online sections of 3 courses.
- Transition 5 more courses to OER; begin transition of 3 more.
- Adapt initial 3 courses for use in other modalities—if not already done in Phase 1.
- Assess impact.

Phase 2: Spring/Summer 2017

- Run selected online sections of 3 courses.
- Transition 5 more courses to OER; begin transition of 3 more.
- Adapt initial 3 courses for use in other modalities—if not already done in Phase 1.
- Assess impact.
Project Timeline, revised

Phase 3: Fall 2017
- Run selected online sections of 5 courses.
- Complete transition of last 3 courses.
- Participating sections of initial 3 courses run in all modalities—if it didn’t already happen.
- Second 5 courses adapted for use in other modalities—if not already done.
- Assess impact.

Phase 4: Spring 2018
- Participating sections of all 10 courses run using OER.
- Assess impact.
Questions Arise

• How will the course templates be shared with other interested faculty?

• How will OER sections be identified?

• How will the course templates be maintained and updated?

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Sharing OER Templates to Canvas Commons

OER templates created with Strategic Initiative funding are being shared publicly via Canvas Commons so that the benefits of OER can continue to expand.

Preparation

Prior to sharing to Commons, prepare/gather:

1. Course Description – Course development teams may add any details desired to the description, but the description should begin with the following information:

   This course template was created, using free open educational resources and other college resources that are free to Bucks County Community College students, specifically to address the learning outcomes in the College’s [insert name of course] course. It serves as a template for online sections of the course (or if appropriate substitute, “it can be used as the basis for teaching in any modality”). Instructions on how to utilize the template are included in the template.

   If Bucks resources are utilized in the course, for example - videos or library database articles that Bucks pays for but are free for our students, then it would be helpful to include additional information about that in the description so that faculty from other schools know ahead of time that they will need to substitute their own resources.

2. Tags – tags are what will make it easier for others to find the template when searching. Any appropriate tags can be added, but at a minimum begin by adding these terms:

   Bucks County Community College, [Course number], [Course name], [Course discipline], OER, Free textbook, Free course materials, No cost materials, Template

3. Image – access to Flicker is available during the sharing process, however, it is probably best to select and downloaded to your computer an image that is representative of the course ahead of time. The minimum size for the image is 147 pixels high x 262 pixels wide.

4. Copyright information – make note of any copyright information attached to any of the resources used in the course, such as for an open source textbook.

Sharing and License

1. From within the template, click on Settings in the LEFT-hand Course menu.
2. Click on Share to Commons at the top of the RIGHT-hand menu.
Results so far...

COMM 110 Student Survey Results

FOR THE PUBLIC SPEAKING PROJECT ONLINE TEXTBOOK
Question 1:

How Have You Utilized the Textbook for this Class?

- Read it from computer: 63%
- Read it on a tablet: 16%
- Read it on my phone: 11%
- Printed it out: 10%
Question 2

How often do you access and use the textbook?

- More Than A Hard Copy Textbook: 39%
- About The Same As A Hard Copy Textbook: 44%
- Less Than A Hard Copy Textbook: 17%
Question 3

CONTENT OF TEXTBOOK: DO YOU FIND THE MATERIAL TO BE

- Too Simple: 8%
- Too Difficult: 0%
- Just Right: 92%
Question 4: Tell Us What You Like About This Online Textbook

- It’s Free!
- Ease of
  - Access & Navigation
    - Works well across devices
    - Well Organized
  - Transport
    - One less book to carry
    - Portable
  - Understanding
    - Concise
    - Easy to read
    - Informative
    - Good examples
- Good Visuals
- Saves Paper
- “Finance-wise, it’s appreciated. It’s really cool that a teacher has taken the time to actually care whether we’re broke or not.”
Results so far...

In their first semester, the transitioned sections of the first three courses saved their students approximately $37,250.
Image Credits

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- Muramatsu, Brandon, *MERLOT*, at [https://www.mura.org/2012/06/merlot/](https://www.mura.org/2012/06/merlot/).
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- University of California, Irvine, *OpenCourseWare Consortium becomes Open Education Consortium*, at [http://sites.uci.edu/opencourseware/blog/2014/05/12/opencourseware-consortium-becomes-open-education-consortium/](http://sites.uci.edu/opencourseware/blog/2014/05/12/opencourseware-consortium-becomes-open-education-consortium/).