



Evolution of OERs at Anne Arundel Community College



Christopher Wirth

Manager, AACC Bookstore



Julie A. Briles

Assistant Buyer,
Course Materials,
AACC Bookstore



CONNECT
GROW
SUCCEED
National Association of College Stores



www.nacs.org

What is HEOA?

Purpose and Intent: The purpose of this section is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials. It is the intent of this section to encourage all of the involved parties, including faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers, to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students while supporting the academic freedom of faculty members to select high quality course materials for students.

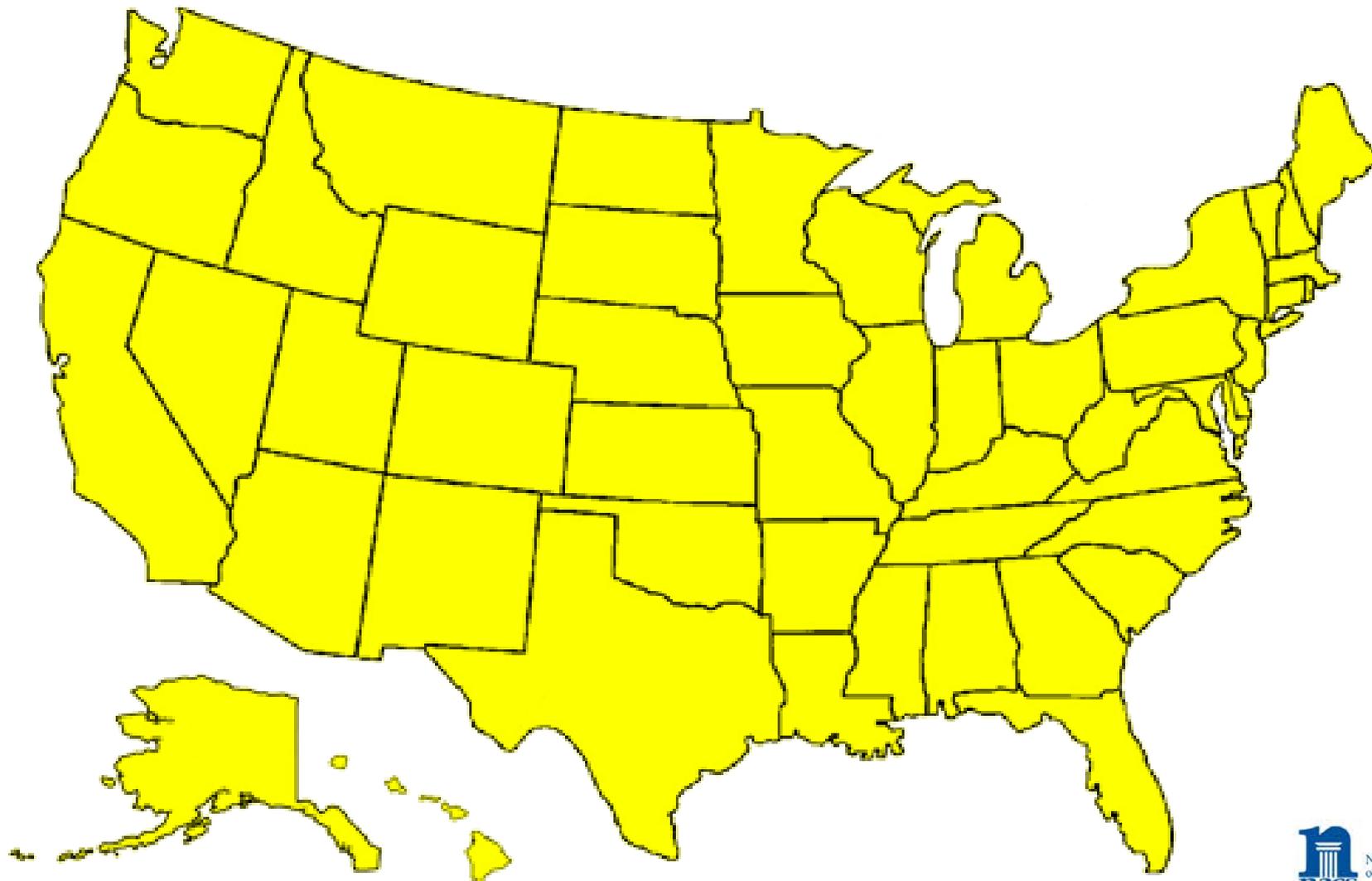


CONNECT | GROW | SUCCEED



www.nacs.org

Federal HEOA Coverage



MD SB 183

This bill requires public institutions of higher education to develop and implement specific practices and processes relating to textbook selection and adoption. All institutions of higher education must post specific information including International Standard Book Numbers (ISBNs) on their web site within specified timeframes. Requirements for the disclosure of specific information about textbooks are also established for textbook publishers and institutions of higher education. Publishers and campus bookstores are required to provide and sell textbooks and supplemental materials in the same manner as selected and ordered by faculty; however, with the permission of the faculty member, a campus bookstore may sell lower-cost options. Publishers are required to make bundled materials available separately, each separately priced. The bill also establishes various reporting requirements.



CONNECT | GROW | SUCCEED



www.nacs.org

Mandatory Provisions of MD SB 183

- Establishes mandatory posting deadlines for textbook adoptions (Textbook information must be posted to the institution's website within 21 days of receipt of a finalized adoption)

Mandatory Provisions of MD SB 183

- Establishes mandatory posting deadlines for textbook adoptions (Textbook information must be posted to the institution's website within 21 days of receipt of a finalized adoption)
- Requires each public institution of higher education to develop and implement a campaign to inform adopting faculty about textbook issues, including their individual rights and responsibilities under HEOA and SB 183

Mandatory Provisions of MD SB 183

- Requires each institution of higher education to develop a process for faculty members to acknowledge having been informed of these disclosures and the impact that the high cost of college textbooks and supplemental materials has on students. (Interstitial acknowledgement page)

Mandatory Provisions of MD SB 183

- Requires each institution of higher education to develop a process for faculty members to acknowledge having been informed of these disclosures and the impact that the high cost of college textbooks and supplemental materials has on students. (Interstitial acknowledgement page)
- Creates a best-practices process for faculty charged with selecting textbooks and course materials

Mandatory Provisions of MD SB 183

- Develops procedures by which bookstores and students are made aware of textbook information that must be publically disclosed

Mandatory Provisions of MD SB 183

- Develops procedures by which bookstores and students are made aware of textbook information that must be publically disclosed
- Establishes annual reporting guidelines and holds institutions culpable if found to be non-compliant

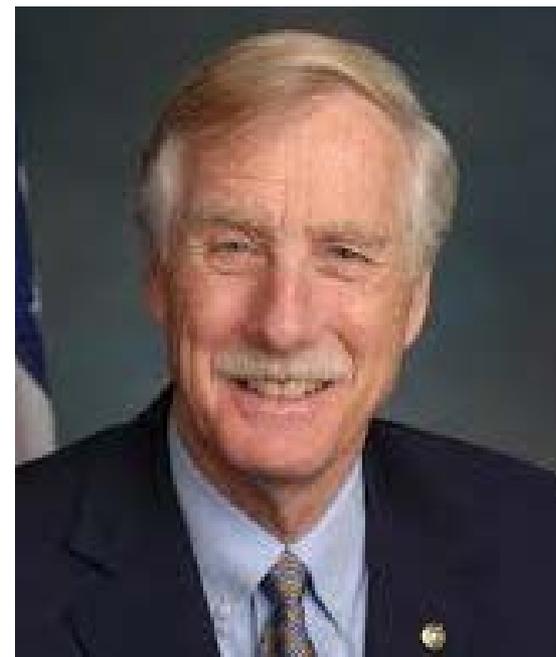
The Affordable Textbook Act of 2015



Dick Durbin
(D-Ill.)



Al Franken
(D-Minn.)



Angus King
(I-Maine)

What are OERs?

Open educational resources 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 re-purposing 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.

Why now?

“The astronomical rise in the price of college textbooks is part of the unsustainable ‘higher education bubble.’”



“As far as college textbooks, the new era of \$400 textbooks seems to be clearly unsustainable in the face of a growing number of competitive, low-cost alternatives like free online textbooks.”

-- Mark J. Perry



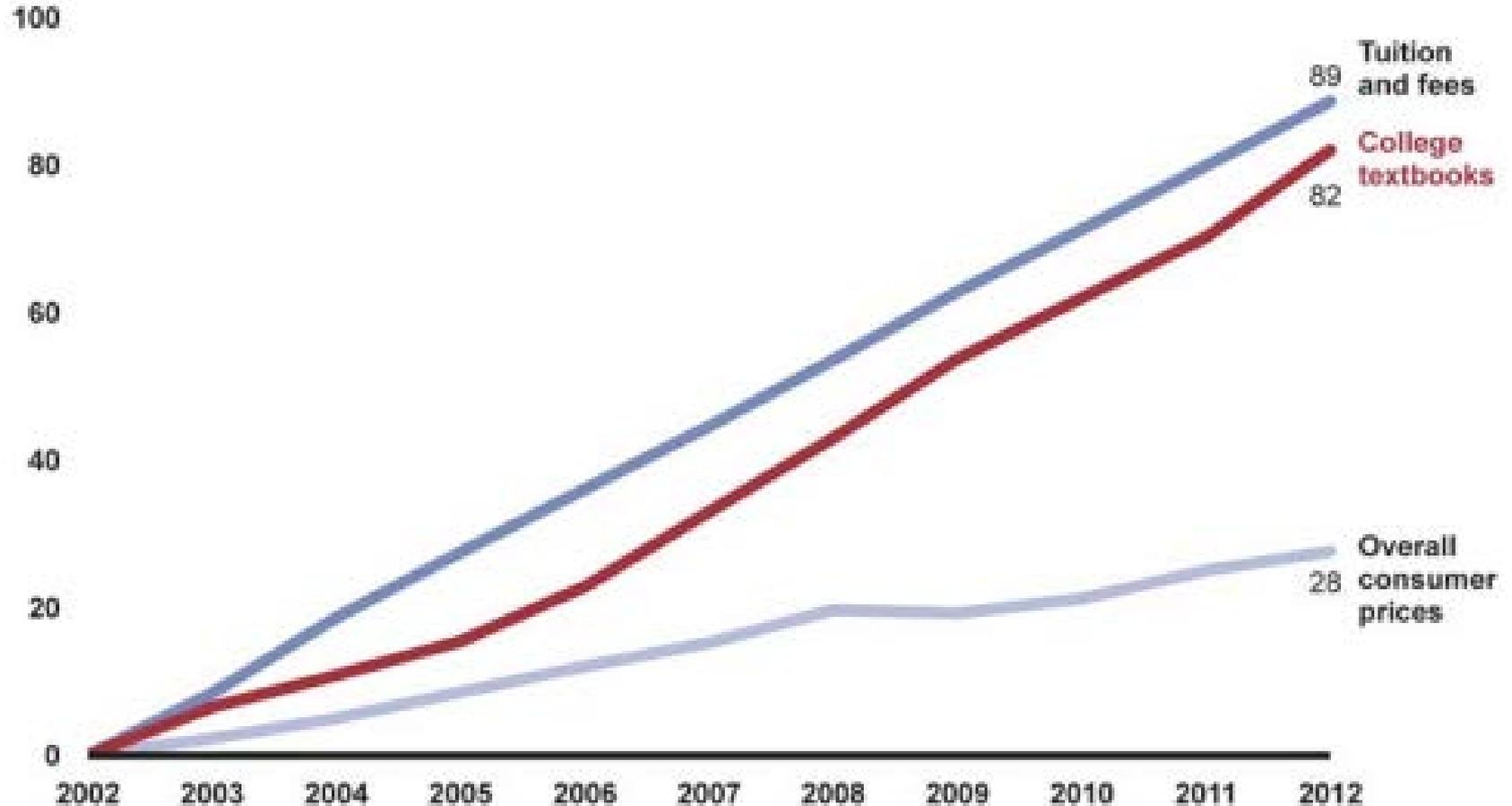
CONNECT | GROW | SUCCEED



www.nacs.org

Why now?

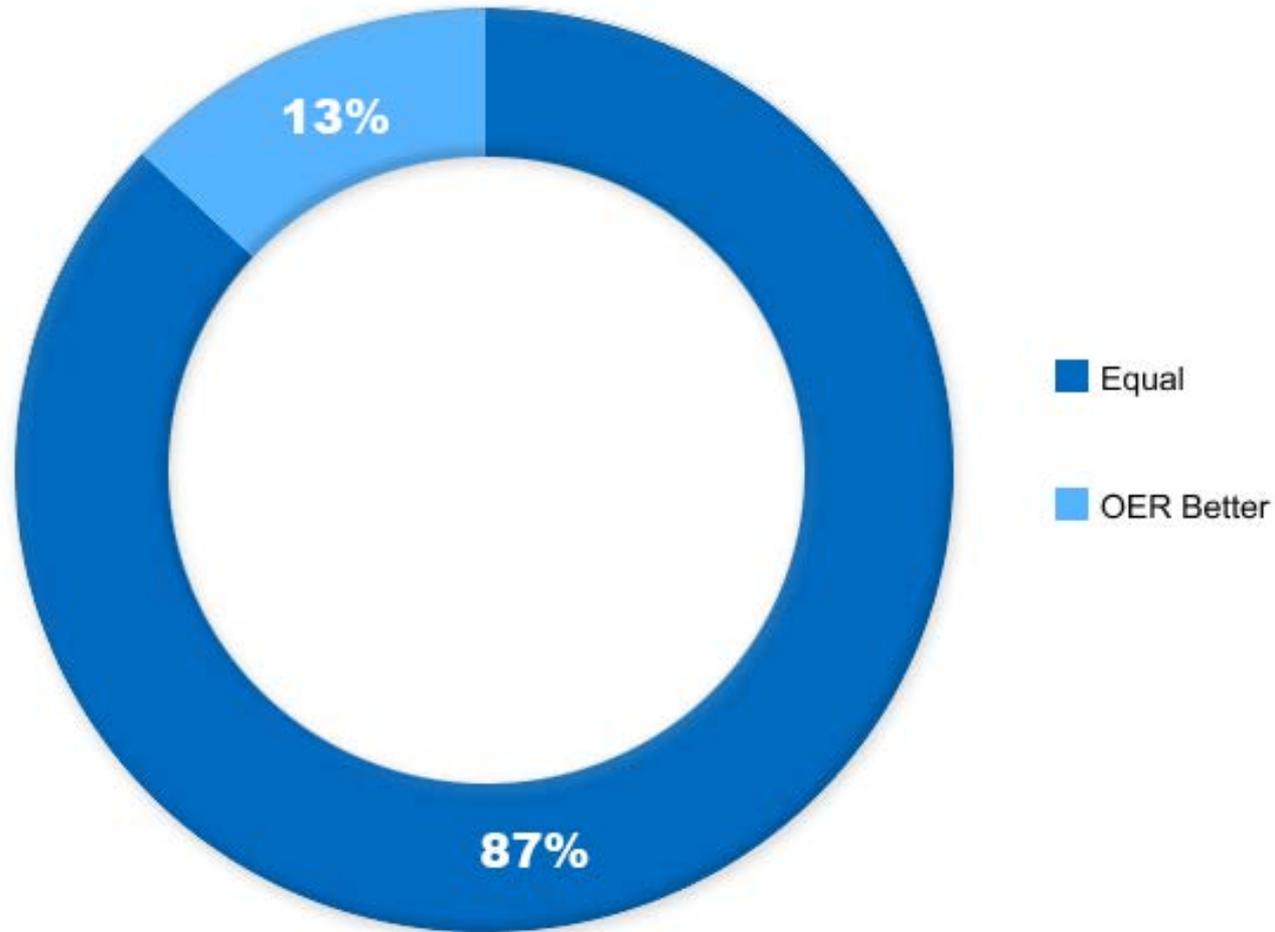
Percent increase since 2002



Source: Bureau of Labor Statistics' Consumer Price Index data.

Course Completion

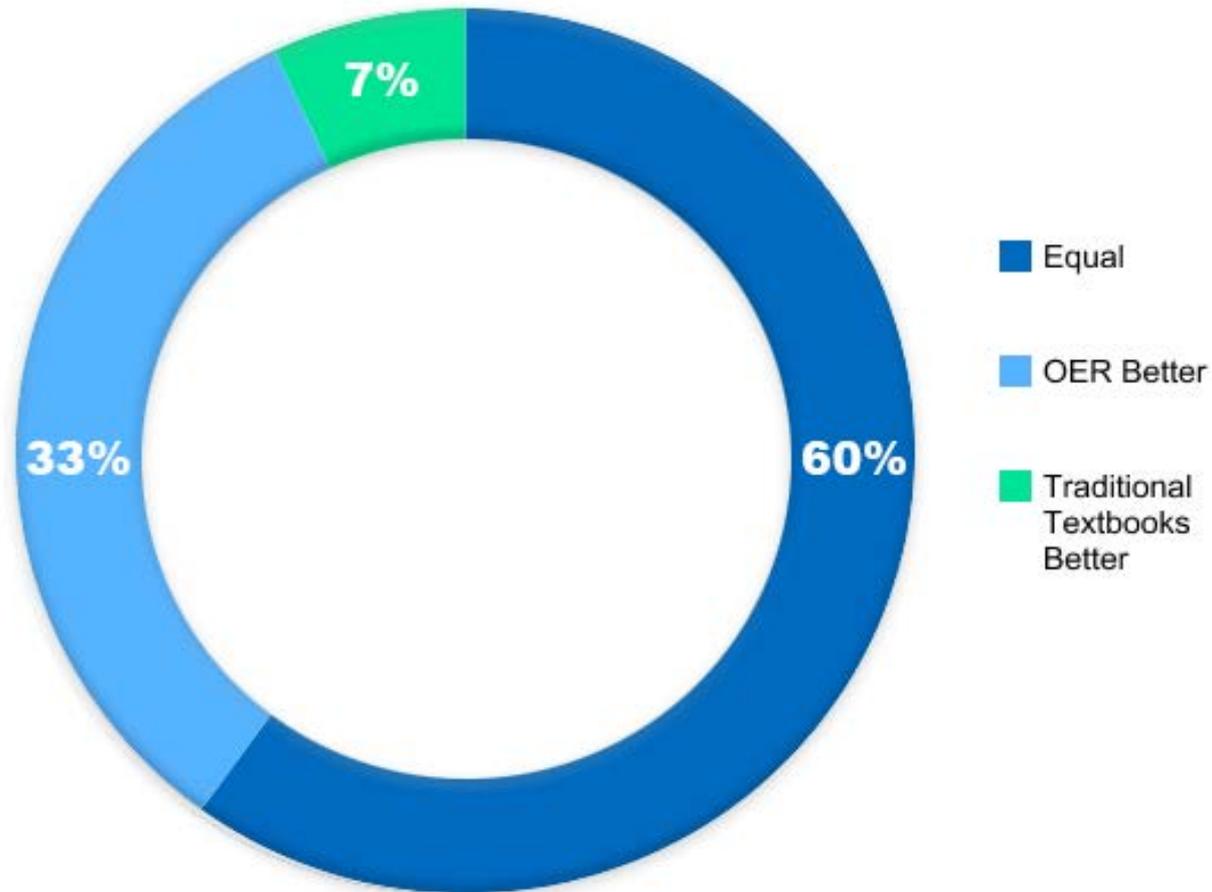
Student Course Completion



The Brigham Young University study was a multi-institutional study conducted by BYU researchers to investigate the academic outcomes of students assigned OERs vs traditionally published textbooks.

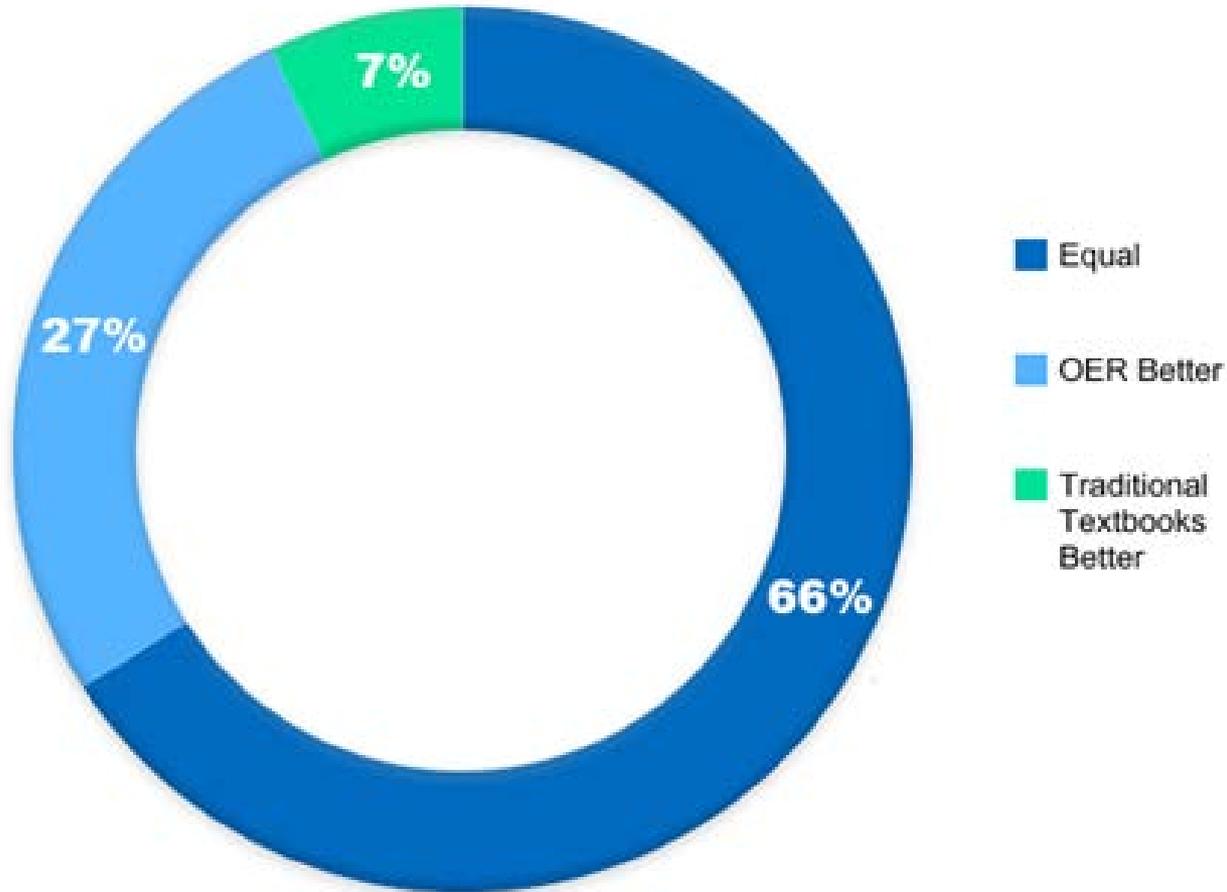
Grades

Students Earning C- or Better

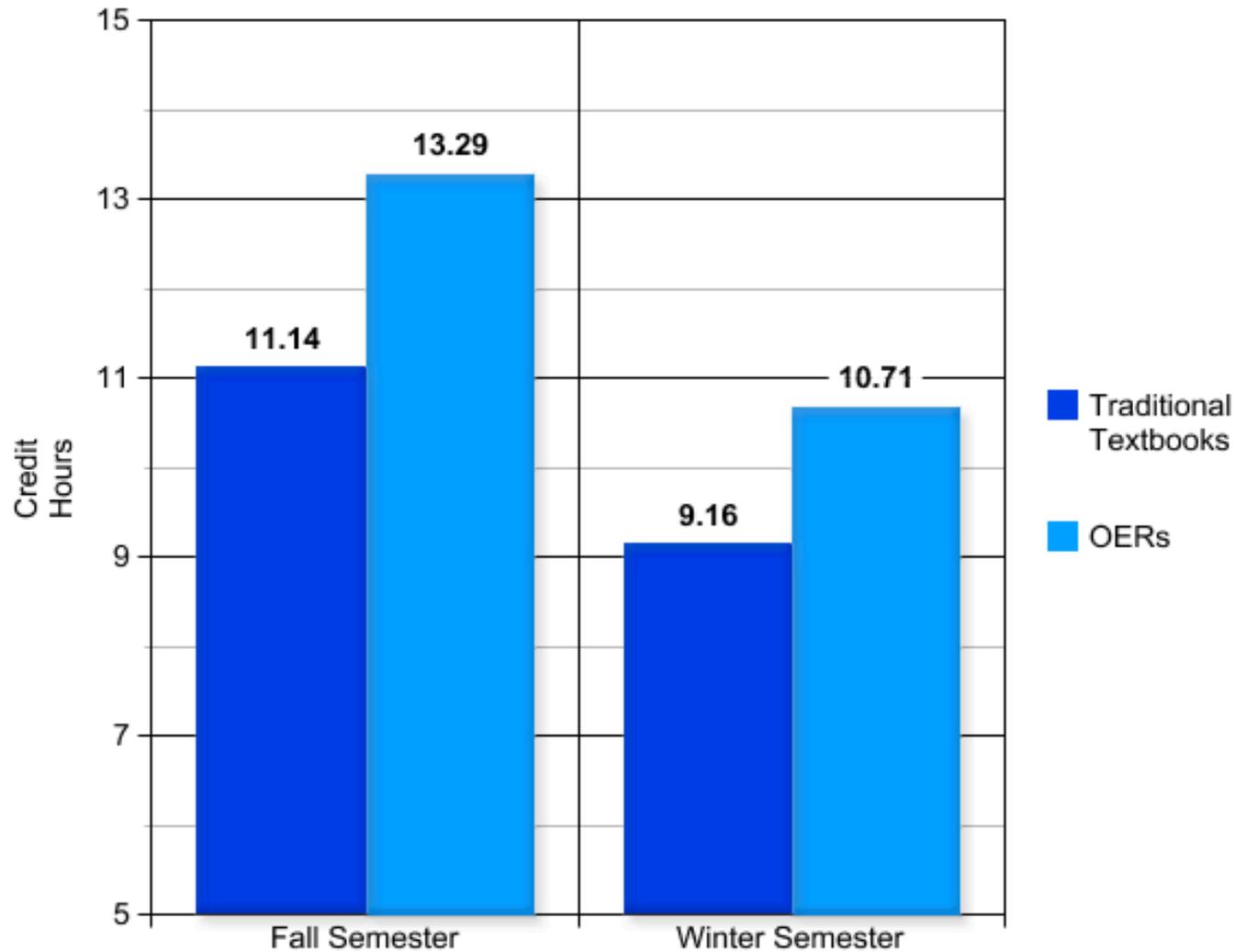


Academic Success

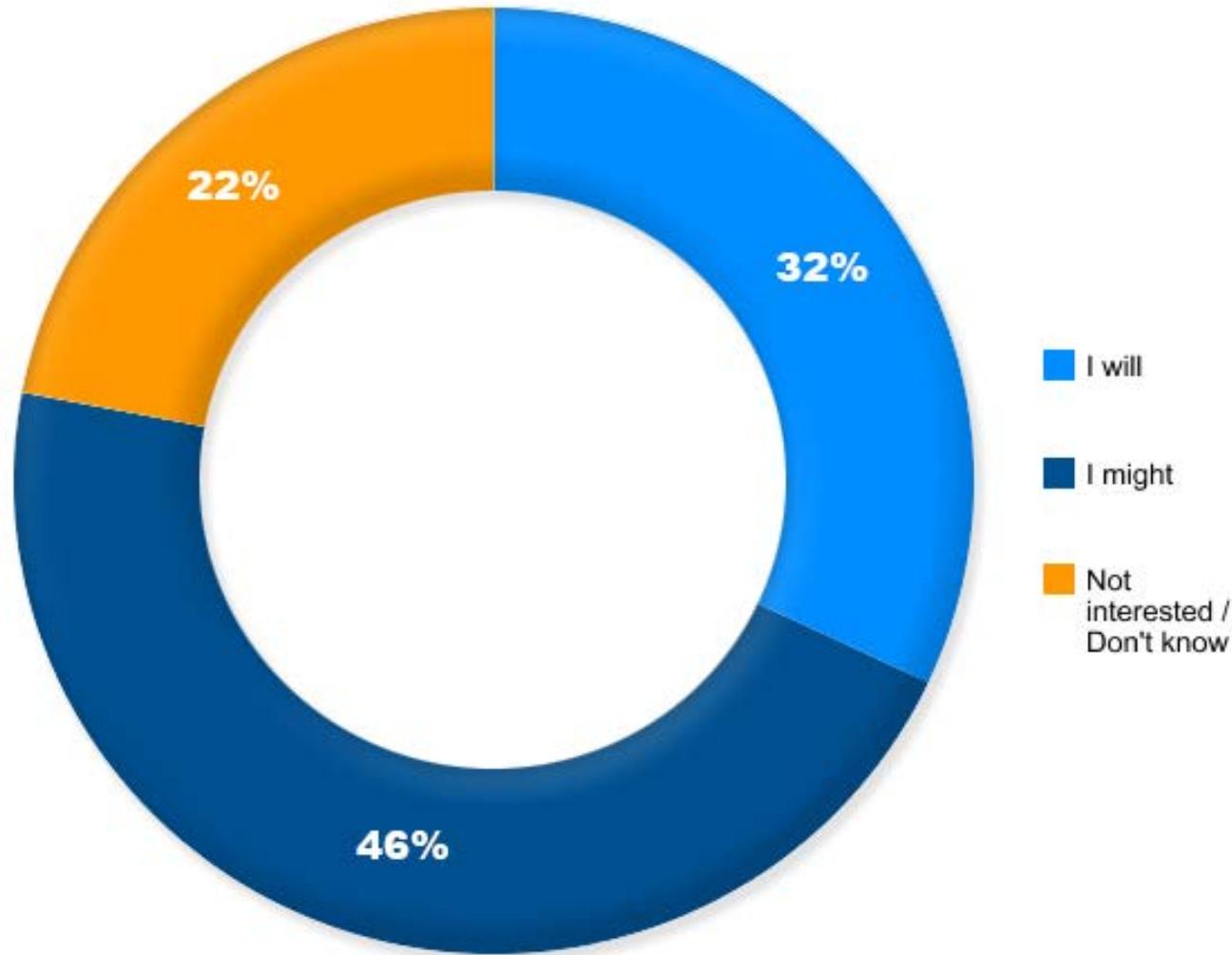
Overall Average Grade



Credit Load



Faculty Study Findings



The Babson survey was completed by 2,144 faculty members throughout all types of higher education institutions, including two and four-year schools, public, private non-profit, and for-profit, as well as all types of faculty (part time, full time, tenured and not).

Evolution of OERs



Faculty Perspective



Eric W. Fons

Associate Professor, Physics

Education

B.A. Physics/Astrophysics, University of California Berkeley

M.S. Physics, University of Florida

Joined AACC in 2002



Darlene Brake

Associate Professor, Physics

Education

B.S. (Honors) Physics, Memorial University of Newfoundland,
Canada

M.S. Physics, Simon Fraser University, Canada

Joined AACC in 2004

Getting a Seat at the Table

To the extent practicable:

Getting a Seat at the Table

To the extent practicable:

- Try to identify OER constituency groups on campus

Getting a Seat at the Table

To the extent practicable:

- Try to identify OER constituency groups on campus
- Request that the bookstore be included in future meetings/discussions concerning OERs

Getting a Seat at the Table

To the extent practicable:

- Try to identify OER constituency groups on campus
- Request that the bookstore be included in future meetings/discussions concerning OERs
- Be proactive, try to find common ground, build consensus; don't be on the defensive

Getting a Seat at the Table

To the extent practicable:

- Try to identify OER constituency groups on campus
- Request that the bookstore be included in future meetings/discussions concerning OERs
- Be proactive, try to find common ground, build consensus; don't be on the defensive
- Seize the opportunity to develop an action plan

Managing Expectations



CONNECT | GROW | SUCCEED



www.nacs.org

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials
- OERs must be fully vetted before being adopted

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials
- OERs must be fully vetted before being adopted
- Customizations may be required to match departmental and/or college curriculum requirements

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials
- OERs must be fully vetted before being adopted
- Customizations may be required to match departmental and/or college curriculum requirements
- At present, OERs appear to be best suited for introductory level courses

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials
- OERs must be fully vetted before being adopted
- Customizations may be required to match departmental and/or college curriculum requirements
- At present, OERs appear to be best suited for introductory level courses
- Technical requirements to access the content vary by platform

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials
- OERs must be fully vetted before being adopted
- Customizations may be required to match departmental and/or college curriculum requirements
- At present, OERs appear to be best suited for introductory level courses
- Technical requirements to access the content vary by platform
- At present, not all OER material is section 508 ADA compliant

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials
- OERs must be fully vetted before being adopted
- Customizations may be required to match departmental and/or college curriculum requirements
- At present, OERs appear to be best suited for introductory level courses
- Technical requirements to access the content vary by platform
- At present, not all OER material is section 508 ADA compliant
- The quality and quantity of OER materials remains inconsistent across curriculum.

Managing Expectations

- OERs are not a panacea or universal substitute for all course materials
- OERs must be fully vetted before being adopted
- Customizations may be required to match departmental and/or college curriculum requirements
- At present, OERs appear to be best suited for introductory level courses
- Technical requirements to access the content vary by platform
- At present, not all OER material is section 508 ADA compliant
- The quality and quantity of OER materials remains inconsistent across curriculum.
- **Bookstore revenues will decline as OERs supplant traditional textbook sales**

Practical Considerations



Practical Considerations

- Who is charged with monitoring and enforcing OER policies and procedures on campus?

Practical Considerations

- Who is charged with monitoring and enforcing OER policies and procedures on campus?
- How much OER content can be printed by students free of charge or on-demand using existing campus resources and/or equipment?

Practical Considerations

- Who is charged with monitoring and enforcing OER policies and procedures on campus?
- How much OER content can be printed by students free of charge or on-demand using existing campus resources and/or equipment?
- Who is responsible for monitoring, stocking and servicing copiers?

OERs and the Adoption Process



Adoption Selection

Assign Course Materials To Requisitions

your currently open requisitions 2016C SPRING 2016 CREDIT : PHYSICS : 111 : 001,002,003,004,400 ▼

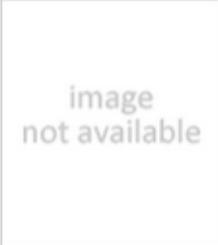
[current requisition](#)

For PHYSICS 111, section 001, 002, 003, 004, 400 (AACC STAFF) [view details](#)

Assigned Textbooks

There are no books assigned to this requisition.

My Favorites Search Course History Add a New Book



<https://openstaxcollege.org/textbooks/college-physics>
Author: OPENSTAX
ISBN:
Publisher: OPENSTAX; Edition: ; Copyright: 13; Volume: ;

Usage: Required ▼
Will book be used next term? Yes ▼
Quantity requested per section:
Add this book to My Favorites?
Is this a bundle? (Please specify what's required below)

Special instructions for *this* book:

Cancel Save And Add To This Requisition

MD SB 183 Acknowledgement

The page at textreq.thecampuspushub.com says: ×

By clicking the "OK" button, I acknowledge that I have been advised of my rights and responsibilities as a faculty member under the College Textbook Competition and Affordability Act of 2009.

Resources are available for your reference as follows:

An online video presentation explaining each section of the Act and general adoption best practices. It is available for you to view at any time at: <http://ola4.aacc.edu/bookstore/player.html>

An adoption best practices document, available for online viewing at: http://www.aaccbooks.com/site_faculty_adoptions.asp

If you have any issues accessing these resources, please e-mail textbookadoptions@aacc.edu.

Clicking "Cancel" will return you to your adoption which can be saved for later editing and submission.

OK

Cancel



CONNECT | GROW | SUCCEED



www.nacs.org

Completed Adoption

Course Information		Requisition 20162
campus AACC term 2016C SPRING 2016 CREDIT department PHYSICS course 111 - section(s) 001	Instructor AACC STAFF textbookadoptions@aacc.edu Coordinator KIRSTEN CASEY kacasey@aacc.edu Entered By Julie Briles Estimated Enrollment 22	
Requisition Information		Requisition 20162
Status: Posted Course Packs: No	Type: Normal Lecture Notes: No	Approved: 10/28/2015 Additional Supplies: No
Faculty Comments:		
Course Materials		Requisition 20162
 COLLEGE PHYSICS Author: OPENSTAX Publisher: OPENSTAX Edition: 1 ISBN: 9781938168000 Volume: Status: Posted Usage: Choose One Text Use Next Term: Yes Quantity Requested: 22 Per Section Comments Attached: Students need to choose which format they prefer, but College Physics is required for this course.	https://openstaxcollege.org/textbooks/college-physics  Author: OPENSTAX Publisher: OPENSTAX Edition: ISBN: Volume: Status: Posted Usage: Choose One Text Use Next Term: Yes Quantity Requested: 22 Per Section Comments Attached: this is the web address for the free download for College Physics. It is required and students should choose the format they prefer.	

Shelf Tag

Department: PHY **TERM**
Course: 111 **2015G FALL 2015 CREDIT**
Section: 001
Instructor: AACC, STAFF
Comment: COLLEGE PHYSICS IS REQUIRED, CHOOSE EITHER THE PRINT COPY OR OBTAIN FOR FREE.

<i>Author/ MFG</i>	<i>Title/ Desc</i>	<i>ISBN / Cat#</i>	<i>Price</i>		<i>Status</i>
			<i>new</i>	<i>used</i>	
PHY DEPT	PHY 111 LAB MANUAL (REV FALL 2015)		\$5.40		REQ
OPENSTAX	COLLEGE PHYSICS	978-1-938168-00-0	\$48.50	\$36.40	CHO
OPENSTAX	https://openstaxcollege.org/textbooks/college-physics		\$0.00	\$0.00	CHO

Market share



Sell Through for College Physics Printed OER

Semester	Enrollment	Sales	Sell through
Fall 2015	90	54	60%
Summer 2015	32	11	34%
Spring 2015	98	53	54%
Fall 2014	78	49	63%

