
Chancellor's Office
California Community Colleges

District: Palomar
College: Palomar
RFA Specification Number: 16-0066-010

FINAL REPORT NARRATIVE

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October 31st ZTC Final Report Narrative for Palomar College

Introduction

The following report details the objectives and outcomes Palomar College has accomplished since the beginning of the ZTC Planning Grant period in January 2017. We have increased faculty awareness of OER and ZTC, supported faculty efforts to eliminate textbook costs, created an ongoing Comets Affordable Learning Materials Taskforce to continue the work, and developed faculty advocates for future ZTC efforts.

We named our program Comets Affordable Learning Materials (CALM). We developed a new logo, created a new website, and provided promotional materials to our employees in order to increase awareness of CALM and provide information to our campus. As of October 25th, 2017 our website has had over 2,200 views.

CALM logos:



CALM Promotional Items



CALM website:

The image shows the top portion of the Palomar College website. At the top left, it says "PALOMAR COLLEGE Learning for Success". To the right are links for "Blackboard/Canvas", "eServices", "Library", and "A-Z Index". Below these are radio buttons for "Website" and "Directory", and a search bar. A navigation bar below contains "ABOUT PALOMAR", "NEW STUDENTS", "CURRENT STUDENTS", "ACADEMICS", and "COMMUNITY". Below the navigation bar is a large red banner with the CALM logo (a stylized book) and the text "CALM *Comets Affordable Learning Materials".

A vertical sidebar menu with a red header "CALM". The menu items are: "ZTC & LTC Courses", "Textbook Adoption Form", "OER Mythbusting", "OER Research", "CALMed Faculty", "CALM Resources for Students" (with a dropdown arrow), "CALM Resources for Faculty" (with a dropdown arrow), and "CALM Blog".

CALM

Comets Affordable Learning Materials (CALM)



In Fall 2016 the Chancellor's office for the California Community Colleges awarded Palomar a Zero Textbook Cost (ZTC) Planning grant. The purpose of the grant is to reduce textbook costs in order to reduce the financial barriers to student success. Palomar College is joining CSUSM in the move toward CALM courses.

#TEXTBOOKBROKE

Erin Horan Retweeted
Musselman Library @GburgColLibrary

Our #TextbookBroke wall is filling up and we got our first \$1000 Post-it! Add your total to raise awareness about the Textbook Crisis!



Oct 25, 2017

Joseph Ross @rossbiology

Our CALM program has been well received and although we do not have an implementation grant, we have great momentum and are continuing to make progress on our program. Several faculty are interested in developing ZTC pathways for degrees, certificate, or programs and the CALM taskforce will continue to support their efforts.

The following section includes the grant objectives and our outcomes:

Objective #1: Develop and implement a degree from an existing associate degree or develop and implement a new or existing career technical education certificate program that is high value in the regional market, as a zero-textbook-cost certificate program.

Outcome 1a

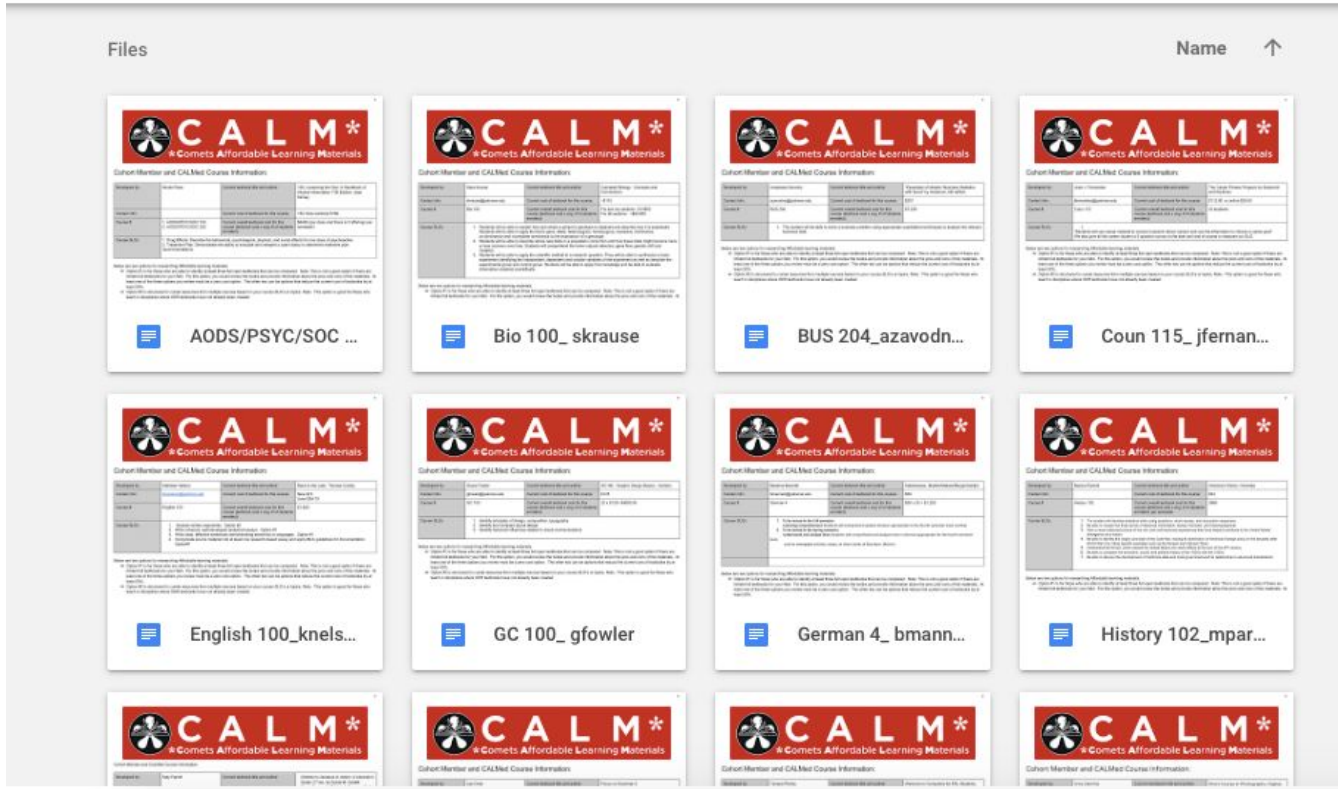
1. We enrolled a cohort of 20 faculty who committed to considering adoption of ZTC options in their course(s).
2. We provided them with two days of training. For the two people who couldn't attend we offered one-on-one meetings.

Outcome 1b

1. We provided a stipend to each faculty member participating in the ZTC cohort.
2. The stipend was contingent upon completion of the following steps:
 - 1 orientation meeting in-person or online
 - 2-day training or one-on-one meetings
 - Identification of three low/no-cost textbooks or a collection of OER to meet course outcomes
 - Written evaluation of at least two OER or other ZTC options
 - The written evaluations of at least two OER or other ZTC options are available publicly in a viewable folder on Google Drive which is also available on the CALM website

CALMed Cohort Course Materials Worksheets

[DOWNLOAD ALL](#)



Outcome 1c

We compiled a partial list of ZTC sections offered in late-start-spring, summer, and fall 2017 and began the process of creating procedures for highlighting ZTC sections in the course schedule starting in January 2018. We are happy to announce we already started marking ZTC courses for our Fall Fast-Track2 classes!

Outcome 1d

Through this work, we identified that it may be feasible to develop a ZTC pathway for a sociology degree or a journalism certificate.

Objective #2: Prioritize the development and implementation of a degree from an existing associate degree for transfer.

Outcome 2

We identified that sociology was the most likely degree for transfer that we could pursue along with the journalism certificate for future ZTC degree/certificate goals. Faculty in both departments are continuing their development of their ZTC pathways. Both chose not to apply for the implementation grant because they were concerned of the repercussions if they were not able to complete the grant requirements. They felt the implementation grant was too restrictive given the timeline and invoicing process. So, although we did not apply for the implementation grant, we are continuing our progress and looking for funding from other sources.

Objective #3: Prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.

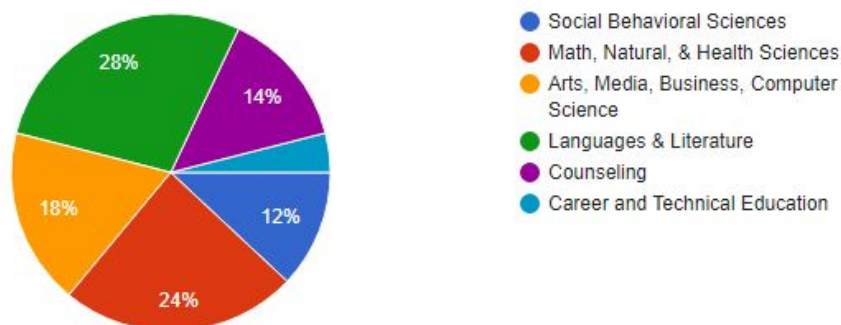
Outcome 3a

1. Faculty demonstrated increased knowledge about OER when surveyed at the beginning of fall semester as compared with their awareness before the ZTC Planning Grant was awarded. We received 50 responses to our ZTC/OER/CALm Awareness survey.

The faculty who responded were from various divisions on the campus:

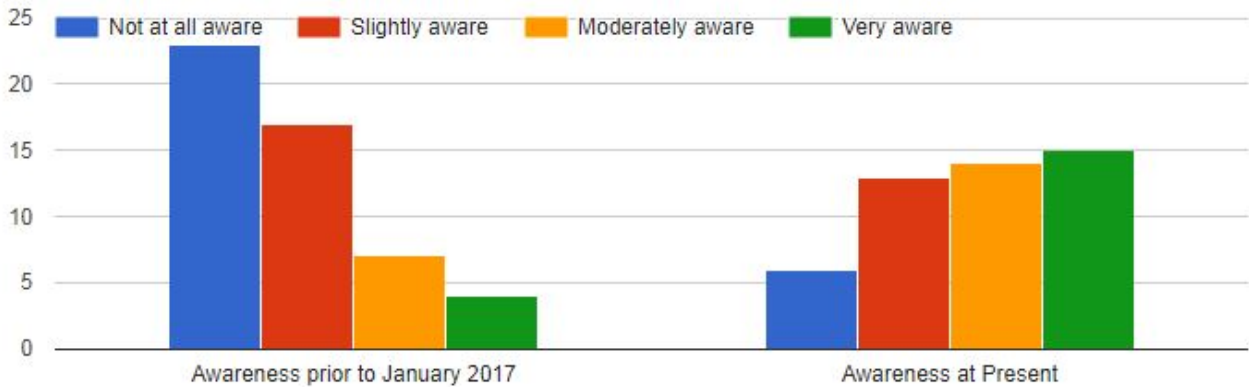
Division

50 responses



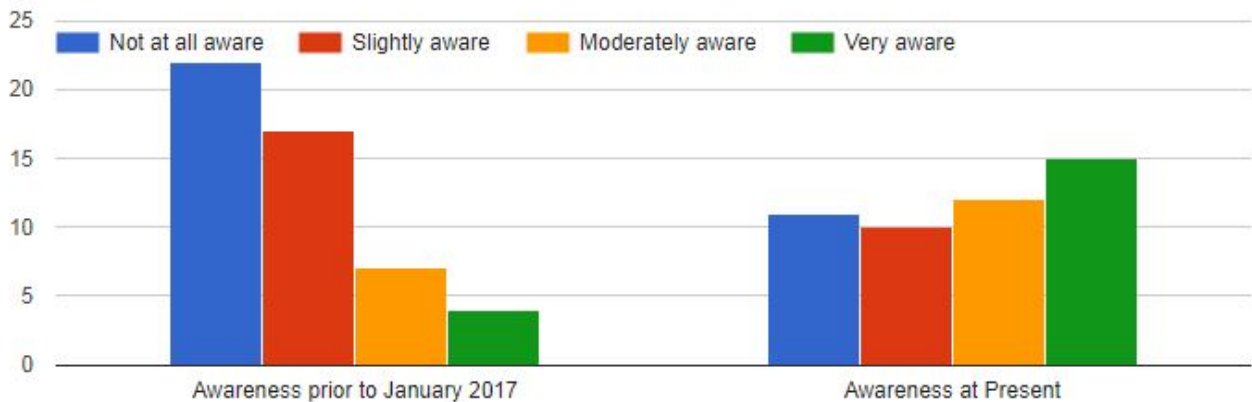
Faculty awareness of ZTC pathways increased significantly:

How aware are you of Zero Textbook Cost (ZTC) pathways/degrees?



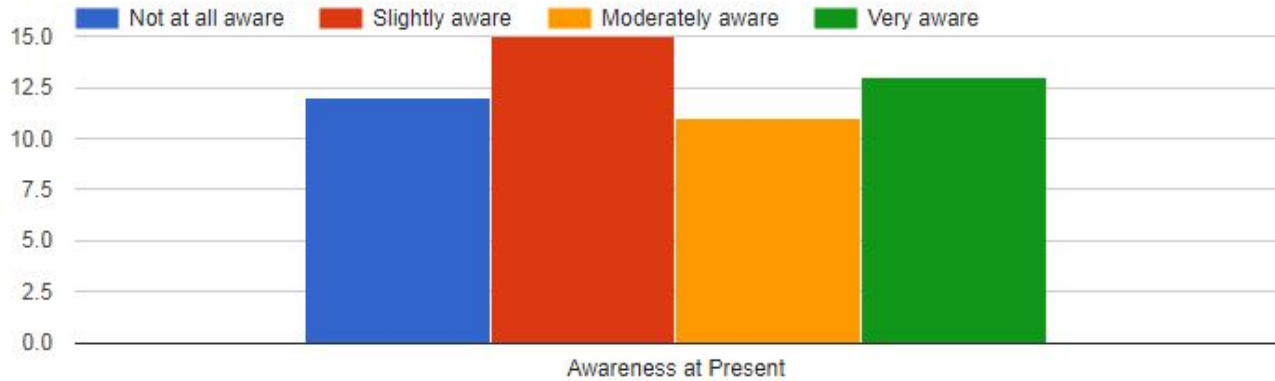
Faculty awareness of OER also increased significantly:

How aware are you of Open Educational Resources (OER)?



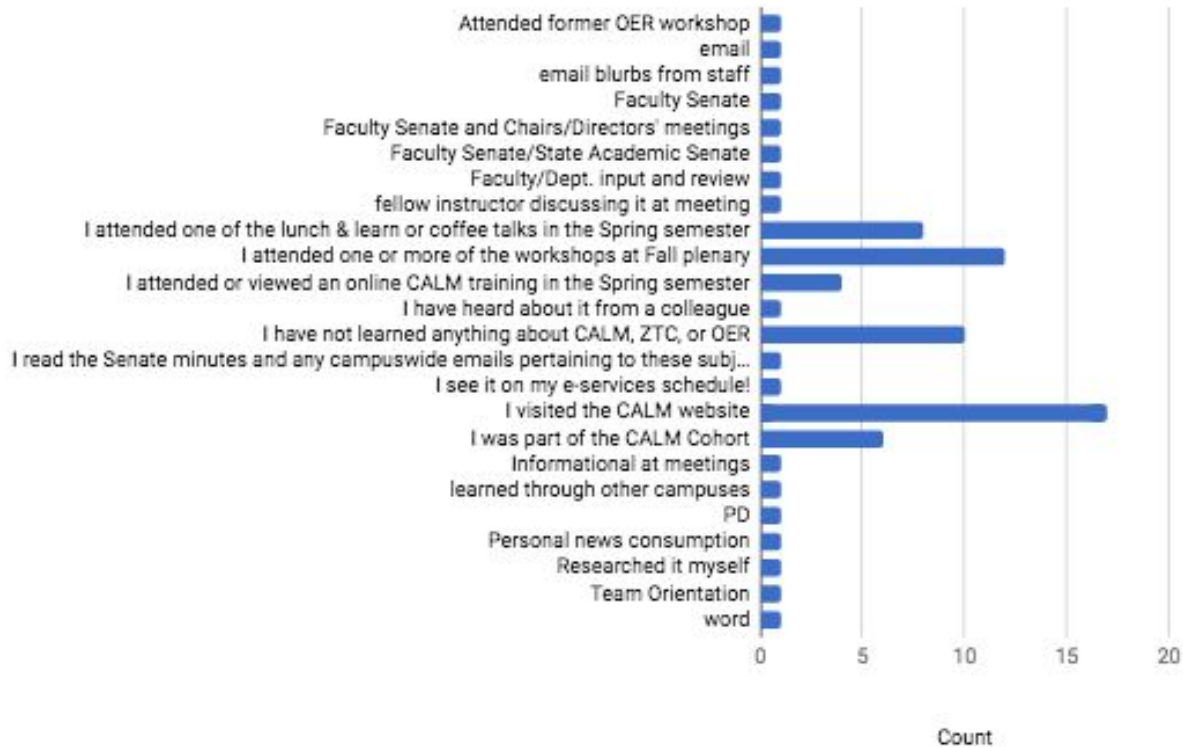
Many faculty are also aware of our local textbook affordability efforts, called Comets Affordable Learning Materials. We will continue to spread the word about this taskforce and its role on campus.

How aware are you of the Comet Affordable Learning Materials (CALM) program?



Faculty learned about ZTC, OER, and CALM from the meetings we convened in the spring, online trainings we have posted on the CALM website, and participation in the CALM Cohort. We will continue spreading the word about these initiatives.

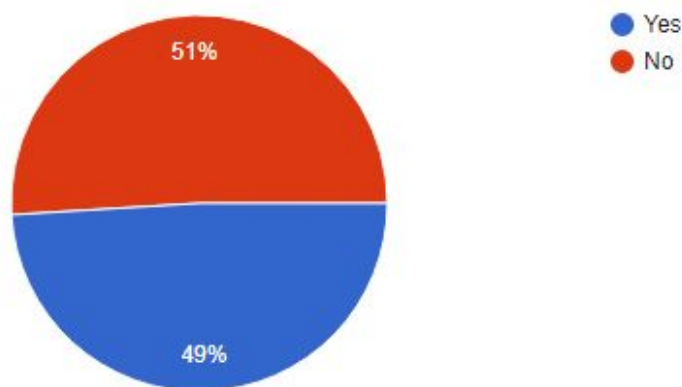
How did you learned about ZTC, OER, and/or CALM?



We will also continue alerting faculty to the legislated requirement that all ZTC course sections must be highlighted in the course schedule starting in spring 2018. Many faculty still are not aware of this new policy.

Are you aware that Zero Textbook Cost course sections will be highlighted in the class schedule starting in Spring 2018?

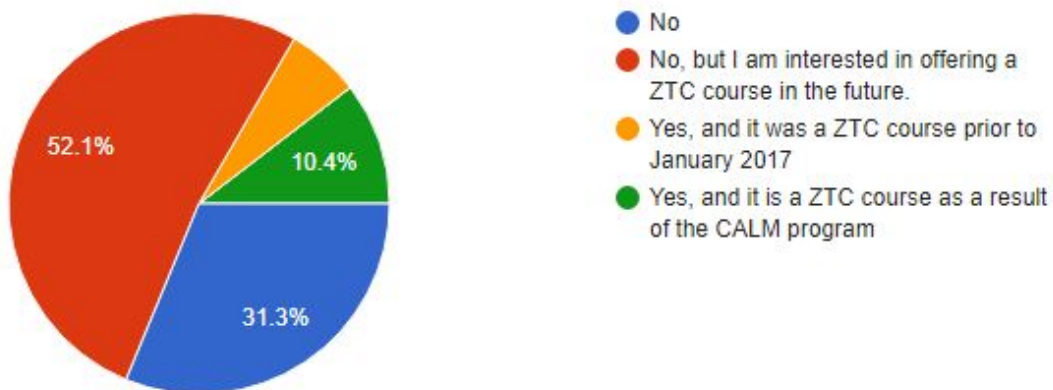
51 responses



Our survey shows that many faculty are interested in transitioning their classes to use ZTC alternatives to expensive textbooks. We will continue to support the efforts of these faculty members.

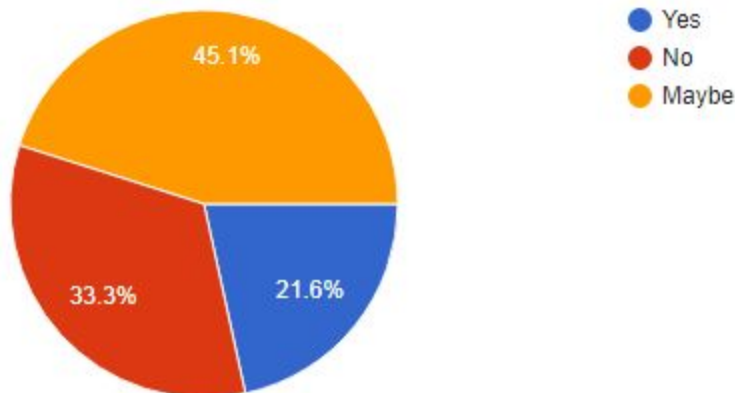
Is your course a Zero Textbook Cost course?

48 responses



Are you interested in being involved with the Zero Textbook Cost Implementation grant in 2017-2018?

51 responses



2. Faculty wrote messages about the importance of ongoing support for efforts to create ZTC sections and degrees.

We asked faculty: “Why do you think that Palomar College should continue to support faculty’s ongoing efforts to reduce textbook costs for students?”

- As textbooks have become increasingly more expensive, we need to ease the burden for students. This requires a great deal of extra work for instructors so they need support.
- Students are our priority and the cost of textbooks should not defer a student from attending college. Plus, other local colleges are doing it and we will lose students who want to save money by driving a little further down the fwy.
- We have many financially struggling students, particularly Hispanic students.
- YES, definitively .
- Help improve our students’ success
- Helps students.
- Textbooks are expensive and many times teachers ask students to buy books they never use.
- Yes, our students need affordable options.
- Community college students need access to affordable education.

- Textbook costs are out of control. There are many excellent resources available for students a little or no cost. I believe that we as faculty members should strive to serve the needs of our students and the lowest cost possible.
- Frequent complaints about the cost. Publishers over price books.
- I do not teach at present, but I know other counseling classes are taught with zero cost textbooks. We can bring more students in with more financial resources, and this is a great idea. Keep up the excellent work!
- lack of funds from students in hardship.
- High textbook costs are a burden on students, and other means to reduce textbook costs (such as having reserve copies at the library, sharing with a friend, trying to make due without a book) increase the hurdles that students face in learning course material. Making it easier for students to have their course materials with them increases their ability to focus on learning.
- It encourages class enrollment, ensures that students are reading the text, because now everyone has the text. The text is still low cost when students prefer a hardbound copy. It's a win-win.
- Textbook expenses, especially for students in science fields, can be prohibitive. It is hard to ask students to buy a \$100+ textbook for a subject that is a prerequisite for their desired career path and that they'd be unlikely to ever use again.
- The cost of tuition, fees, books, etc. prevent some students from attending and/or finishing college and saddles others with high student loan debt.
- Because it might make the difference between getting an education and not getting one. It seems like there should be a cost, though. Students shouldn't take it for granted and shouldn't assume that because it doesn't cost, or is low cost, that it isn't valuable.
- Because costs are ridiculously out of control and prohibitive.
- It depends on the department. Sciences and math would be a great help to students. For English it's different: I want my students to buy books and keep them forever and write in them, etc. I do factor in book costs when ordering but physical books in English are an extremely important aspect of what we do.
- It is just so expensive today. When I was in college, the entire year was less than \$1000, including books. I worked part time and paid my own tuition and books. Students cannot do that today. The dollar just does not carry the weight it used to. Most of our students are working and attending school at the same time. There are many studies that show that working too much negatively affects grades.
- Books are very expensive. I have authored two textbooks that I have used at Palomar, and I have tried to have my publisher reduce the prices, but even having done so, the books are too costly, so I have stopped using one, and I won't be teaching the class in the near future in which I use the other one.

- Too expensive for our students.
- It helps the students financially.
- Reducing costs without lessening quality is a good thing. Reducing cost at the expense of quality not so helpful.
- Students really struggle with purchasing textbooks but textbooks are super important for their success.
- Taking this initiative forward, and further, will and can only assist students with their educational trajectory, as well as demonstrating an active support of the diverse, dynamic, and specialized community which Palomar College directly involves.
- It will encourage higher enrollment and help students to take more classes.
- Students need affordable materials else many cannot attend classes and pursue their goals.
- It helps students and it's really the way things are going. There's SO much free information available -- but it needs a trained faculty member to collect it, digest it, and integrate it into a curriculum in the right chunks for students.
- Low textbook costs benefit students.
- Yes
- Textbook costs are a major stumbling block for many of our students. In addition, I don't think it is necessary to write a new textbook every couple years - it is just a way for publishers to make money.
- Textbooks tend to be one of the biggest costs for students and can sometimes stand in the way of them taking classes.
- Some students can't afford the Text. Often text are outdated in 1-3 years.
- Because...it would be better for students?
- Cut costs for students whenever and wherever possible
- Textbooks costs have skyrocketed and are an undue burden to students.
- Because we are a student-centered college
- Yes!
- Obviously, textbook costs are often more expensive than tuition and fees, and many students prioritize other costs above textbooks.
- environmental and student costs
- To assist students with the high cost of college
- You need to pay professors to write textbooks that can be open source. My classes aren't common enough to have great open source textbooks. I need to write my own for journalism.
- College textbooks typically rip off our students

Outcome 3b

Five librarians are available to provide support to faculty in identifying OER materials for their courses.

Outcome 3c

We have not yet determined which additional software, if any, we will need to provide to faculty who are editing or compiling OER for their courses. For now, it appears that software we already license, including LibGuides, Wordpress, Canvas, and Adobe Acrobat are sufficient to meet faculty needs.

Objective #4 Develop and implement a minimum of one degree for each grant received.

Outcome 4

We identified that Sociology was the most likely degree for transfer that we could pursue along with the journalism certificate for future ZTC degree/certificate goals. Faculty in both departments are continuing their development of their ZTC pathways. Both chose not to apply for the implementation grant because they were concerned of the repercussions if they were not able to complete the grant requirements. They felt the implementation grant was too restrictive given the timeline and invoicing process. So, although we did not apply for the implementation grant, we are continuing our progress and looking for funding from other sources

Objective #5 Develop and implement a degree that other community college districts can use or adapt, and post each degree, with the contents of the degree, on the online clearinghouse of information[...]

Outcome 5

The College is in the process of completing the ZTC Implementation grant application in order continue with the progress made through the ZTC Planning grant. Along with the implementation grant application work plan, the taskforce has provided the following ways to continue the establishment and development of ZTC degrees/certificate/pathways:

- The CALM website is a local repository for ZTC and OER materials.

- Faculty are encouraged to complete a CALM worksheet that helps them to identify OER materials to reduce textbook costs. All CALM worksheets are available to all faculty to view through the CALM website.
- We will continue to use the CALM website to collect resources and ensure the resources are available for anyone to view.
- When the Professional Learning Network for ZTC is launched, we will develop trainings and identify support for faculty to ensure that relevant degree and certificate contents are made available.

Objective #6 All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library.

Outcome 6a

We compiled a partial list of OER materials that are currently being used by Palomar Faculty <https://www2.palomar.edu/pages/calm/calmed-faculty/>. A Palomar College librarian also compiled a list of OER options for popular courses <http://palomar.libguides.com/calm/subjects>. And the results of the CALM Cohort members' work is available to everyone https://drive.google.com/open?id=0B4wOeQO1Kcl_Mm5PeGZVdjRFdE0.

Outcome 6b

Faculty in the ZTC cohort reviewed at least three ZTC options and their reviews are available at https://drive.google.com/open?id=0B4wOeQO1Kcl_Mm5PeGZVdjRFdE0.

Outcome 6c

OER materials identified during the Planning Grant have been cross-checked with the California Open Source Digital Library. We identified a German text, a children's literature text, a statistics text, and a social problems text that were not already listed in cool4ed.

Objective #7 Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This objective shall not be construed to prohibit faculty from providing sample test and assessment materials to students.

Outcome 7

We will provide training in the future about how to safeguard test and assessment materials. This was not a need that emerged during the period of the Planning Grant.

Objective #8 Ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program.

Outcome 8a

1. We included the Curriculum Committee Chair or designee in planning meetings and training.
2. We presented an update at the Curriculum Committee regarding the planning grant.

Outcome 8b

We included the Articulation Officer in planning meetings and training. The Articulation Officer provided a statement of guidance about adopting OER in articulated courses
<https://drive.google.com/file/d/0B4393brbcxP-VGhsYkdsejRGNFE/view?usp=sharing>.

Objective #9 Ensure that the degree developed and implemented is clearly identified in college catalogs and in class schedules.

Outcome 9a

We compiled a partial list of ZTC sections offered in late-start-spring, summer, and fall 2017.
<https://www2.palomar.edu/pages/calm/calmed-faculty/>

Outcome 9b

The CALM Taskforce has collaborated with colleagues in the Office of Instruction, the Palomar College Bookstore , and Information Services to create procedures to identify and highlight ZTC sections in the schedule of classes to comply with S.B. 1359. In consultation with Faculty Senate, the CALM Taskforce decided to also define and highlight Low

TextbookCost (LTC) courses in the online schedule of classes. These are classes in which students can purchase their textbook from the Palomar College Bookstore for \$40 or less. We have a new textbook adoption form that alerts the bookstore and the Office of Instruction when faculty indicate their selected materials are ZTC or LTC. We are educating students about these new course designations through collaboration with the Associated Student Government (ASG), including the student representative on the CALM Taskforce. We are educating faculty and administrative assistants about this new process by making presentations at the Faculty Senate and Chairs and Directors meetings. Students and faculty with questions about the new textbook cost designations in the schedule of classes are encouraged to post to the comments section of the CALM website where the CALM Taskforce will collect ideas for improvements to the procedures in future semesters.

New Textbook Adoption form on the CALM website:

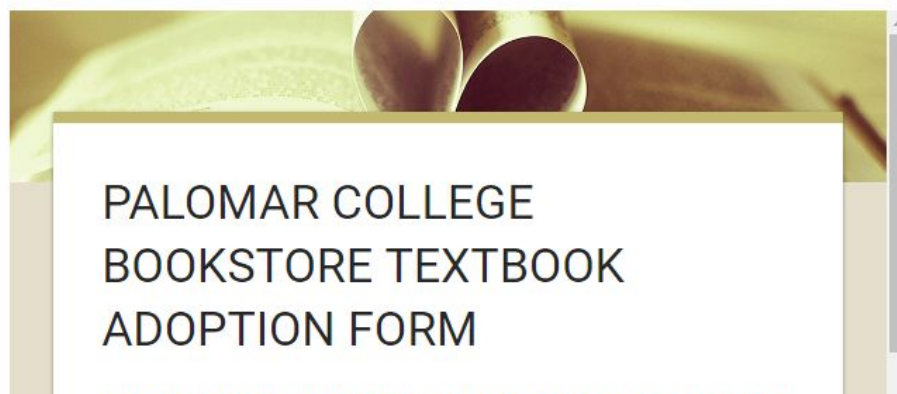


CALM
ZTC & LTC Courses
Textbook Adoption Form
OER Mythbusting
OER Research
CALMed Faculty
CALM Resources for Students
CALM Resources for Faculty
CALM Blog

Textbook Adoption Form

Do you have a Zero Textbook Cost (ZTC) or a Low Textbook Cost (LTC) course? If so, it is very important that you complete the *new* Textbook Adoption Form. ZTC and LTC courses will be identified in the online class schedule starting in Spring 2018.

[If the form below is not working click here to open the form in a new window](#)



Description of Zero Textbook Cost and Low Textbook Cost on the CALM website:

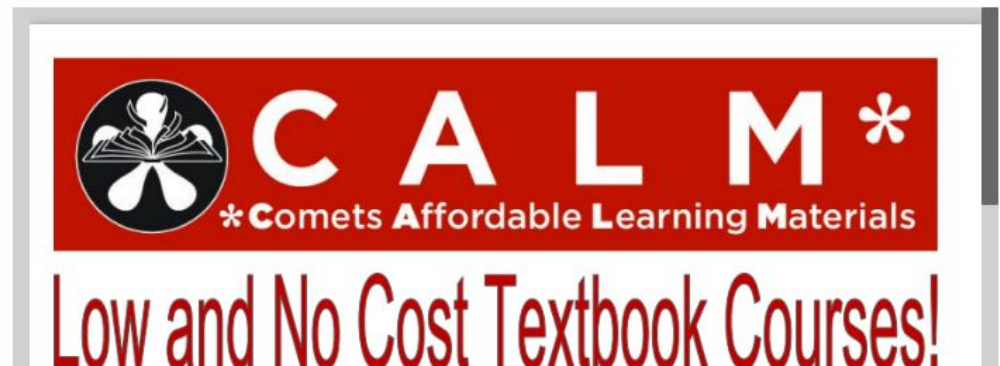


CALM
ZTC & LTC Courses
Textbook Adoption Form
OER Mythbusting
OER Research
CALMed Faculty
CALM Resources for Students
CALM Resources for Faculty
CALM Blog

ZTC & LTC Courses

What are Zero Textbook Cost (ZTC) courses and Low Textbook Cost (LTC) courses? Great question!

Here's some basic information about how we define ZTC and LTC courses. If you have additional questions please leave a comment below.



ZTC/LTC flyer with example of ZTC and LTC logos in the class schedule:



Low and No Cost Textbook Courses!

Class	Section	Textbook Info.	Zero & Low Cost Textbooks	Days & Times	Room	Instructor	Meeting Dates	Status
73224	38-LEC FT-2nd 8wk	Textbook Info.		TBA	INTERNET	Kelly Falcone	10/16/2017 - 12/16/2017	<input type="checkbox"/>

These are **Zero Textbook Cost (ZTC)** courses.



This means the course either:

- Does not have a textbook
- Has a textbook, which is available for FREE!

ZTC courses may have a printed option available in the bookstore and may still have a material fee. Some ZTC courses may also have a publisher textbook you can purchase as another choice, but ZTC courses are required to provide at least one free option. Students must be able to be successful in the class if choosing the ZTC option.

These courses have **Low Textbook Cost.**



This means the total cost for textbooks for this course is under \$40.

LTC may include the choice of a textbook under \$40 or a more expensive option. Students must be able to be successful in the class if choosing the LTC option. NOTE: your course may still have a materials fee, even if it is a Low Cost textbook course.

1 class section(s) found

ACCT 101 - BOOKKEEPING								
Class	Section	Textbook Info.	Zero & Low Cost Textbooks	Days & Times	Room	Instructor	Meeting Dates	Status
50582	1-LEC FT-1st 8wk	Textbook Info.		TuTh 9:00AM - 12:20PM	MD-331	Lauren Matkaluk	06/25/2018 - 08/17/2018	<input checked="" type="checkbox"/>

Objective #10 Provide the chancellor with all planning and outcome information that the chancellor determines necessary.

Outcome 10a

We maintained an open blog that reported on progress and participation throughout the duration of the planning grant and it will continue to be updated as the Comets Affordable Learning Materials program proceeds.

Outcome 10b

We submitted quarterly reports, grant amendments, and the final report.

Objective #11 Consult with the local academic senate of a college that would implement a degree.

Outcome 11

We secured support from the Faculty Senate before submitting the Planning Grant Application and we have continued to update the Senate on the progress of the Grant. The Faculty Senate discussed the CALM program at eight senate meetings in spring 2017 (1/30/17, 2/27/17, 3/6/17, 3/13/17, 4/10/17, 5/8/17, 5/22/17, 8/21/17). The minutes can be viewed at: <https://www2.palomar.edu/pages/facultysenate/senate-agendas-approved-minutes-2016/> .

Objective #12 Use a multimember team [...] that includes faculty, college administrators, and other content-focused staff [...] from the campus that would implement the degree, other colleges of the community college system, and interested campuses of the CSU and UC. Grant recipients may use funds to obtain professional development and technical assistance to assist in the development of degrees.

Outcome 12a

On February 28, 2017, we facilitated a webinar by Una Daly, the director of the Community College Consortium for Open Educational Resources. <https://www2.palomar.edu/pages/calm/2017/02/23/calm-webinar-with-una-daly-5pm-tues-228/> Faculty were able to participate during the webinar and were also able to view the recording.

Outcome 12b

The Information Literacy Librarian held several trainings for faculty on how to identify and select OER for their courses. Another librarian compiled a list of OER for popular courses <http://palomar.libguides.com/calm/subjects>.

Outcome 12c

Faculty are using Canvas to provide their students with access to their ZTC materials. In the future, a training from the Academic Technology Resource Center may be necessary for faculty who want to revise or remix OER and for faculty who want to make ZTC materials available to their students using other platforms. Coordinating OER efforts with ATRC trainings is an ongoing goal of the CALM Taskforce.

Outcome 12d

Five faculty members from the CALM Cohort presented during professional development workshops held before the beginning of fall 2017. These faculty shared their experiences finding and using OER to work toward their goals of creating ZTC sections. About 60 people attended the workshops and were able to ask the CALM Cohort representatives questions, learn from their successes, and hear about pitfalls to avoid.

Outcome 12e

The ASG representative to the Faculty Senate was active in discussions with the grant coordinators during spring 2017, until she resigned from the Faculty Senate on March 24.

At the ASG meeting on February 3, 2017, Senator Bancroft provided information about ZTC and proposed the idea of creating a video showcasing student stories about the importance of textbook affordability. Senator Bancroft requested ASG participation ([Regular Meeting Minutes 02-03-17](#)). At the ASG meeting on February 10, 2017, three ASG members volunteered to join the video production taskforce ([Regular Meeting Minutes 02-10-17](#)). The last discussion involving ZTC was at the ASG's meeting on February 24, 2017 ([Regular Meeting Minutes 02-24-17](#)), unfortunately the video was not completed in spring 2017.

In addition to the students' participation through ASG, the CALM website also includes resources for students <https://www2.palomar.edu/pages/calm/calming-resources/> and testimonials from Palomar students about the effect of high-cost textbooks <https://www2.palomar.edu/pages/calm/2017/02/13/students-what-are-your-thoughts-about-the-cost-of-college-textbooks/>.

The CALM project was also featured in the October 23, 2017 issue of the student newspaper, *The Telescope*.

Palomar Comets gain Affordable Learning

LEXINGTON HOWE
THE TELESCOPE

Textbooks are now being made affordable to any student, at nearly no cost at all.

A new program is being implemented for college students, a zero-cost textbook agreement. Designed to save students money and allow them to take the classes they need without the burden of paying for books.

April Cunningham, one of the managers of the program, explained the program to be a benefit not just for students, but for faculty as well.

CALM, which stands for Comets Affordable Learning Materials, is made up of a few different parts. "It's the faculty coming together to support each other to help reduce textbook costs."

The program began last February, when the school was given a grant to work on the project. "The California Chancellor's Office gave us the funds to learn more about zero textbook cost degrees and see if it was something we could move towards here at Palomar."

Cunningham explained the initial testing of the project.

"We were able to give 20 faculty members some money to begin implementing these ideas, to see whether or not it would work for their class. We had faculty from all different disciplines who either found ways to completely reduce textbook costs, or they were able

to slowly move in that direction."

The response from faculty and staff has been a group effort. "Their work is ongoing," Cunningham added. "We will keep training faculty different ways to reduce textbook costs. We're spearheading the effort to help highlight the low and high textbook costs in the schedule of classes, and that will start soon. It's faculty, the bookstore and the Office of Instruction that are all working together to find the best way to do that."

Kelly Falcone, who also assisted in the creation of the program with Cunningham, helped to write the grant that would allow for better professional development with faculty and staff on textbook affordability.

"Both California State University San Marcos and MiraCosta College had two different grants that assisted with textbook affordability," Falcone said. She agreed that while Cal State San Marcos had already implemented the use of the CALM logo, Cougars Assisted Learning Materials, they had agreed to allow Palomar College to use it, changing it to Comets. Both Falcone and Cunningham hope that when students transfer, they will be familiar with zero-cost textbooks already from other colleges.

Falcone understood that some teachers would try and get the cost of textbooks, down initially, hoping to aid students. "Some classes can't get the price of their books down completely," Falcone said.

"We wanted to highlight classes that aren't just zero-textbook cost, but also low text-book cost."

Falcone explained the initial grant and the push for the program from legislation. Some of the classes that offer low-cost, zero-cost textbooks will have a logo next to the class upon students adding it to their list of classes.

"This is a game changer," Falcone said on how this will affect publishers, textbooks and open sharing of resources. "We recognize student and faculty have been doing a lot to reduce text-book cost." She added that now that they have the license to distribute work at an affordable cost, it's sharing that they didn't have the ability to do in the past.

Some of the benefits of the CALM program is that it offers Open Educational Resources (OER), which are online and hard copy texts that are written and reviewed by experts, maintaining the same material as mainstream college textbooks, but at no cost. According to the Student PIRG's website, Public Interest Research Groups, students could save over 80 percent on average, just from using OER's instead.

Zero-cost textbooks would be a great addition to classes that are being implemented in the Spring of 2018.

"It's way too expensive to buy books, especially when you consider that some classes don't use them," Palomar student Kyle Jereza said. "We were told to buy the



Photo illustration by Savannah Vargas / The Telescope

book for the class, but then we ended up never using it."

"I think the most expensive part of going to school is the textbooks," Jereza continued, and his colleague agreed. "This would save us a lot of money," Jessica Sanchez said.

Both Falcone and Cunningham added that everyone is coming on board, including the Palomar Bookstore.

"The bookstore has been great," Cunningham stated. "They want to help students, and this also is a bigger movement than just Palomar. Colleges have to find new ways to stay engaged, relevant, when there is this movement to

open education."

"We're essentially piloting it with the Spring schedule," Cunningham added. "Even books that require codes will be considered part of the textbook costs."

Cunningham believes it may not be right for every class, but she does want everyone to be talking about this and to be paying attention to the rise of textbook costs.

"The goal is to see that it's saving students enough money that they're able to take any classes they want, and aren't having to make a tradeoff."

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Outcome 12f

To help build a multi-member and multi-institutional community around OER and ZTC, we joined with Cal State University San Marcos and MiraCosta College to provide a mini-conference titled, "#textbookbroke: Saving Students Money One Course at a Time".



#TEXTBOOKBROKE SAVING STUDENTS MONEY ONE COURSE AT A TIME

October 20th 10 AM – 3 PM

Kellogg Library Reading Room

California State University San Marcos

Concerned about textbook affordability? Want to help your students? Come learn about Open Education Resource basics, copyright considerations, and how to partner with your campus bookstore and publishers to save students money. Breakfast and lunch will be provided. Free parking for workshop attendees. RSVP: http://bit.ly/NCHEA_OER

This workshop made possible with funding from NCHEA.



RSVP NOW!

http://bit.ly/NCHEA_OER

**Coffee and lunch
provided!**

Free parking!

**Panel discussions
with students,
faculty, and
librarians.**

**Registration
limited to 20
faculty per
campus!**

For more information, email
Carmen Mitchell:
cmitchell@csusm.edu

Image by Opensource.com

Conclusion

Because of the attention and resources that the ZTC Planning Grant brought to the issue of textbook affordability and alternatives to high-cost textbooks on our campus, we have started to shift our institutional culture. We are proud to report an increase in ZTC sections being offered this fall and are aware of several faculty planning to reduce or eliminate textbook costs for their students in spring 2018 because of the support they received through this grant funding. Students have benefited and faculty have expanded their understanding of how they can support their students' learning with OER and other no-cost options. The impact of the ZTC Planning Grant will continue to be felt and is expected to grow in the coming semesters.