

TEXTBOOK AFFORDABILITY SUBCOMMITTEE

All that you need to know about OER, ZTC, and other ways to provide excellent resources for our courses-- that don't cost an arm and a leg!



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NEWS FROM ASCCC

- Check out the [Webinars and Events page](#) for the recordings and materials. Starting April and continuing through May, OERI is offering a slew of webinars that are discipline-specific.
 - [OER in Computer Science](#)
 - [How Arguments Work: Inside an OER Text for Composition and Rhetoric](#)
 - [Updates and Opportunities for Ethnic Studies and OER](#)
 - [Online Homework Solutions to Facilitate OER Adoption in Chemistry](#)
 - [Math and OER: Latest Updates, Homework Systems, and What's on the Horizon](#)
 - [OER and Physics](#)
 - [Accessibility and the Student Experience](#)
 - [Amplifying Student Voices](#)
 - [RFP #3 Showcase: ESL and Comparative Government](#)
- ASCCC is partnering with other systems in the state for the second annual [Cal OER Conference](#), held virtually on August 3 - 5, 2022. This event is open to everyone, and the call for proposals will be released soon.
- [ASCCC OERI Canvas Site](#) and the [OERI Website](#) have more information on all of these topics, and more.

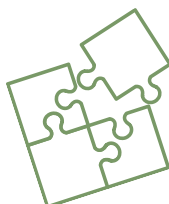
Next meeting of the Subcommittee:

27 September, 11am-12pm

Come join us!

We need representatives from **all divisions** for 2022-2023!

If you're interested, let Sarah Harmon know!





ASCCC Spring Plenary: OER/ZTC Focused Resolutions

- [3.03 S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost \(Author: ASCCC Executive Committee\)](#)
 - ZTC should focus on sustainable practices that encourage the use of open-source and/or publicly accessible resources.
 - Opposition to the use of grants or other funding to purchase course materials that can't be reused for several semesters.
 - The academic freedom of the faculty-of-record should be maintained-there should be no pressuring to use certain materials due to purchasing or agreements.
- [7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program \(Author: Julie Bruno, ASCCC Open Educational Resources Initiative\)](#)
 - Continuance of funding for the Zero-Textbook-Cost Degree Program, announced in the 2021 California Budget, and the reporting of findings and data beyond the 2027 reporting deadline.
- [13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost \(ZTC\) Certificates and Degrees \(Author: Michelle Pilati, ASCCC Open Educational Resources Initiative\)](#)
 - Requirement of all colleges who receive money from the state ZTC funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location, thus ensuring that openly-licensed resources are shared as required by law.
 - Call of support for the CCCCCO to develop a repository for the sharing of open educational resources used to establish Zero-Textbook-Cost certificates and degrees that can be searched by specific course parameters as defined by faculty.
- [13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy \(Author: Michelle Pilati, ASCCC Open Educational Resources Initiative; Updated by: Jeffrey Hernandez, East Los Angeles College\)](#)
 - Local Senates should be encouraging faculty to regularly check the online class schedule to ensure their contains the clear and accurate textbook and class resource information submitted by the instructor, are clear and accurate and that their sections are properly noted with the marked with a zero-cost or low-cost icon, if appropriate, and that accountability processes are established. (Brought back from Fall 2021 Plenary.)
- [13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program \(Author: Josh Franco, Cuyamaca College, Area D\)](#)
 - Petition to CCCCCO: Use some of the state ZTC funding to support the OERI and its projects.
- [13.10 S22 Student-Facing Zero-Textbook-Cost Information \(Author: Dave Dillon, Grossmont College\)](#)
 - Petition to CCCCCO: Require of all colleges/districts that receive ZTC funds to provide public-facing information and student messaging that delineates the planned scheduling of ZTC sections.
 - Petition to CCCCCO: Require that all colleges/districts receiving ZTC funds delineate in a designated public-facing location how ZTC status was achieved for all courses in a given pathway, demonstrate that sufficient ZTC sections are available to enable student completion of ZTC degree pathway, and ensure that openly-licensed resources are shared as required by law.

Update on OER/ZTC Implementation Plan

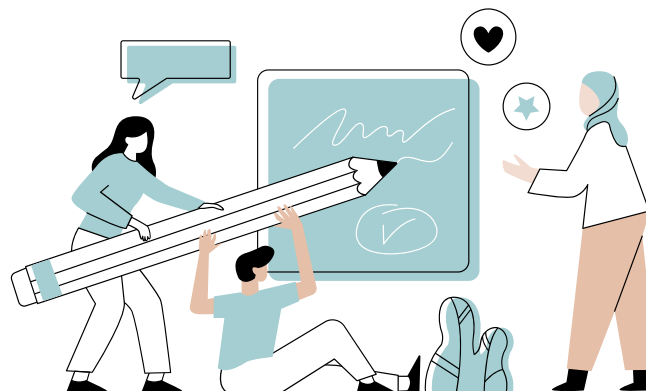
Thank you, everyone!

The [OER/ZTC Implementation Plan](#) has been fully approved at both Academic Senate and Planning and Budgeting Council. What is more, there are discrete connections between the Implementation Plan and the new 2022–2027 Educational Master Plan:

- 1.19 Reduce or eliminate the cost of textbooks and course materials by ensuring 75% of all course sections utilize Open Educational Resources and so have zero or low cost by 2030.
- 2.5 Increase use of Open Educational Resources that address diversity, equity, inclusion and antiracism in the course material content.

As we continue with expanding more use of open educational resources and other zero-cost course materials, we'll be reaching out to all faculty, staff, and administrators to connect and collaborate on these goals. We'll also be including the students at every turn—both in our meetings and in feedback and outreach to ensure that we really are addressing the needs of the students.

With that, there's more to come in the next several years...stay tuned!



ZTC Adopter Program Update

There were 5 proposals submitted for the ZTC Adopters Program this year, all of them being remix opportunities. Congratulations to the following colleagues:

- Ray Lapuz, MATH 200
- Gerardo Pacheco and Danielle Pelletier, ESL 923
- Sol Parajón Puenzo, CHEM 210
- Rebekah Sidman-Taveau, ESL 400
- Julian Taylor, LCTR 810

Over the next 3 months, they'll be working on their projects, and in most cases they'll be using them in the fall semester. We'll also have them talk about their experiences in the early Spring, so that we can learn from their experiences as we gear up for the 2023 cohort.

In the meantime, if you'd like to work on a project in the fall, you can use short-term professional development funds to do the same kind of work. Contact [Sarah Harmon](#) for more information.

Focus Topic: Remixing an OER Text Using LibreTexts, by Ramki Kalyanaraman

Below are a few suggestions to help faculty succeed with their quest to use and or/create an OER textbook using LibreTexts' libraries and resources. Please note that there are exhaustive resources on how to create your textbook via LibreTexts' [YouTube page](#) and on their [blog page](#).

Step 1: Exploring Resources

Begin by exploring the Libraries section on [LibreText's website](#) to determine which one is the most likely library for the content you need to use.

Step 2: Set Up Your Account

Request an Instructor account to be created in the library of most relevance to your work. To request an account, click on the gray 'Sign In' button on the top-right and it will take you to a page with a blue button that says 'Request An Account', and fill out your information. Note that if you teach in multiple library disciplines, you might want to detail that in your first request form, so that you can gain access to all the libraries that you need at one time.

Step 3: Understanding the Content Layout

Within the subject library, the content is available via three categories:

1. Campus Bookshelf: Collections of materials that are being used by specific faculty at a given campus.
2. Bookshelf: Generally the most exhaustive of the 3 collections, with all the textbooks that are accessible via this entry site.
3. Learning Objects: Ancillary materials that can be connected to a LibreTexts item, and can include test banks, lab manuals, learning modules, and more.

Most content is initially on the Bookshelf for the library. If you author or remix material, it can be placed into the campus' bookshelf. (If you need help with this, let Sarah Harmon know.)

Step 4: Remixing

This should be the step where you spend the most time. You can create a textbook by taking content from any of the existing textbooks and modules in LibreTexts from any library.

Once you have gone through the learning modules for content creation, you can add materials from the various bookshelves into the textbook 'remix' you want to create. Eventually, once content is added and you are ready to finalize your remix, LibreTexts will complete the process. This process does include accessibility checks. Only after this is your textbook available to access as a pdf and export to Canvas.

Some Challenges and Issues with LibreTexts Remixes

1. I noticed that there are significant issues with cross-referencing, and section/figure/table numbering in the newly created text. This is something to pay careful attention to and might be related to the original content and the numbering systems used within that. While there are continual improvements behind-the-scenes, many issues still can appear.
2. You may be better off using content from one or more of the existing texts rather than creating a new text, especially if the numbering and cross-referencing becomes a real issue to deal with. In other words, just download the textbook's pdf and LMS export files and use them in Canvas.
3. Finally, look for texts that have good supporting assignment and solution content that can translate into use with the LMS. This way, your remix will be more robust-and you don't have to create any new material.



LibreTexts
WWW.LIBRETEXTS.ORG

LibreFest Virtual: 18-22 July

If you're at all interested in learning more about creating and remixing on LibreTexts, including their formative and summative assessment tool ADAPT, consider attending their annual training, [LibreFest](#). The in-person conference is at Hope College in Illinois 27-29 June, but their virtual version is free and will run 18-22 July. You get excellent support and encouragement from colleagues who have been using all of the LibreTexts products, as well as guided experiences and share-outs with colleagues.

Other OER/ZTC News

- Midwestern Higher Education Compact (MHEC) released a new report entitled [Toward Convergence: Creating Clarity to Drive More Consistency in Understanding the Benefits and Costs of OER](#). The report describes six principles to help define efforts to identify savings and returns from OER investments and offers two frameworks for making those calculations. Funded by the William and Flora Hewlett Foundation, the report is part of a series of projects designed to increase access, affordability and equity using OER and produced by National Consortium for Open Educational Resources (NCOER).
- [Teaching and Learning With Open Educational Resources](#), conducted by SRI Education, is based on course observations and interviews with faculty members, students and administrators at eight community colleges that use OER. The aim of the study, which was conducted for Achieving the Dream, was to examine "whether the use of OER is leading to instructional transformation, what OEP [open educational practices] look like in the classroom, and how the use of these practices affects students," according to the report. A particular focus was placed on "historically marginalized student populations" served by community colleges nationwide.
- [OpenStax](#), Rice University's educational technology initiative celebrates ten years of publishing free, open textbooks by releasing ten new titles this year. The latest publications are Introduction to Anthropology and a writing guide for English composition courses. Upcoming topics include finance, political science, computer applications, contemporary math, and world history.
- U.S. 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. The Affordable College Textbook Act (H.R.7040/S.3818) would authorize a federal grant program while strengthening existing textbook information disclosure requirements to better inform faculty and students. This bill also includes new requirements to disclose how publishers intend to collect and use student data.
- ISKME launched the [Climate Education Hub](#) on OER Commons on Earth Day. This hub is a work in progress as the developers seek out partners in the climate curriculum development community, the professional learning community, and those who are experts in teaching about climate change. The goal of this hub is to develop, over time, robust interdisciplinary collections of OER that integrate a discussion of climate change. If you know of any OER/climate-related work happening in your setting or have suggestions, email mindy@iskme.org.



Request a Sandbox Course and Test Out OER/ZTC Materials

If you've been considering converting your course to an OER/ZTC format, or you're just curious about a certain OER/ZTC resource, you might consider requesting an empty sandbox shell in Canvas where you can import materials, experiment with them and see if they're a good fit for your course.

Step 1: Request a Sandbox

Email Allison Hughes at hughesa@smccd.edu to request a sandbox course for your OER/ZTC experiments. If you'd like more than one, let Allison know that as well.

Step 2: Import an OER/ZTC Resource

If you already have a resource in mind that you'd like to import into your sandbox, go ahead and get started! If you'd like to see what resources are available, you might take a look at the following OER/ZTC repositories:

- [Importing OpenStax Textbooks from the Canvas Commons](#)
- Explore the Different Subjects Available on [LibreTexts](#) and [Import into Canvas](#)
- Not Finding a Resource to Explore? Find more resources on the [Cañada TAS home page](#).

Step 3: Explore Your OER/ZTC Resource

As you take a look through your sandbox, you can get a better idea of how this OER/ZTC resource may work in your course and also how it can be blended with your existing course content. Many OER/ZTC content packages come with a ton of great resources, but they work best when you curate those resources and merge them in an organized way into your existing course(s). Keep this in mind when determining if a resource is the right fit for your course.

Latest OER Publications



Some of the latest titles that have come out in the last couple of months:

- ANTH: [Introduction to Anthropology](#), by Jennifer Hasty (University of Pennsylvania), David G. Lewis (Oregon State University), and Marjorie M. Snipes (University of West Georgia) (OpenStax)
- MATH: [Introduction to Applied Statistics for Psychology Students](#), by Gordon E. Sarty, University of Saskatchewan (Pressbooks)

You can also check out the [ASCCC OER Initiative's list of databases](#), which includes links to OpenStax, LibreText, MERLOT, and so many more. Their [discipline-specific list](#) (on the CCC Canvas page) has multiple resources for many disciplines, along with C-ID connected courses.

We also have a [running list of OER resources](#) that are announced on the various listservs. This list is specific to resources that are connected to current Cañada courses. Check it out!



IDEA OF THE MONTH

Is Your Course ZTC-Eligible?

Thanks to the updated [ZTC and LTC definitions](#), more of our courses can qualify as being labeled as zero-cost (ZTC) or low-cost (LTC). Despite this further clarification of the terms, it can still be a bit confusing to figure out whether your course qualifies. So here's a quick checklist to help you in that endeavor:

- Does your course require students to use digital materials that are free for students to access—and nothing else?
 - This can include textbooks, homework sites, library subscriptions, free apps that students use to track their work, videos, and instructor-created materials.
 - This cannot include pieces that have been ripped or pirated in any way—everything must be incorporated appropriately.
- Have you checked in with Sarah Harmon?
 - She has to keep a record of what is used for our ZTC and LTC courses for auditing purposes.
 - She can also help you set things up to allow for print options through the bookstore.

Due to these expanded definitions, many KAD courses are being added to the ZTC core, and other instructors who use materials that they have created are being added all the time. Remember, our goal is to get 75% of our sections labeled as either ZTC or LTC by 2030...we can do this!

How to Get Your Courses Marked in WebSchedule

Want your course marked in WebSchedule as either being ZTC or LTC? Then follow these easy steps:

1. Let Jai know when you submit your [textbook adoptions](#)!
2. Let Sarah Harmon and your Division Assistant know!
3. Let your students know!

Want your materials on reserve at the Library?

The Library staff can put print copies of your ZTC/LTC materials on reserve, so that students can use them as needed. To do that, just let our staff know.

- For digital materials, let [Diana Tedone-Goldstone](#) or [Valeria Estrada](#) know.
- For print materials, let [Tessa Noriega](#) know.

Looking for materials?

If you're looking for course materials that are free/public domain and/or open-source, then please contact Sarah Harmon or Diana Tedone-Goldstone. You can also check out what our [Skyline colleagues](#) are doing in their courses—it may inspire you to check out the course materials that are already in use in our district.



CONTACT US!

Want to know more about Open Educational Resources and Zero Textbook Cost courses? Go to the [TAS website](#) for more information.

Questions? Comments? Concerns? Frustrations?
Let Sarah know! (harmonsmccd.edu)

Thanks for reading!



The 2021-2022 Textbook Affordability Subcommittee are:

- Nick DeMello, Online Education Coordinator; Chemistry Faculty
- Valeria Estrada, Librarian, ASLT Representative
- Sarah Harmon, OER/ZTC Coordinator/AS OER Liaison; Spanish and Linguistics Faculty
- Allison Hughes, Instructional Technologist
- Ramki Kalyanaraman, Engineering Faculty, Science and Technology Representative
- Jai Kumar, Bookstore Manager
- Tessa Noriega, Library Support Specialist
- Lisa Palmer, English Faculty, Humanities and Social Sciences Representative
- David Reed, Dean of Academic Services and Learning Technologies
- Diana Tedone-Goldstone, Librarian