

# Open Educational Resources (OER)

## LCCC's OER Task Force:

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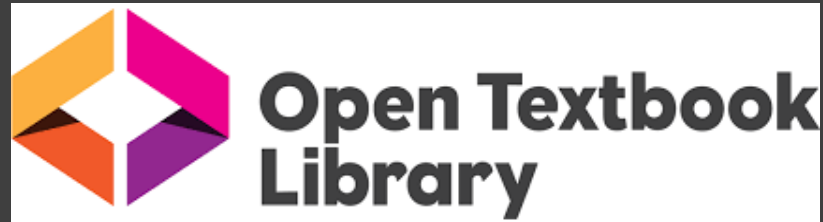
Maggie Swanger, Faculty Librarian

Kaitlin Wood, Phi Theta Kappa Student Officer





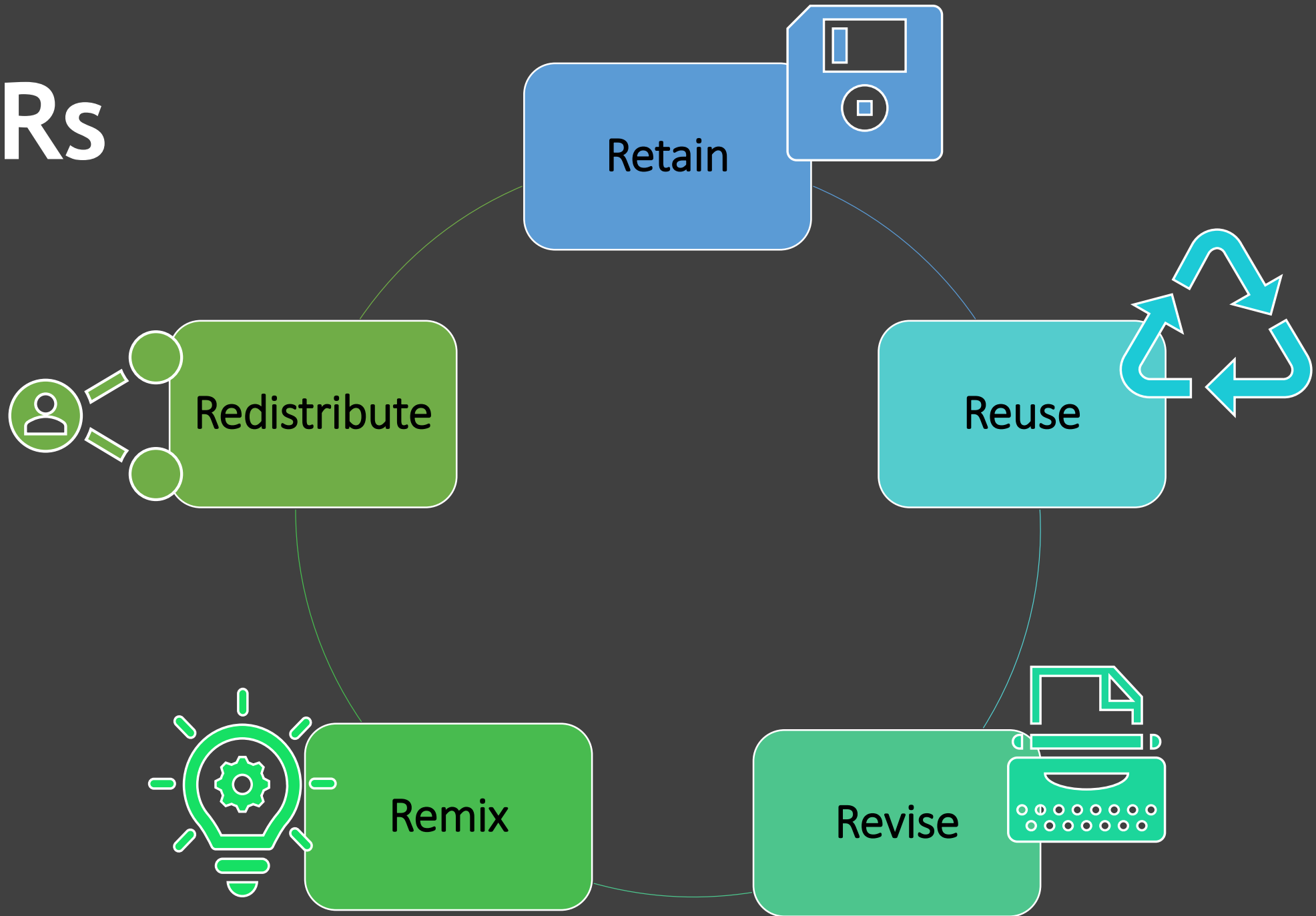
# What is OER?



- Open textbooks, quizzes, lessons, syllabi, labs and more
- Freely available for use, reuse, adaptation and sharing



# 5 Rs



# Why OER?

- Faculty do not have to reinvent the wheel
- Faculty can retain more control
- Direct cost-savings for students
- Students have required materials from day one



# Student Outcomes

- Higher success rates
- Attain more credits when they are enrolled in OER courses
- Students respond favorably to OER

From [Cooney, 2017](#); [Mathew & Kashyap, 2019](#); [Grewe & Davis, 2017](#); [Griffiths et al., 2020](#)



“Open textbooks can mean my students don't have to choose between buying my textbook or buying their family dinner.”

- Response from 2020 Open Education Conference participant when asked what OER means to them

# Textbook Costs

- Costs have risen at 3 times inflation since 1970
- 65% of students sometimes skip buying textbooks
- Food insecure students
  - 82% have not bought textbooks
  - 38% reported not buying access codes



# Changes to Publishing Landscape

## 1. Access Codes

Publishers recognized need to add value: Homework platforms, LMS integration, etc.



connect<sup>®</sup>



Pearson | MyLab

## 2. "Inclusive access"

Automatic billing systems  
Costs folded into tuition and fees

# Half

of automatic billing  
contracts we reviewed  
fail to fully disclose their  
discount structure.



U.S. PIRG

See PIRG Report on Automatic Textbook Billing:

<https://calpirg.org/feature/usp/automatic-textbook-billing>



# Gaining Momentum

Pockets of  
faculty  
using OER

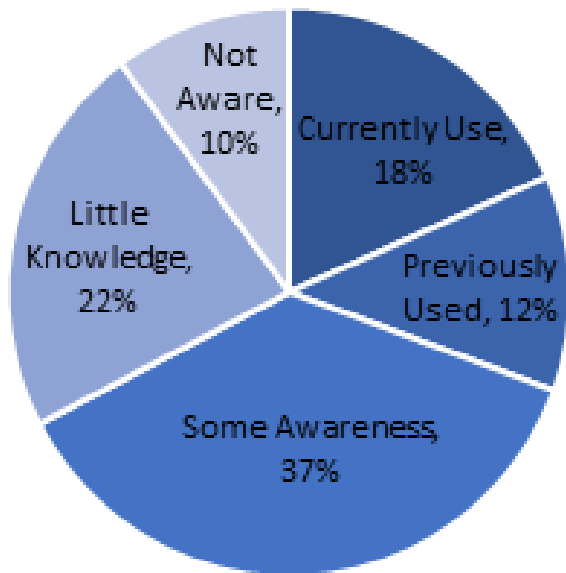
WY Community  
College  
Commission  
OER Group

LCCC OER  
Task Force,  
Fall 2020

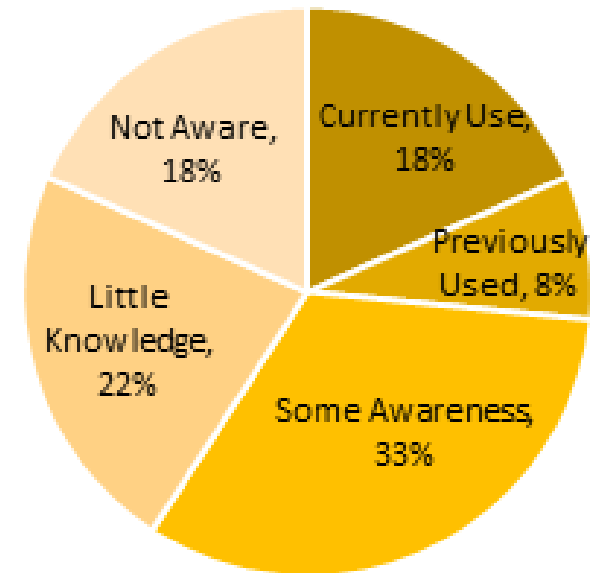
Accepted to  
Institute on  
OER, 2020/21  
(Association of  
American Colleges &  
Universities)

# Faculty Familiarity

## OER



## Open Textbooks



# Faculty Obstacles



Time!



Questions



Limited OER for  
subject area

# Early Adopters

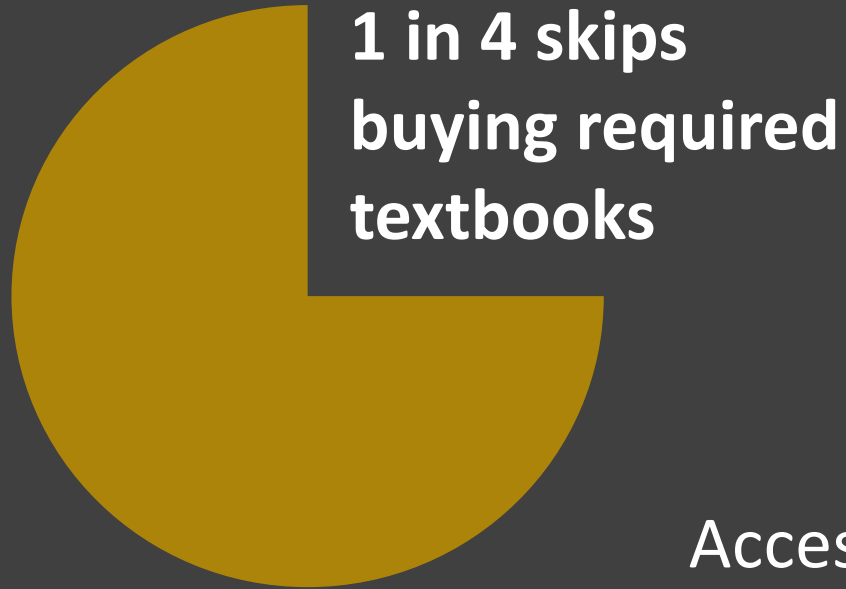
At least 18 LCCC  
faculty already  
using OER

**\$150,000 saved**  
over new book  
costs in 2020/21



More information in [OER Report](#)

# Student Survey

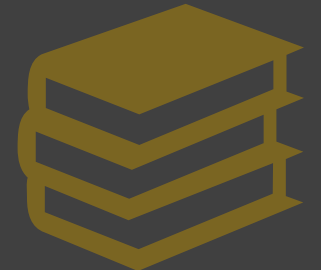


Cost is Most important  
textbook consideration

Access Codes: **Less than  $\frac{1}{4}$**   
found codes useful and  
worth the money



Most would still  
buy a printed  
copy if under \$30



# Institute on OER

- Yearlong program
- Educational sessions
- Workshops
- Structured goal-setting with a mentor



*Association  
of American  
Colleges and  
Universities*



**Sophie Haci**

Chair of Economics Department  
Houston Community College

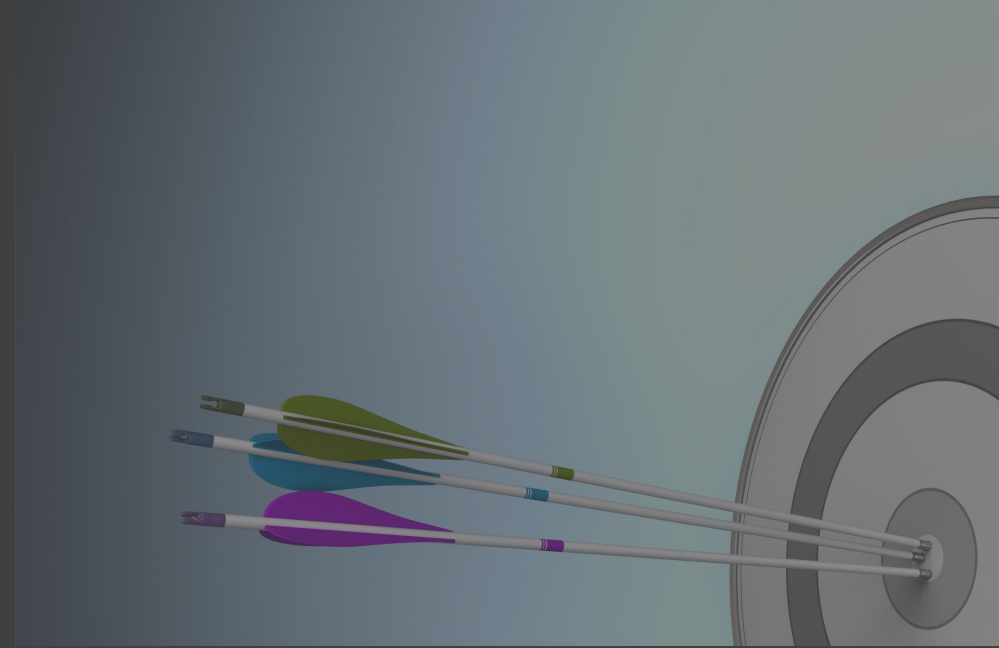
**Areas of Expertise**

Content development, course design (QM certified),  
faculty development, z-degrees

# Our Goals

## Increase OER use and support

- Process goals:
  - Target high-impact courses
  - Support faculty interested in adopting OER
  - Identify and engage collaborators
  - Develop a communication plan
- Equity goal: Reduce achievement gaps in underrepresented and under-resourced populations
- Outcome goal: Increase student access to affordable education



# Education & Marketing



- One-on-one OER support for faculty
- Educational sessions and workshops
- Student & faculty testimonials
- Establish faculty recognition



# Funding Sources

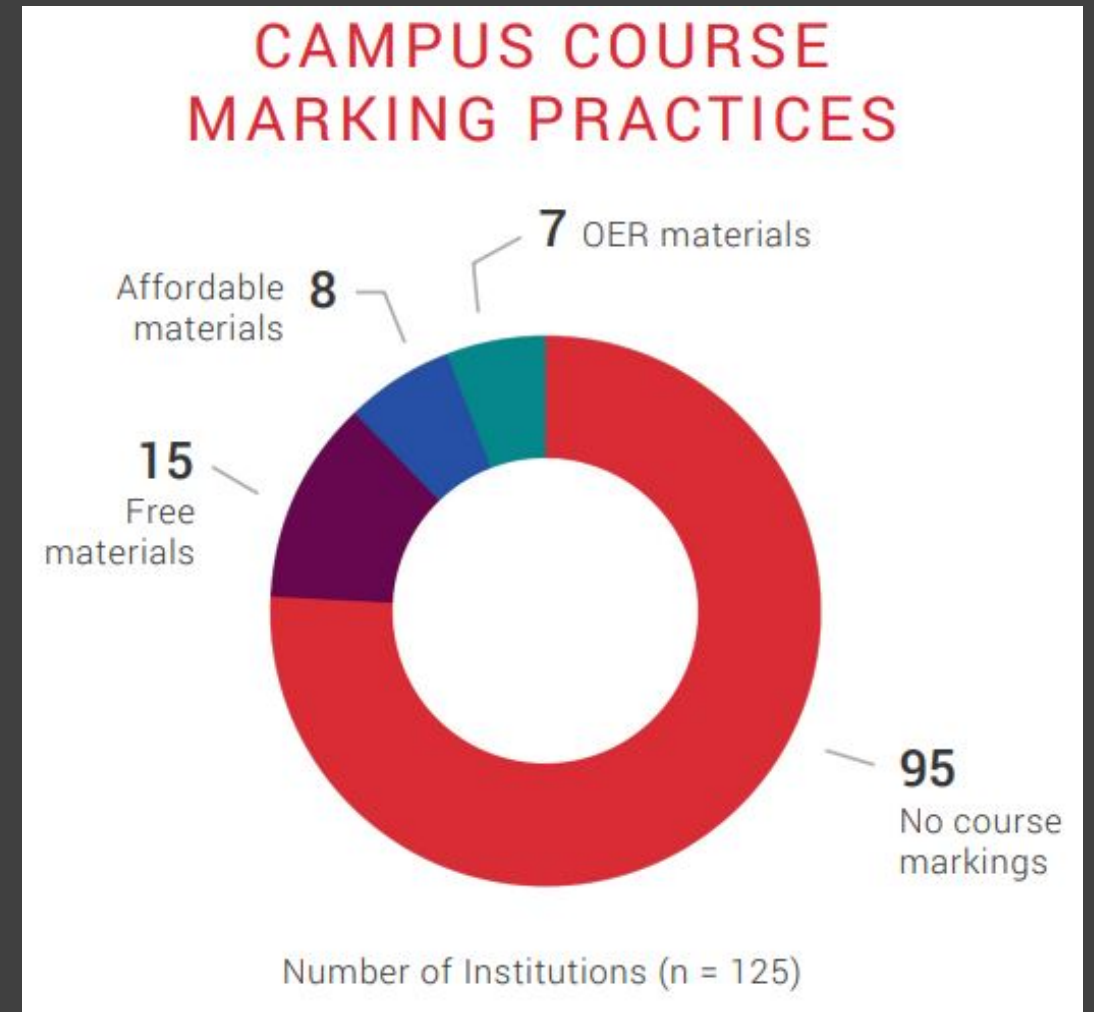


VP of Academic Affairs  
approved funding

- Innovation funds request submitted to support OER course redesigns
- State OER “kick the tire” grants?

# Transparency for Students

Several states already require OER/zero-cost (“z-course”) designation in class schedules



# Our Measures

- Student savings
- OER adoption levels
- Enrollment levels in z-courses
- Working toward establishing baseline data to correlate OER with student success/retention



# References & Readings

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