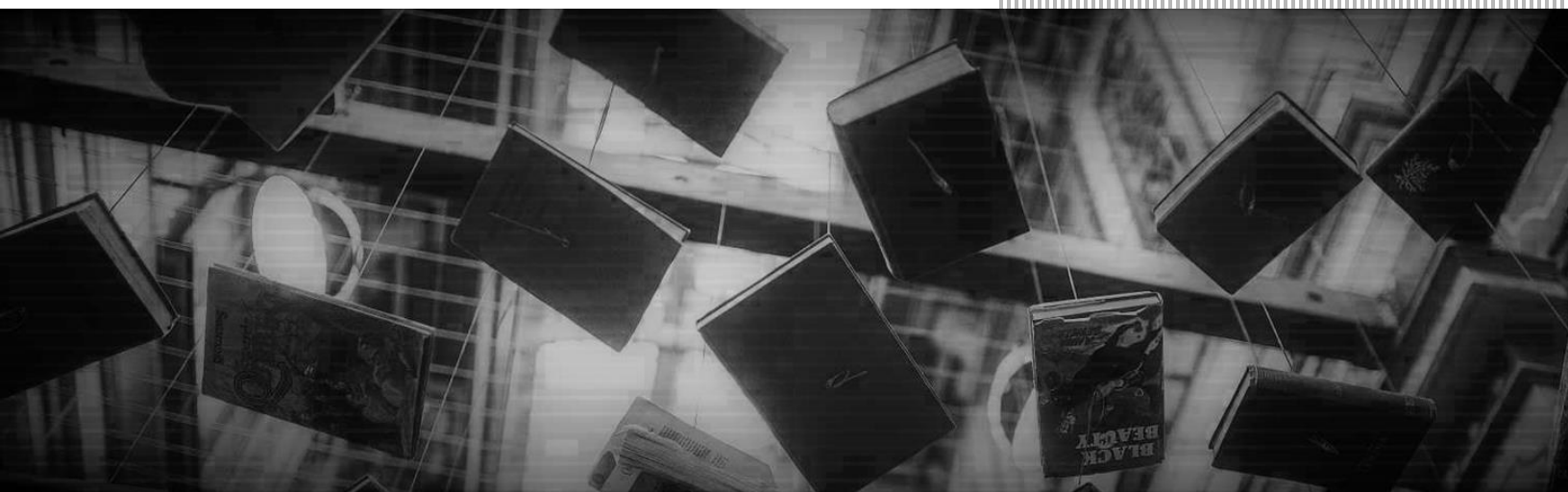


***Mercer County Community College***  
*Institutional Plan Responding to the Affordable College Textbook Act*  
*Expanded Use of Open Textbooks/Digital Learning Materials*

Version 15 – 2/19/2020



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*This plan has been crafted over 7-month period, in response to the NJ Affordable College Textbook Act with the dual goal of:*

*--Responding to the state charge of “open text expansion” as a means of student cost savings while still maintaining the use of high-quality materials.*

*--Ensuring academic freedom for faculty, as experts in their field, who bear the responsibility of selecting the materials best suited for their programs and courses. (This includes continuing to use publisher-based digital resources if it is what is best for their courses. It also assumes an understanding that not all disciplines may be able to find quality, vetted and sustainable open education materials for their courses at this time.)*

*As noted in the legislation, faculty are the consulting body for this plan.*

**The stages of this plan and process to date:**

- Two FT Faculty OER task forces 2018/2019 – Includes faculty surveys
- 15 drafts of plan by task force - October 2019 thru February 2020
- Emailed plan to FT Faculty Dec 2019 w/opportunity for feedback
- Preliminary Introduction to Dean’s Council/PLT Nov/Dec 2019
- Adjunct Faculty Convocation/feedback January 2020
- Working Groups - Faculty Convocation/feedback January 2020
- Academic Staff Area Meetings 2019/2020
- Mercer Online Meeting & Contributions February 2020
- Continued discovery and recording of Open Text courses at MCCC already in place
- Pending FCTL, CGC, PLT, (College Governance Committee Approvals)

## Section 1 – Vision/Need

### Vision Statement

***An institution-wide cultural shift in focus to keep Open Textbook/Digital Learning Strategies, which lower student cost, at the forefront of best practices, while maintaining/utilizing high quality teaching & learning materials in an environment which protects academic freedom.***

### Need – A Cultural Shift Towards Open Text Expansion

Commercial Digital Learning Materials purchased from a publisher, bundles and/or subscription-based, make up a significant portion of our course content. However, many of these are becoming cost-prohibitive for our students, and in line with current Open Text research nationwide, students delay their purchase of these materials, or choose not to purchase at all, thus resulting in a negative impact on completion and success.

The research is overwhelming, and consistent. Making textbooks more affordable is no longer in issue that can be ignored. In her keynote presentation for the *Open Education 2019 Conference in Phoenix, Arizona*, Amanda Coolidge, Leader in Open Education initiatives in the province of British Columbia, Canada, summarizes a wealth of credible, national and international studies which show as student debt increases, college textbook materials being part of that debt, completion and success for students drops significantly. She also notes that the expansion of Open Textbook Initiatives can also make education more equitable for all, helping drive other Higher Ed goals of customization, diversity, inclusion and access.

Studies and surveys reviewed include the following (and more):

**NJ VALE Open Text/OER Survey** -Results from the NJ VALE research conducted this past summer when it sent surveys to all **55 college and university library directors**. There were 33 responses from both the 2-year and 4-year sector.

**NJ VALE Faculty Survey 2019- Vale & Open Text OER Findings (available)**

**Open Ed Conference 2019-Findings & Keynote Snapshot of Studies, Phoenix, AZ**

**2019 Textbook Affordability Survey Report**

**Freeing the Textbook: Educational Resources in U.S. Higher Education, 2018, Babson Survey Research Group**

**Teaching and Learning Without a Textbook: Undergraduate Student Perceptions of Open Educational Resources**. International Review of Research in Open and Distributed Learning, Volume 20, Number 3, 2019

## Section 2 – Current MCCC OER/Open Text Status

### OER Status

#### **Where does MCCC stand on digital materials and digital course shells?**

All courses at Mercer County Community College have a Blackboard shell. Online, Hybrid and on-campus course.

All Online and Hybrid courses use Blackboard. In on-campus courses around 85% of faculty are using the shells in some capacity. Some are just using it to post a course syllabus.

100% of our Online and Hybrid courses use some type of digital material. For example, YouTube or links to documents from OneDrive or Google Drive. It's hard to give an estimate for on-campus courses since it's not required to use.

100% of our Online courses and Hybrid courses have publisher digital resources.

About 50% of the on-campus courses use a commercial digital publisher, code or link.

#### **Relevant “Open” MCCC Activities, Groups, Docs, OMBs, Strategic Plan already in place:**

The College has already identified the need for strategies related to textbook affordability/open text/digital learning resources in board-approved policies and in its Strategic Plan.

- **OMB 430: Selection of Textbooks & Related Educational Materials**
- **OMB 380: Code of Ethics for College Officers and Employees**
- **Strategic Plan 2016-2021, excerpt dated May 2016:**

As an effective college, MCCC will also pay attention to technological trends. Online course offerings, credit for work experience, and open source course materials are growing in student demand. 5.5 million U.S. students took at least one online course in the Fall of 2012; 2.6 million enrolled in fully online programs. Eighty-seven percent of Americans surveyed agree that students should earn credits for knowledge and skills acquired outside of the classroom and 75% of Americans surveyed indicate they would go to college if they could receive credit for what they already know. Free open source educational materials are predicted to be an important source for instructional resources in five years. (Appendix E: MCCC's Environmental Scan) From Page 11 in support of Goal #3

## The MCCC OERd (Open Ed Development Group)

This task group, comprised of faculty membership across all divisions started an Open Text initiative that lasted for 2 years through 2019. Their end of the year report and recommendations to Administration were delivered through both live presentation & written form to the college, and PLT. *It included:*

- Identification of Barriers Specific to MCCC: Tech-Shock/Support Issues, Bundle Reliance, Assessment, Training & more.
- Identification Barriers well-known in the Open Text Community: Vetting, Meeting Course Goals, Faculty Time Investment, Sustainability, Licensing Issues.
- Specific Data-Driven and National OER Community Recommendations for the College Administration.
- Stages of the process & goals for the following year.

### ***During their tenure, the OERd was proud to have accomplished the following:***

- Significant increase in the faculty and staff community understanding the terminology of Open text/OER.
- Library Services dedicating one digital librarian to the OER cause.
- Multiple section courses going Open Text.
- Several new disciplines reaching out to discuss exploring resources (early stages).
- Design of a print JUMPSTART page for those curious, but nervous about OER.
- **Custom MCCC Faculty Web Page to Understand/Explore Open Text in Office 365-** Step-by-step OER exploration and adoption.
- Motivational presentations/OER films: (550 unique views), which have received positive feedback and raised interest.
- Two committee *interest* meetings, three live OER department presentations, and over a dozen smaller meetings with individual faculty, one with library staff, and one with each of the three division deans.
- 44 responses to a customized MCCC *OER FT Faculty Survey* from which the 2018-2019 OER activities will be drawn up.
- **OERd Faculty Web Page Includes:**
  - VIDEO: Creative Commons: What is OER?
  - PAGE: Digital Jumpstart Page
  - LINK: Barriers to Adoption Article, BC Campus
  - PAGE: Myths and Misconceptions
  - LINKS/PAGE to Creative Commons Categories on Types
  - LINKS: OpenStax, Creative Commons, Free Use Collections, Community College Consortium for OER, College Open Textbooks Org, Faculty Select library databases
  - Videos: Understanding and Using Licenses, Proper Use & Attribution
  - STUDENT ORIG. VIDEO: Y'OER YouTube

- **Listing of known current savings:**

This is an initial list of courses and disciplines which have self-identified as using OER/Open Text Resources. We believe there are actually many more who do not realize that they are. The college will need to devise a system for recording these initiatives more accurately. The new definitions which have been identified as part of the Affordable Text Act should prove helpful in this endeavor.

Course Number/Title	Dept.	Annual Enrollment	Previous Cost per Student	Approx. Current Cost per Student	Net Savings per year (approx.)
BIO 106	Science	160	\$267 (Text & Lab Manual)	\$90 (Lecture e-book)	\$37,440.00
BIO 113	Science	400	\$262 (Text & Lab Manual)	\$0	\$104,000.00
CMN 112	Liberal/Comm	594	\$150 (Bundle: Text & Connect)	\$0	\$89,000.00
MAT 125	Math	400	\$144	\$0	\$57,600.00
MAT 146	Math	650	\$105 (this is a range)	\$0	\$68,250.00
MAT 151	Math	50	\$200	\$0	\$10,000.00
MAT 152	Math	50	\$200	\$0	\$10,000.00
MAT 251	Math	50	\$200	\$0	\$10,000.00
MAT 252	Math	50	\$200	\$0	\$10,000.00
CSW 100	Health Professions	1062	\$239	\$0	\$262,000.00
NRS 111	Health Professions	120	\$60 (potential cost)	\$0	\$7200.00
More Course Info in Process...					

## Section 3 – Barriers

### **Barriers to OER – Narrative and Comprehensive List**

The following barrier list has been collaboratively constructed by faculty, staff, administration and informal student focus groups.

While there is continued growth in the number of OER/Open Text resources which can be located on the internet, not all are:

- ***Properly vetted***
- ***Meet carefully designed & assessed course goals***
- ***Updated on a regular basis/are sustainable***
- ***Fully licensed for use and distribution***

Only materials which meet these conditions can be adopted successfully, legally and serve our students well. And, while there are ample OERs which fit the bill in some disciplines, many categories/course subjects are still woefully wanting. These barriers are not unique to Mercer and are in line with a national study reported by *Inside Higher Ed* conducted by *Babson Survey Research Group* as the prime challenges colleges face with the issue. In the case where no full-course OER resource meeting the above conditions exist, faculty would have to resort to either a *full redesign* of a course and piecemeal construction or, *authoring* their materials. Either of these scenarios is not a *one-and-done* scenario and can be massively time consuming. And even when full OER courses/texts do exist, or are authored, it still requires constant monitoring by the faculty member for change, updates or viability of continued access.

### ***Specific to MCCC:***

#### **Tech-Shock**

The roll out of several new technologies at MCCC (*BlackBoard*, *Student Planning*, *M-share/TrackDat*, and most recently *Office 365*), have left many faculty in a state of tech-shock, with the college operating software they have still not yet had a chance to try, feel comfortable using, or are utilizing to full potential. There are still many faculty at MCCC who have yet to receive any real training on the use of *BlackBoard* where any OER would be housed, or link from. At the time of this report there still are faculty whose extent of BB use only involves the posting of PDF's.

OER is a concept which requires a faculty member to completely re-think how course materials serve students of the *digital* world and how multiple digital resources can be combined to serve a course, as opposed to reliance on one main textbook. That's a big re-think.

#### **Mercer Online and IT**

Our IT department has had significant turnover. Specifically, the college had outsourced IT services to a company, Ellucian, several years ago, and is now currently in the process of returning to an in-house structure and staff. **Mercer Online**, which delivers the college's Learning Management System, *BlackBoard Learn*, and facilitates all of our online courses has also experienced changes in staffing and leadership, while undergoing rapid expansion in online course growth and the related services it must provide. An increase in the use of OER to improve textbook affordability will require significant, and sustainable technology training for faculty (content & image manipulation, file

management, copyright, LMS navigation, word-processing, etc.) and the hiring and/or development of experienced OER individuals who can provide direct support to faculty in their open education endeavors. The faculty and Mercer Online will also need support to develop a successful system for the design/creation of new content, course mapping, accommodation, structure, assessment, and all the challenges related to creating encapsulated learning environments which reflect Universal Design Learning and digital accessibility practices. In addition, issues of limited storage space for OER materials and the cost of various, yearly-renewed software licensing (*Soft Chalk, Articulate, VoiceThread, Kaltura, CourseArc* to name a few) will need to be addressed.

### **Bundle Reliance**

For the last decade, and even before, faculty (especially those with technology-anxiety) have become reliant on publisher digital tools that are commonly **bundled** with textbooks. Studies of textbook prices nationwide indicate that these bundles are the main culprit in skyrocketing costs. A recent study released by *USPIRG* (United States Public Interest Research Group) **reports that 4 in 10 college courses bundle texts with access codes**. As publisher bundles offer more *techno-toys*, interactive tools, automatically graded tests with customizable questions and scheduled windows for access, etc., faculty become trapped in the bundle game themselves. Rather than looking to detach from the bundle, or feel that they, themselves, could author a complicated replacement, they simply jump from publisher to publisher each year, searching for the lowest price, and still end up settling for materials that are excessively priced.

With OER on the table, large publishers and other educational companies are trying to get back in the game by switching tactics, playing the good Samaritan by offering special *contracts* which promise significant savings for schools and guaranteed pricing across the board, **so long as the entire school buys in**, guarantees a **head count**, and they adhere to some pretty unrealistic **fine print**. Such contracts once again limit the variety and quality of resources faculty can use, and remove academic freedom.

### **Time**

*Also specific to Mercer*. Past years show a marked increase in faculty responsibility and reduction in FT faculty slots. As more students with challenges arrive at our doorstep, faculty must dedicate more and more time to individual retention strategies within their courses and with advisees. As the number of college committees and their related duties increase, as faculty need to create marketing strategies, events and materials to recruit for their own programs, and as the lack of time for professional development persists, faculty find themselves with a *desire* to explore OER, but absolutely no time to dedicate to it. Release time in many cases is not the answer, and MCCC is already so heavily taught by an adjunct population, we cannot afford to lose more of our FT faculty actively teaching. Compensation will be an issue, but *time* may be the largest issue of all.

### **Additional Barriers:**

- Miscommunication and misconceptions about the Open Text movement in general.
- Not all students may have access to the internet or a computer.
- The need to study how OER can impact our most at-risk students.
- Training needed by all in Blackboard, OER searches, Instructional design, Copyright, OER legal issues, accessible/ADA compliant materials, word-processing, file management and basic technological skills.



- Computer lab hours and service stations would need to be expanded.
- As a transfer institution, research must be completed to determine if OER courses maintain their transferability.
- Review the role/needs of our library in an Open Text shift.
- The need to create a committee or assign an authorizing body to determine how compensation for faculty time would be parceled out.
- Long term contracts with private on-campus bookstore would need to be reviewed (the state has recommended in its 2019 rubric a required buy-back commitment, OER in-store advertisement and more.)
- Specific release time formula would need to be designed.
- Lack of *open* solutions for courses with hands-on materials which must be purchased.
- Classic works and readings key to certain courses but not in the public domain/or open.
- Issues of authoring/using open materials which have not been peer reviewed.
- Concern that that the speed at which Mercer courses adopt more affordable solutions put quality curriculum and pedagogy at the bottom of the list.
- The need to understand how issues of academic integrity are impacted by OER.
- Concern that this endeavor has little impact so long as tuition cost at state schools continues to increase.
- The books may be free but the labor is not.
- Rapidly changing fields and the related upkeep of materials (technology, medical, sciences and more.)
- Material compliance issues for externally accredited programs.
- Understaffing of Mercer Online, and in-house, on-call tech personnel to support this vision. Need for OER trained experts.
- More research needed in the area of digital reading.
- Lack of certified and experienced OER development staff and IT.
- Lack of legal counsel familiar with OER issues and trends.
- The challenges of inflexible financial aid policies with regard to purchasing texts.
- Concern that colleges are now moving into the publishing business.
- Expectation that faculty will give up intellectual property rights.
- Inability of those who may author content to also design the strategic graphics that must accompany content in the digital world. The college does not even invest in a trained, certified, web page designer.
- The impact of this shift on our adjunct community.

## Section 4 – Goals & Proposed Action Steps

### Goals

Within individual departments/divisions, create reasonable, incremental steps towards fulfilling the state's newly passed PL 2019, c.077 (S768 1R, utilizing open textbooks and digital learning materials which will result in cost savings for our students.) The College will create a timetable to expand the use of OER and commercial digital learning materials (3 years or longer)

### Goal 1: Develop Methodologies for Framing OER/Textbook Cost Reduction in Reasonable, Incremental Steps.

**Proposed Action Step:** Develop a snapshot/cost benefit analysis for MCCC and develop a methodology or framework to track time and resources so we can accurately calculate ongoing adjustments.

**Proposed Action Step:** Determine reasonable benchmarks/educated estimates for OER/Open Text expansion.

**Proposed Action Step:** Determine percentage goal of courses which are OER/Open Text appropriate.

**Proposed Action Step:** Complete a deep dive to determine ALL programs and courses currently using full or partial textbook affordability strategies.

**Proposed Action Step:** The college will develop a leadership team to expand the use of OER and commercial digital learning materials, as well as discuss which departments will be responsible for specific tasks in the expansion efforts.

**Proposed Action Step:** The college will recognize the need for additional hires to support a cultural shift of this scale. This may include chair, and significant administrative support for faculty who implement, or design Open Text Resources.

**Proposed Action Step:** The college will review the process of book adoptions and consider what renewed or new role the Course Coordinator, Curriculum Committee, FCTL, CGC and other governance committees may play in such approvals, and in the overall expansion.

**Proposed Action Step:** Acknowledge current resources which have been created in-house as a viable piece of the text-affordability plan.

**Proposed Action Step:** Generate institutional research which provides a current, accurate view of how a majority of students acquire their class materials.

**Proposed Action Step:** Review the need for a bookstore on campus, the contractual language of bookstore agreements with the college, and the vendor policies which affect textbook affordability for our students (book-buy back, etc.)

**Proposed Action Step:** Within departments or divisions, create working groups to explore repositories and websites.

**Proposed Action Step:** Leadership becoming familiar with the additional duties/time required of faculty for OER adoption, maintenance, and authoring from scratch.

**Proposed Action Step:** Address the issue of adjunct training and compensation related to Open Text Expansion (especially in disciplines where certain courses are only taught by adjunct professors).

**Proposed Action Step:** The college will address the current issues with regard to internet service/reliability/WIFI/speed/access both on and off campus.

## **Goal 2: Develop Ongoing Instructional Development & Appropriate Technological Support**

Develop a means for continued instructional development, information, and technical support for an open textbook initiative at MCCC.

**Proposed Action Step:** Establish a standing FCTL sub-committee/or other college governance committee to provide leadership as well as dedicated space to support collaboration between faculty and staff who participate in the Open Textbook process. The membership of the committee will reflect the diversity of MCCC faculty and variety of disciplines offered at the college.

**Proposed Action Step:** The college will provide ongoing workshops for faculty and staff with specialized topics related to Textbook Affordability.

**Proposed Action Step:** Upgrade faculty technology/equipment/labs to handle the larger files and more graphically intensive materials.

**Proposed Action Step:** Identify and set up a system for addressing cyclical maintenance issues regarding increased use of online materials.

**Proposed Action Step:** Train faculty in the use of technology systems and related software to effectively implement OER.

**Proposed Action Step:** The College will explore options for long-term housing and sustainability issues for open course materials to include making use of the new *VALE* repository option.

**Proposed Action Step:** Develop systems of central location, storage and retrieval, clear policies for access, and guidelines on permissible file types for curators of OER/Open Textbooks.

**Proposed Action Step:** Review impact on college bookstore contract and learning management partnerships currently in place.

**Proposed Action Step:** Acquire software that supports the creation of Open Textbook or low-cost teaching and learning resources.

**Proposed Action Step:** Introduce the concept of OER in the college success course (CSW 100).

**Proposed Action Step:** The college will investigate OER resources available through subscriptions with Media Platforms such as Amazon, Hulu, Netflix, HBO etc.

### **Goal 3: Support for an Instructional Cultural Shift**

Develop incentives and support, as outlined in the strategic plan, for those faculty who are engaged in the process of exploring, designing and utilizing open textbooks.

**Proposed Action Step:** The college will seek external funding from federal and state sources working to increase OER and textbook affordability efforts.

**Proposed Action Step:** The college will devise a system for providing adequate release time/compensation for faculty who implement/supervise OER activities.

**Proposed Action Step:** The college will ensure funding beyond the initial development of Open Text material, to include updates and increased subscription costs.

### **Goal 4: Evaluate and Utilize High Quality Open Instructional Materials**

**Proposed Action Step:** The college's membership in the Open Textbook Network (OTN) is one step in joining a national effort to build such a network and resource with contributions coming from over 900+ colleges and universities every day. Using the OTN best practices as a guide, we will develop a framework or rubric to guide the use and eventual creation of quality of Open Textbooks and Digital Learning Materials at MCCC.

**Proposed Action Step:** Utilize rubrics/online evaluation tools, as developed in collaboration with leaders from the OER community to evaluate the quality of instructional resources.

**Proposed Action Step:** Protect academic freedom by deferring to department/instructor choice in materials selection and not locking into vendor contracts which limit options.

### **Goal 5: Accessibility for all Students**

**Proposed Action Step:** All postsecondary institutions are required to comply with the Americans with Disabilities Act (ADA). Some Open Text content is ADA compliant and some is not. We plan to ensure accessibility for all students.

**Proposed Action Step:** Explore the breadth of technology skills students would need to work with OER/Open Text materials and develop strategies to provide that training.

**Proposed Action Step:** Address the issue of gaps in technology when students work from home or off-campus.

**Proposed Action Step:** The college will design a consistent and sustainable system for providing students with a yearly number of free printed pages.

**Proposed Action Step:** Push for legislation which does not require student financial aid be used to only purchase from the college bookstore.

**Proposed Action Step:** Increase the repository of books on reserve in the library.

**Proposed Action Step:** The college will ensure JKC will have comparable, accessible lab, and printing facilities for students.

## **Goal 6: Maintain Professional Memberships with the Open Textbook/OER Community**

Maintain memberships and/or enter into other collaborative relationships, to share best practices with affinity groups in the Open Textbook effort across the region, state and nation.

**Proposed Action Step:** The college will include annual dues for the Open Textbook Network (OTN), Community College Consortium for Open Educational Resources (CCCOER) in the institutional budget.

**Proposed Action Step:** The college will track related conferences and send members of our leadership team to attend and bring back relevant Open Text/Text Affordability strategies/trends which can be shared at both staff and faculty orientations/convocations.

**Proposed Action Step:** The college will investigate how MCCC student leaders might participate in Open textbook Community Ventures.

**Proposed Action Step:** The college will set aside funding for faculty/staff/leaders to travel/engage with communities of practice in regional and statewide conversations about OTCC.

**Proposed Action Step:** Locate or form consortiums of faculty in like disciplines to address more subject-focused OER issues.

## **Goal 7: Analyze and Create Intellectual Property Rights Policies**

Create and/or revise intellectual property rights and copyright policies to be in line with those established at other institutions, as recommended by Open Textbook curatorial organizations, or designated MCCC faculty governance committee to minimize legal action.

**Proposed Action Step:** The college will provide access to training regarding fair use practices and usage rights.

**Proposed Action Step:** The college will seek out and retain legal counsel well-versed in current liabilities/litigation with regard to Open Text Materials.

**Proposed Action Step:** The college will designate/hire library personnel who are expert (certified and trained) in the subject of OER, licensing, copyright, etc.

**Proposed Action Step:** The college will examine how Open Text Development affects faculty contracts and negotiations. Create and/or revise intellectual property rights and copyright policies to be in line with those established at other institutions, as recommended by Open Textbook curatorial organizations, or designated MCCC faculty governance committees, to minimize legal action.

## **Goal 8: Integrate Instructional Design and Assessment**

The integration of Open Textbooks/Digital materials should map to goals/outcomes of a course.

**Proposed Action Step:** Well-designed courses will use instructional materials to support course outcomes and assessments.

**Proposed Action Step:** Determine the role of the Curriculum Committee in reviewing textbook adoption practices and recommending revised or new textbook review practices.

**Proposed Action Step:** Ensure that Open Text updates and reports are provided to the College Governance Council (CGC) each month or other designated committees/departments TBD, and shared at the end of the year College Assembly.

**Proposed Action Step:** Assess any potential transferability issues with regard to Open Text Resources.

**Proposed Action Step:** Assess student success comparisons between traditional text and OER resources.

**Proposed Action Step:** Assess faculty on their experiences/retention/student success with Open Text Materials.

## **Goal 9: Establish Communication Processes for all impacted by OER**

### ***External & Internal Communication Strategies for Affordability Initiative:***

- **Current Committee and January 2020 Faculty Convocation Working Group** (*Completed*)
- Utilize college communications to share Open Text success and resource information at regular intervals with students, faculty, staff and our community (*PROPOSED*)
- **Open Text/OER MCCC Faculty Web page:** *ALREADY CREATED (AVAILABLE ONLINE)* The college administration will assist the initiative by driving participating faculty to start their exploration/search at the customized MCCC web page created by the faculty which streamlines common understanding of the definitions, issues and challenges.
- **OER Jumpstart Sheet:** Document which helps faculty who are curious/unfamiliar with Open Textbooks to begin their search for materials and understand best practices *ALREADY CREATED (AVAILABLE ONLINE)*
- **Myths and Facts Sheet** – *ALREADY CREATED (AVAILABLE ONLINE)*
- **Open Text End of Year Reports** (*PROPOSED*)
- **MCCC Faculty Surveys and Nationwide Vale & CCOER Surveys** (*AVAILABLE ONLINE*)
- **An MCCC Open Text News Bulletin** - progress/spotlight/important links (*PROPOSED*)
- **A student/faculty awareness event** (*PROPOSED*)
- **Dedicated Librarian Regular Reach Out** (*PROPOSED*)
- **Library Staff - Faculty Select Instructional Video** (*Completed*)
- **College Web Page which identifies Open Text/OER course** (*PROPOSED*)
- **Registration notation signifying OER courses to students** (*PROPOSED*)
- **Communicate OER initiatives/Open Text Cost savings to High Schools** (*PROPOSED*)

## Section 5- References/Relevant Docs & Data

In this section you will find additional documentation which has been mentioned in this working plan. Due to printing costs, large documents may appear as links or are **available upon request**.

- **Data from Fall 2019 & 2018 MCCC Faculty Open Text/OER Surveys**

[Faculty OER Survey 2019](#) *available upon request*

[Faculty OER Survey 2017-18](#) *available upon request*

- **Statistics on Open Text 10-year research from Community College Consortium for Open Ed Resources**

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### Stats over Decade



COMMUNITY COLLEGE  
CONSORTIUM FOR  
**OPEN**  
EDUCATIONAL  
RESOURCES

<https://www.ccoer.org/>

### What's the bottom-line conclusion from over a decade of OER research?

- Open textbooks have equivalent learning outcomes as commercial textbooks (22 studies, over 100,000 students)
  - no differences based on instructor, same assessment, or incorporating student prior knowledge/achievement
- Courses with open textbooks have lower withdrawal rates than courses with commercial textbooks (11 studies, over 78,000 students)



- **The Faculty OER Resource Web Page:**

Customized by MCCC Faculty for MCCC Faculty

This is the landing page and link. The site was created over a 2-year period by MCCC Faculty. It clarifies and demystifies OER & provides direct links to open textbook resources.

IT IS A GREAT PLACE TO START!

<https://mccc0.sharepoint.com/sites/oer>

**Okay, so you're considering exploring OER resources to:**

- reduce/eliminate student text costs
- free yourself from the limitations of working with textbook publishers
- make use of the variety of digital resources

**Open Educational Resources (OER) – The Basics**

People often think OER only means free online textbooks for students. Yet, it means so much more. There are tremendous pedagogical benefits to an open educational system where materials can be invented, customized, revised, and remixed. On the other hand, there are as many [myths and misconceptions about OER](#) as there are truths and possibilities.

**Choosing an OER that is right for your students**

There are several approaches, or [types of OER](#). In some disciplines, the vetted resources already exist, are easy to locate, and can be reliably embedded into a Black Board shell for student use. Other OER types might involve using a combination of resources from different locations, and therefore might be a little more time consuming.

**Selecting Sustainable, Vetted, OER Resources**

No one wants to do double work, or lose the valuable work they have already done. What is in the digital cloud today, may not be tomorrow. It is important that you choose materials that are sustainable; where a credible, reliable source has made a firm commitment to keeping the tools usable for the foreseeable future.

- **OER Jumpstart Sheet LINK**

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***OER JUMPSTART SHEET - Created by Mercer Faculty***

<https://mccc0.sharepoint.com/:w:/s/oer/ERMQryZknKVMoO2wAEIVCn8Bend5g0kXv3fheOvvyN5QBg?e=vYGOQN>

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- **MCCC OMB 430**

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### **Selection of Textbooks and Related Educational Materials**

#### **Reason for Policy:**

To ensure that proper professional consideration has been given to the selection of textbooks and related educational materials and that such selection is consistent with the Code of Ethics for College Officers and Employees and the Agreement Between the Board of Trustees of Mercer County Community College and the Mercer County Community College Faculty Association (Faculty Contract).

#### **Policy Statement --**

**A. Textbooks and related educational materials shall be chosen primarily for their academic value in support of student learning. It is the duty of the responsible faculty member(s) to use the most suitable educational materials for each course. Factors such as availability and price can influence textbook selection as long as academic value receives primary consideration.**

B. Generally, textbooks and related educational materials should be selected for a minimum of three full academic years to facilitate cost savings to interested students via resale of used materials.

C. The only circumstances under which a faculty member may select a textbook or other educational material in which he or she has authorial, editorial or publication involvement, for use in a course that he or she is teaching or supervising, are if the book (1) has been peer-reviewed, (2) is published by a publishing house in which the author has less than a 10% financial interest, and (3) is intended for adoption and use by institutions of higher education.

D. This policy shall be implemented through administrative procedures and guidelines to be authorized by the President.

E. Failure to comply with this policy constitutes a violation of OMB380, Code of Ethics for College Officers and Employees and subjects the individual to disciplinary action.

- **Open text/OER Impact Calculator from Lumen LINK**

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### ***What Are the Impacts of Adopting OER?***

The OER Adoption **Impact Calculator** helps you understand many of the potential impacts of adopting OER instead of traditionally copyrighted learning materials. The values in the Settings on the left are set to defaults based on the published research referenced below. Change the Settings on the left so that they

match the situation at your institution in order to see how replacing traditionally copyrighted materials with OER might benefit your students and institution. The information below will update in real time as you make changes.

<http://impact.lumenlearning.com/> **Impact Calculator**

- **2019 College Business Officers Survey on Books and Course Materials**

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### ***2019 College Business Officers Survey on Books & Course Materials***

[https://cdn2.hubspot.net/hubfs/468831/2019%20College%20Business%20Officers%20Survey%20Report.pdf?utm\\_campaign=2019%20College%20Business%20Officers%20Survey%20Report&utm\\_source=UB&utm\\_medium=Newsletter](https://cdn2.hubspot.net/hubfs/468831/2019%20College%20Business%20Officers%20Survey%20Report.pdf?utm_campaign=2019%20College%20Business%20Officers%20Survey%20Report&utm_source=UB&utm_medium=Newsletter)

- **Full List Open Text/OER Resources Nationwide**

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The **Open Textbook** movement focuses on the creation and use of books which are **openly licensed -- in short, free and editable**. Textbooks may be openly licensed with a Creative Commons meaning that dependent on the license, they may be legally displayed/uploaded/hosted, distributed, modified, etc. without fee, permission, or conducting a fair use analysis. (See Creative Commons for more information on the various CC open licenses.) Many of the collections will have links to the same books, but each collection has items unique to their collection. Additional books that are not technically "open" are also listed. They may be "free online" but subject to copyright, or they may be low cost options. See also the "Find OER (by discipline)" tab.

### **Open Textbooks (free and openly licensed)**

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