Spring 2018 CALM Final Report

Background

In Spring 2017, Palomar College was awarded a Zero Textbook Cost (ZTC) planning grant from the state which initiated the development of the Comets Affordable Learning Materials (CALM) program. In the Spring 2017, the CALM program provided 8 PD workshops to help faculty learn about the various strategies to reduce textbook costs for students and along with the workshops we held our first CALM cohort. The CALM cohort provides intensive training to 20 faculty members.

In the Fall 2017 there was no additional funding provided to the CALM program for training and instead the focus of the CALM program was to develop a system that would allow the college to insert a logo into the online class schedule notifying students of courses that are either Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC). Through collaboration with the bookstore and the instructional office, in the Spring 2018 ZTC and LTC courses were marked in the class schedule through the use of a newly created Textbook Adoption Form. This new system of identifying ZTC and LTC courses provided us with the opportunity to begin to track the amount of money we are saving students. In the Spring 2018 we saved students approximately $482,000.

In the Spring 2018 the CALM program was awarded a grant from the Palomar College Foundation in the amount of $23,000. The intent of the grant was to provide additional training to Palomar College faculty on

how to transition their course to Zero Textbook or Low Textbook options. In the Spring 2018 CALM provided general training for all faculty, as well as, targeted training to a cohort of 20 faculty members.

The Project followed this timeline as it was proposed:

- February and March 2018: Drop-in trainings for faculty
- March 2018: CALM Cohort Applications
- April 2018: CALM Cohort Meetings
- May 2018: CALM Cohort completed their projects
- Summer 2018: Final project review

The Budget for the grant funds was the following:

- $750 stipends for 20 faculty CALM Cohort = $15,000
- Benefits for stipends for 20 faculty CALM Cohort = $2,500
- Promotional materials for students and faculty = $3,000
- Food for 8 drop-in lunch-time workshops and 2 CALM Cohort Meetings = $2,500
- Total: $23,000

To date, the Project has used the following funds:

- **Total Spent: $18,111.37**
    - $750 stipends for 18 faculty CALM Cohort = $13,500
    - Benefits for stipends for 18 faculty CALM Cohort = $2,250
    - Promotional materials for students and faculty = $1377.47
    - Food for the drop-in meetings and the CALM Cohort = $983.90
- Difference between proposed budget and total spent: $4,888.63
    - The remaining balance will be used to provide CALM PD workshops in the Fall 2018

Project Outcomes

Eighteen faculty members from 12 different disciplines completed CALM Cohort projects this semester. These projects consisted of identifying, evaluating, and sharing Open Educational Resources and other low-cost/no-cost textbook alternatives for one or more courses that the CALM Cohort members teach. The results of their projects are freely available and will be added to the CALM webpage.

Our survey of CALM Cohort members found that they made significant gains in their knowledge of OER and other low-cost/no-cost alternatives because of the training the Cohort provided. Twelve of the 18 faculty completed the exit survey and here are the findings:
- Cohort members substantially increased their knowledge of OER.
    - Their average rating for their knowledge of OER before the Cohort was 3.8 out of 10. After the Cohort, their average rating for their knowledge was 8.8 out of 10.
- Cohort members plan to transition their courses within the year.
    - Of the 12 Cohort members who completed the exit survey, seven reported that they will be transitioning to a low-cost or no-cost textbook by fall 2018 at the latest, 4 plan to transition by spring 2019, and one plans to transition sometime in the 19-20 academic year.

- $105,544 is the estimated savings to students as a result of 12 of the 18 faculty who participated in the CALM cohort.
  - All 12 of the Cohort members who completed the exit survey indicated that they plan to make a change in their textbook selection in order to save students money, increase equity, and regain control of their instructional materials. When the Cohort members complete the transition away from high-cost textbooks, they will indeed be saving students significant money. The following table summarizes the 12 Cohort members' anticipated savings for students every semester once they finish their transition to no-cost learning materials. The estimated savings of just over $105,000 does not include the 8 additional cohort members, thus this is a low estimation of the impact of the CALM cohort.
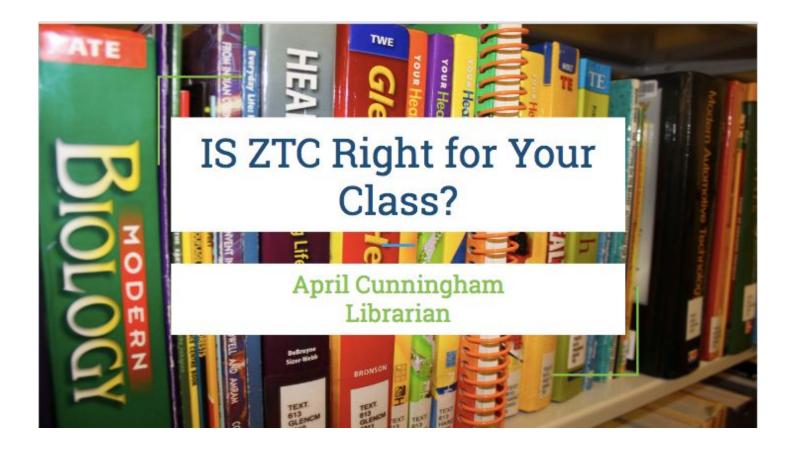 -

Course	Estimated Savings per Semester
CHDV 100	$5,000
CINE/DBA 115	$824
BIOL 212	$10,140
BIOL 102	$31,185
MATH 115	$7,350
DNCE 100	$2,660
ITAL 101	$9,300
PSYC 230: Research Methods in Psychology	$5,085
CHDV 104	$7,400
CHDV 120	$10,000
ART 100 Introduction to Art	$6,660
GC/MCS 115	$9,940
Total:	$105,544

Spring CALM Activities

Spring 2018 PD Workshops

This Spring we offered several PD workshops at Spring Plenary and during the semester. We had 104 faculty members either attend the formal PD workshops or work on CALMing their course on their own time.

https://docs.google.com/presentation/d/1KQSYQkSoetc0I1AB8Yt4nV3o7hgCXv8Ta8cpCCSQBh4/edit?usp=sharing

IS ZTC Right for Your Class?

April Cunningham
Librarian

CALM Cohort

20 faculty members applied to join the CALM cohort and 20 faculty members were accepted.
Here's a look at the CALM application: https://goo.gl/forms/qty2kMpzUyv5Chik2

Weekly CALM Cohort Pre-Meeting Emails

To help prepare the CALM cohort for the cohort meetings, we sent out weekly emails with additional information.

Week of 3/19: welcome and join the bigger OER community

Hi CALM Cohort!

We're so excited to get started working with you. This is a great group!

First, if there's anything OER or CALM related that you're working on now and you have questions before our first meeting on April 27, please feel free to email either or both of us.

For the CALM Cohort meetings, we need some information from you. Use this form to record your sandwich order, your tech needs, and a few other helpful notes: https://goo.gl/forms/PbeEi1IVRv4iACdB3

During spring break, consider getting ready for the CALM Cohort by joining the Community College Consortium of Open Education Resources listserv. In the coming weeks you'll see messages about finding, evaluating, and re-using OER--maybe even some messages from professors in your own disciplines.

- Visit the CCCOER Google Group here: https://groups.google.com/forum/#!forum/cccoer-advisory
- Join the CCCOER Google Group to receive messages in your in-box (you get to decide how often you get updates): https://groups.google.com/forum/#!forum/cccoer-advisory
- Catch up on what CCCOER has been doing: https://www.cccoer.org/

April Cunningham
Instruction/Information Literacy Librarian

Kelly Falcone
PD Coordinator

Week of 4/2: CALM Cohort: How does CALM support student equity and success?

Hello CALM cohort!

We hope you have joined the CCCOER Advisory Google Group and have had a chance to check out the recent discussions!   Through this google group we just found out that the government approved $5 million dollars to continue funding Open Educational Resources, this is a big win for our students! We also learned that the University Libraries at Virginia Tech launched the JUMP Crowdfunding campaign for creation of Open Educational Resources, titled "**Create Freely Available Textbooks & Learning Resources**" - what a creative idea! Along with these two awesome ways to make OER continue, we have also learned about new materials being developed for various disciplines.

Observing the discussions in the CCCOER group may have given you the feeling of being part of a movement of educators. CALM is definitely part of something much bigger than just what we're doing here at Palomar. As you get more engaged with the community of professors who are practicing open education, you may start to feel that saving students money isn't the only difference that OER can make. If equity and diversity are also educational goals that you value, there's a lot that open educational resources offer.

Taking part in this CALM cohort is about learning WHERE to find OER resources, WHAT they are, and HOW to implement them into your courses. But, we wouldn't be doing this at all without the WHY. Our WHY is our commitment to our students and our shared belief that education can help them create beautiful, fulfilling lives.

If you would like to learn more about how OER is supporting our goals to decrease the equity gaps, you may like the following resources:

- Do you like to watch videos? Check out the following CCCOER Webinar titled "How OER Can Support Student Equity and Diversity" (1hr.) Nov. 15, 2017
    - Summary: According to the Glossary of Education Reform, equity refers to the principle of *fairness* in education. Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes. The development and use of open educational resources has the potential to create equitable learning experiences for all students. Open education is deeply rooted in the belief that teachers have the freedom to develop content that meets the needs of their students.

- Do you like to read? The following excerpt is from "Introduction to Open Education: Towards a Human Rights Theory" from *Open Education: International Perspectives in Higher Education* by Patrick Blessinger and TJ Bliss available at https://www.openbookpublishers.com/htmlreader/978-1-78374-278-3/ch1.xhtml#_idTextAnchor007
    - "Open education is designed for access because it removes the traditional barriers that people often face in obtaining knowledge, credits, and degrees — including but not limited to cost. Access is fundamental to open education and is the basic principle that has informed and driven the open education movement from its inception.
    - Open education goes beyond access: it is designed for the agency of students and teachers and affords them increased control of content and technology. As Kahle (2008, p. 35) explains: Openness "is measured by the degree to which it empowers users to take action, making technology [and content] their own, rather than imposing its own foreign and inflexible requirements and constraints". Open education pre-supposes the participation of the learner and the educator, and it seeks to amplify their agency.
    - Open education is also designed for ownership when technology and content are licensed in such a way that users can both modify and retain the resource in perpetuity. David Wiley originally defined open content using a "4 R" framework, which includes the **rights to reuse, revise, redistribute, and remix** creative works. But in response to academic publishers pushing access codes and short-term leases on educational content, Wiley made explicit something he had long seen as an underlying implicit principle of open content: the right to **retain**, which includes the rights to make, own, and control copies of the content (Wiley, 2014).
    - Open education is designed for participation when it is well-designed for access, agency, and ownership. In other words, these aspects lead to participation by learners and educators. As open education promotes these fundamental principles, students and teachers are more likely to collaborate and participatory in inclusive activities. Indeed, one of the goals of open education is to move learners closer to the center of a community of practice, specifically through providing opportunities and infrastructure for participation and collaboration.
    - Finally, open education is designed for experience, or at least it can be, when educators and systems focus on making content and technology appealing and user-friendly. Kahle (2008, p. 42) argues that "design for experience recognizes that all participants, particularly busy educators and students, quickly form opinions as to what resources are interesting, helpful, and worth their investment of time. Design for experience is a form of human-centered design". Insofar as creators of content and technologies recognize this important principle, open education can appeal to a broader audience than students and educators, thus amplifying access, agency, ownership and participation to anyone with a desire to learn." From:

Week of 4/9: CALM Cohort: Where to find OER?

Our CALM cohort is only a couple weeks away! Have you dared to venture into the OER wilderness?

This week we would like to invite you to begin digging into the numerous OER repositories and begin filling out your CALM cohort worksheet. Although we are inviting you to begin the worksheet now, we will continue working on it at our CALM cohort meetings, and ultimately the worksheet should be completed by the end of our second meeting which is May 11th. The last date to have it completed is Monday May 14th. The goal of the worksheet is to collate your research into free and low cost learning materials into one document.

How to find resources:
- Here is a partial list of OER repositories to search for materials: https://www2.palomar.edu/pages/calm/calming-resources/ (scroll down to the table)
- You can also search Google for materials on your course topics that have creative commons licenses. Here's a guide that teaches you how: http://www.smartcopying.edu.au/open-education/creative-commons/creative-commons-information-pack-for-teachers-and-students/how-to-find-creative-commons-materials-using-google

Steps to completing the CALM cohort worksheet:
- In order to complete your CALM worksheet you will need to have a Google Drive account that uses your Palomar email address. If you are new to Google Drive, here is a quick guide to get you started: https://docs.google.com/document/d/1dAir7YGgTrNt7SPgEJCUSFI3XknBizTJC6V6cylbjB8/edit?usp=sharing
- Here's the link to the folder that includes a worksheet for each of you: https://drive.google.com/drive/folders/1HwhM-EBw95dzG5_TrY4-fEFAtuFKBciO?usp=sharing
  - You will be able to view your worksheet without signing in to Google Drive, but in order to edit the worksheet you will need to sign in.
- Please enter your course information along with the course SLOs, objectives, and/or topics into your form before our first meeting on April 27.
  - To find your SLO's go to: https://www2.palomar.edu/pages/slo/
  - To find your objectives review your Course Outline of Record in CurricUNET: https://www2.palomar.edu/pages/curriculum/curricunet-help/

Reminder: If you have not yet provided your information for the CALM Cohort meetings please be sure you do by this Wednesday 4/18. Use this form to record your sandwich order, your tech needs, and a few other helpful notes: https://goo.gl/forms/PbeEi1IVRv4iACdB3

Week of 4/16: CALM Cohort: Check out what your colleagues have done to CALM their courses!

We hope you have started your CALM worksheet and are having success finding free learning materials! We have a special opportunity this week that will likely be very helpful for you!

This Thursday, April 19, you have the chance to hear from faculty who have successfully transitioned to Zero Textbook Costs materials in their courses. Please come to MD-157 on Thursday from 5-8pm our NCHEA event titled "#Textbookbroke: How Faculty Took Back Control of Their Learning Materials" https://docs.google.com/document/d/1_Wfv9EztXIB08VOsELYqIn_WmgFDRDerRAdHDVM6Q1w/edit

Crowd-sourced notetaking: If you're attending on Thursday, please consider bringing your laptop and helping us to capture the key points from each of our presenters. These notes will be an excellent resource within the CALM Cohort and beyond. https://tinyurl.com/y93c5l5c

If you have not yet provided your information for the CALM Cohort meetings, please be sure you do by this Wednesday 4/18. Use this form to record your sandwich order, your tech needs, and a few other helpful notes: https://goo.gl/forms/PbeEi1IVRv4iACdB3

We hope you are as excited as we are for our first CALM cohort meeting this Friday!

Wondering how to keep track of where you've searched and what you've found? Consider setting up a table at the bottom of your CALM worksheet that looks like this:

Repository Searched	Titles and Links Found	What I thought

Since you have access to all of the CALM cohort worksheets, take a few minutes before Friday to take a quick look at the courses that your colleagues are CALMing. We are a CALM community now and we can help each other! There are many times when I am looking for CALM resources and I find an awesome resource that may not be useful for my course, but I think may help a colleague. If you find something that may help another colleague please leave them a comment in their worksheet and share the resource with them.

If you haven't already, please enter your course SLOs, objectives, and/or topics into your form before our first meeting on April 27. To find your SLO's go to: https://www2.palomar.edu/pages/slo/   To find your objectives review your Course Outline of Record in CurricUNET: https://www2.palomar.edu/pages/curriculum/curricunet-help/

Hi CALM Cohort!

It was wonderful working with everyone on Friday. It looks like a lot of your searches are already bearing fruit. And your groups worked really well together. Way to go!

This week, keep up the momentum by following up on at least one thing you learned on Friday. For example:
- Contact Information Services to request access to Kurzweil or Read&Write GOLD so you can start turning your scanned files into readable text.
- Search the library's collections for materials to supplement or replace your textbook.
- Reach out to colleagues in your department to share what you've done so far and ask for feedback.
- And I'm sure you can think of many other ways to keep making progress toward your ZTC or LTC goals!

If you didn't fill out the survey a few weeks ago to record your sandwich order, it's not too late to submit it for the 5/11 meeting. Please complete it **by the end of the day tomorrow, 5/1,** or we'll have to pick a sandwich for you again. J

If you haven't already joined the CCCOER Listserv/Google Group to get in touch with other faculty searching for OER solutions, please do that now:
•Visit the CCCOER Google Group here: https://groups.google.com/forum/#!forum/cccoer-advisory
•Join the CCCOER Google Group to receive messages in your in-box (you get to decide how often you get updates): https://groups.google.com/forum/#!forum/cccoer-advisory
•Catch up on what CCCOER has been doing: https://www.cccoer.org/

Looking forward to seeing what you discover next!

Next Steps- OpenStax Partnership

In May 2018, OpenStax announced that Palomar College has been selected as an Institutional Partner. This partnership will afford the CALM Taskforce additional training and support as we develop our 3-year plan. We applied previously to be an OpenStax Institutional Partner but were not selected in 2017. We attribute our selection as a partner this year to the work we were able to continue because of the support we received from the Palomar College Foundation. The training and resources we will receive from OpenStax during the coming year will position the CALM initiative to move Palomar's OER efforts to the next stage, seeking sustainability as well as continued growth.

Through our work with faculty in the CALM Cohort as well as drop-in workshops we have begun to identify disciplines with strong potential for transitioning to OER and disciplines where the resources are not yet created. Based on successful models used at other institutions, we believe that the Palomar College Foundation, in collaboration with Palomar's Professional Development Program and the Academic Technology Resource Center, should consider providing direct support to faculty who are creating new OER in under-resourced disciplines. These materials are necessary in order to achieve the state-wide goals of zero-textbook-cost degrees and certificates.