



**Open-Educational Resources (OER) Faculty Survey
Fall 2019**

Background and Methodology

In collaboration with the Institutional Effectiveness Council (IEC), the Student Success and Equity Council (SSEC), and the office of Institutional Effectiveness, Success, and Equity (IESE), the Academic Senate administered an electronic survey to faculty to gather baseline information on the implementation of OER, Zero-Textbook Cost (ZTC), and No-Cost course materials across the College, and to identify the support and resources needed to expand OER, ZTC, and No-Cost course materials for Cuyamaca students.

The survey instrument is included in the [appendix](#) of this report.

Summary of Results and Recommendations

There were 120 responses to this survey, with 35 disciplines participating. Respondents provided feedback on their use of OER, ZTC and No-Cost Resources and reported increased access for students and affordability when utilizing them. When asked about the challenges faced when implementing their use, respondents stated that copyrights, finding updated quality materials, and an increased workload were the biggest obstacles faced. Subsequently, participants described the type of support that would help with implementing the use of OER, ZTC, and No-Cost Resources. Faculty stated that receiving compensation would be beneficial given the amount of time required to find quality materials and develop assessment instruments. They also reported that training would be helpful for finding resources that would adequately work for courses.

Based on the results, the following are recommended:

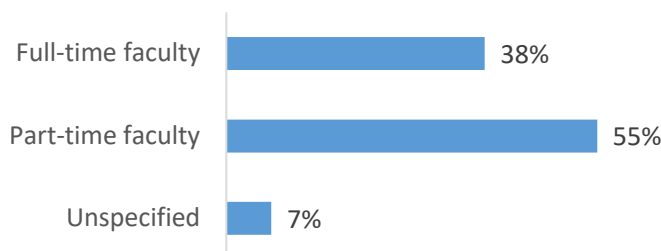
1. Provide faculty with compensation for time devoted to finding and developing OER, ZTC, and No-Cost Resources given the increased workload, either through reassigned time or pay.
2. Provide Professional Development opportunities that focus on helping practitioners find quality materials.
3. Library assistance in finding OER, ZTC, and/or No-Cost materials.
4. Helping faculty avoid infringement of copyright laws.
5. Provide faculty with a database that lists quality resources available for their discipline.

The following pages of this report include key findings from each survey item and verbatim open-ended responses, disaggregated by discipline.

Survey Respondents

Respondent Part-Time/Full-Time Status

Approximately 55% of respondents indicated they are part-time faculty members at Cuyamaca.



Respondent Discipline

Survey respondents included part-time and full-time faculty members from a variety of disciplines. Click on a discipline in the table below to see the survey results from that specific discipline.

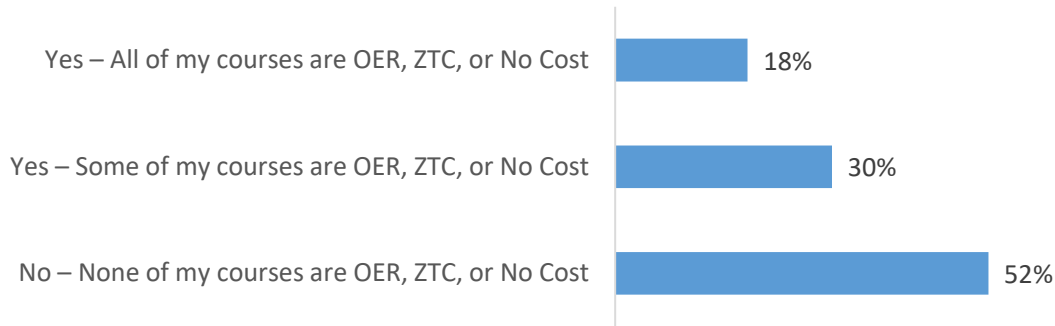
Discipline	#	%
Math	10	8%
Counseling	10	8%
English As a Second Language (ESL)	9	8%
English	8	7%
Computer & Information Science (CIS)	7	6%
History	5	4%
Health Education	4	3%
Child Development	4	3%
Biology	4	3%
Art	3	3%
Personal Dev Special Services	3	3%
Business	3	3%
Automotive	3	3%
Ornamental Horticulture	3	3%
Music	2	2%
Humanities	2	2%
Philosophy	2	2%
Computer Science (CS)	2	2%
Center for Water Studies (formerly Water/Wastewater)	2	2%
Chemistry	2	2%
Spanish	2	2%
Arabic	2	2%
Exercise Science	2	2%
Environmental Health and Safety Management (EHSM)	2	2%
Real Estate	1	1%
Communication	1	1%
CADD Technology	1	1%
Paralegal Studies	1	1%
Psychology	1	1%
Astronomy	1	1%
Sociology	1	1%
Business Office Technology (BOT)	1	1%
Geography	1	1%
Physics	1	1%
Political Science	1	1%
Unspecified	13	11%
Total	120	100%

Does at least one of your classes require a textbook? (n=120)

Overall, 80% of respondents indicated at least one of their classes requires a textbook and the remaining 20% indicated none of their classes requires a textbook.

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=120)

A slight majority (52%) of respondents indicated none of their courses are OER, ZTC, or No Cost. Approximately 30% indicated some of their courses are OER, ZTC, or No Cost, and 18% of respondents indicated all of their courses are OER, ZTC, or No Cost.



If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=54)

Access

- Accessible to all students, it allows students to gain more resources to support their learning
- Better access to class material such as the textbook
- I am able to provide notes and study materials. Students in PDSS courses many times can not or do not know how to access materials.
- Impacts are seen when a book is required that costs money. Students with financial issues font purchase books or purchase older editions and then struggle with the content or assignments that are expected to come from the book. Students without these requirements have a higher success rate and tend to complete work in a timely manner.
- It seems to be beneficial. They have all the materials on Canvas and use them.
- Material immediately accessible and obviously and huge benefit.
- More students are interested in the course because it is ZTC.
- Most importantly it allows them to start the class the first week. So often students don't have the ability to buy textbooks until 2 or 3 weeks after class starts. Not having the needed materials is a major stumbling block. Having low or no cost materials evens the playing field for all students - there is no longer a division between those who can afford the materials and those who can't.
- My classes require students to buy a standard mass-market paperback book, not a book published by a textbook company, and a packet of materials created by our department. The impact has been that students generally get the materials much sooner because they do not have to wait for their financial aid to come through. Also, the materials are much better suited to the unique population that we teach and what they need to know to be successful in their future academic work.
- Positive since they can typically start on Day 1.
- Students have been able to access class material from the first day of class, preventing them from falling behind for not having the textbook.

- The biggest benefit is that ALL students have access to course materials on day 1 of class. In the past, financial aid/low-income students would struggle to buy the textbook and would fall behind in class while waiting for money from their next paycheck. This was a big equity issue. Now everyone has the same opportunities day 1.
- The courses where I have free books I find that actual reading tends to go up. Note: In some courses I have some books that are free, but I do not use OER as the quality is lacking in my discipline.
- The impact of students have been great because every student has the opportunity to purchase the course supplies at the book store. No one is left behind.
- The students can access the material 24/7 and usually on their cell phone. I have discovered that many students only have their cell phone and no computer type device. I look to see if there is any additional material available on the text book publishers website, and if there is any informational material on a company/manufacture of product or technology associated with the material covered in class. This also helps students with learning how to use the internet to research product or technology information they previously would not have know about.
- The students like to use the free PDF version online or go to the library to borrow the book and do the homework.
- They have access to the materials on the first day of class; they do not have to wait until their financial aid comes through to get the materials

Affordability

- Great. They can afford it more easily.
- I am able to source high quality materials to teach my courses, and students express that they're grateful that there are no (or in some cases, very low) costs associated with my classes.
- I find some just don't check the class site to retrieve the guidelines and therefore I fell they don't do as well on the assignments. However now that the assignment is turned in online I find more students complete the assignment as they don't have to spend time or money printing.
- I think overall it has been good and students appreciate that they don't have to spend a lot of money on a textbook. It can be difficult, however, for them to access some of the resources. I hope to get better with ZTC, as this is the first semester I've really tried it.
- I use a course reader published through XanEdu, which includes writing instruction, articles, and MLA formatting for papers, in-text citations, and Works Cited, which are copyrighted materials; however, since we use a small percent of published sources and all of the materials in the course reader are used in class, the cost is less than half what a typical MLA manual and course reader would cost students. The impact has been positive since it is much more affordable than typical college classes, the students improve rapidly, and the class tends to have high retention and pass rates.
- I used OER for POSC 121. I had about 75 students enrolled fall 2019. Instead of them spending \$85 on a book, they spent zero, collectively saving \$6375 for students this semester.
- Less financial burden.
- Less money they have to spend-
- Positive Impact - Reduced cost or zero cost book. Negative Impact - My courses are algebra and I think that students with free online access are NOT reading or using or benefiting from the free online book as much compared to the days when a I required a purchased textbook.
- Positive impact; students appreciate not having added cost of textbooks.
- Saved students money, able to use free resources to teach counseling 110 (career decision making) and counseling 150 (transfer success).
- Saves money
- Students have learned to navigate the necessary websites in order to obtain the necessary information. They were grateful that no \$46 ebook was required.

- Students save by not having to purchase a textbook. The response has been positive. Students are able to start work immediately without waiting for a textbook voucher to clear or financial aid to be distributed. It makes for less stress for the students.
- The impact to the students is related to the cost, its cheaper and easier for the students to acquire.
- The new low cost materials used and developed by the ESL department have been very popular among the students. I noticed that almost all students have the texts now that they are cheap.
- They appreciate it! No more \$200 for books they won't use!
- They are happy about the costs as long as the online resources are adequate. Some are, some aren't.
- They are happy they do not need to buy a text. Many of my students are Low-Level English speakers and readers. A text in English does little for them.
- They don't buy the book

Did not describe impact

- All my classes have low cost books [not text book but novels or self-help/information books] and all packets and activities are online
- Most of the assignments (e.g. class worksheets, assessments, etc) I use for my students are from a No-Cost resources or assignments I create. I am planning on moving to an OER text book soon.
- NA
- No comment
- The classes that have ZTCs have *always* had ZTCs, so there is no way to really gauge an effect.
- This is something I am starting to do in Spring 2020 so the impact is unknown
- To answer precisely, . . . although I do include some no-cost "text" materials in ALL of my courses, it is unfortunately not possible for all of my materials to be free. In order to provide my students global, diverse, and equity-oriented perspectives, it is not really possible to steer clear of copyrighted materials.
- To be clear, I've only used some public domain resources which I've had to adapt.
- Yes, students in our Ford ASSET program are not required to purchase text books.

No impact

- Frankly, we haven't seen a lot of impact. A lot of students still do not access the book despite it being free and readily available online.
- Honestly, I don't really know for sure. I do see that students tend to have the materials earlier in the semester, but after the first few of weeks, I haven't really noticed a difference. Though, I would assume that low-/no-cost textbooks fit into their budgets better.
- No discernible impact
- No impact on student learning. Students appreciate not having to purchase textbooks.
- Not sure of the impact. I don't think students are purchasing the textbooks in the other courses so I don't see a big difference

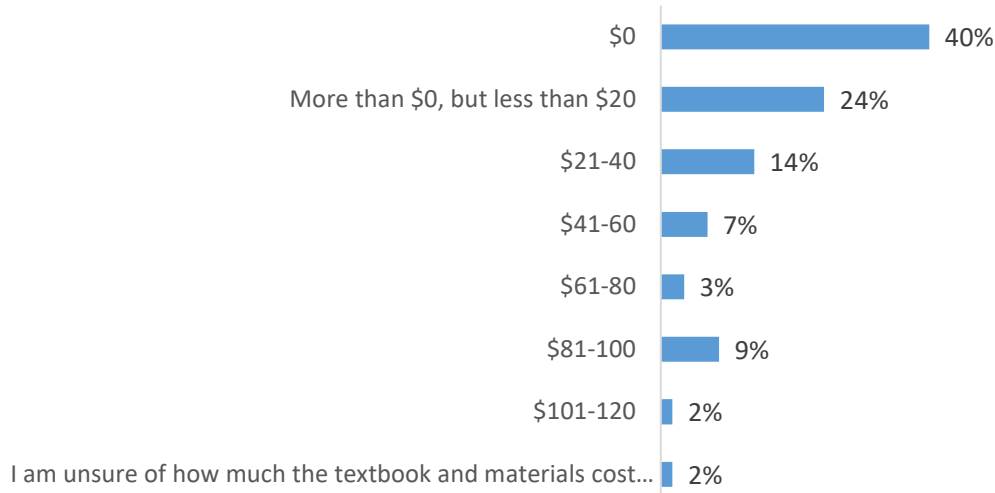
Negative impact

- I find that the course where a text is not required to be purchased by students and the materials are provided for free is the least successful of my classes in terms of retention and success.

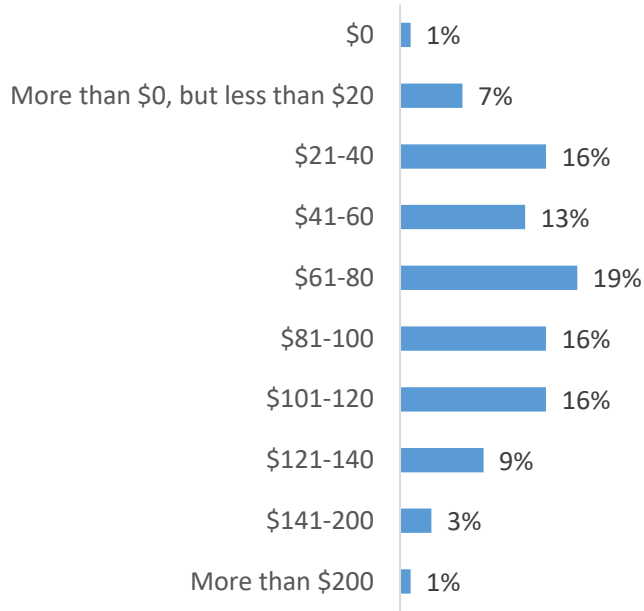
Positive Impact

- Love it. Much more current information
- Yes - it took a few semester to get students to use the book - and it took a while for me to adapt to the book - so now I (and the book) are on the same page and my students are doing very well!!

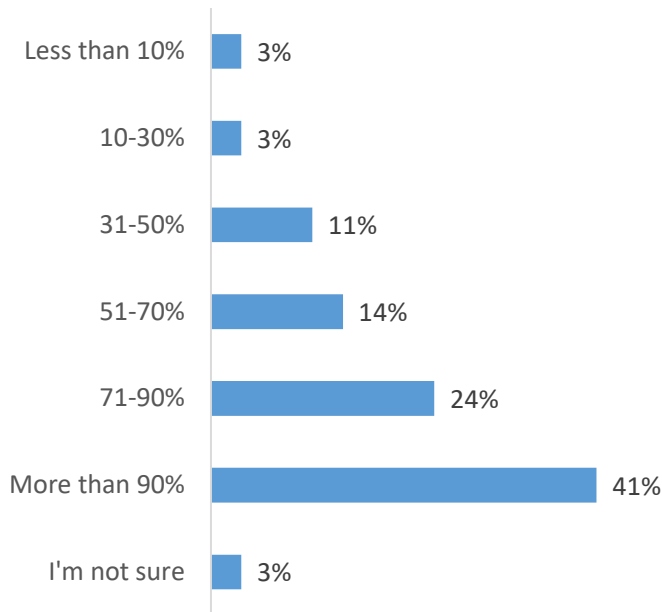
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=58)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=90)

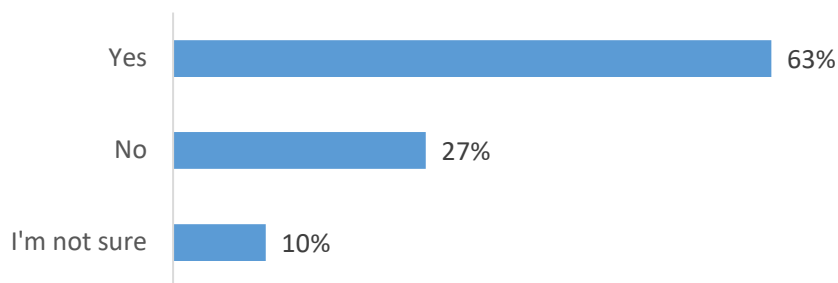


In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=92)



Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=112)

The majority of respondents (63%) indicated they make low-cost options for course materials available to students.



If you currently make low-cost options for course materials available to your students, please describe those low-cost course materials. (n=68)

Older Text/Materials

- Older text books are kept or text books from different publishers in a book rack where students borrow them.
- Older text books are kept or text books from different publishers in a book rack where students borrow them.
- Used textbooks from online resources, not just the bookstore.
- I use the same text so they can find them online for about \$20..... other classes I have not used a text and utilized sites and articles the can get on line
- Recycled notebooks, highlighters, packets versus text, referral to HTC for alternative media and computer support.
- Acquire older edition of the textbook. Several copies of textbook available in the library and in the STEM center.
- I indicate which past editions are still relevant and inform students where they can find them on used book websites. Usually, they can get a \$200 book for \$40. Some students have found the pdf's online for free.
- Using older editions of textbooks that have minimal changes.
- Students purchase an old edition that they can find for about \$20 or less
- I will allow students to use an older edition of the text, which is significantly cheaper.
- Older editions of texts accepted and copies on hold in lrc
- I am usually fine with students using old editions of books. Also, *none* of my classes require books over \$60.
- Allow use of previous editions

Library

- My novels are the only materials that are not OER and I provide instructions for students to acquire the book at the County Library. I also have students donate their books at the end of each term for next semester's students to borrow for free.
- Students are able to borrow graphing calculators from the library, or from me in the classroom so they don't have to buy one. Instead of a textbook I use a workbook that is printed by the bookstore and sold for printing costs and the bookstore's markup only.
- Film streaming, library resources including textbooks, reading materials
 - links to articles online
 - printed articles
- Textbooks in the library, my own materials and books they can borrow.
- Books on reserve in library, old editions, etc.
- We have a lending library from where students can use the textbook.

- Any costs associated with my class involve one non-fiction or fiction book. I list that book as a required text on my syllabus and ensure it's available for purchase in the bookstore, but I also ensure that students can access the text from a library copy, an online PDF (when available), and/or a "loaner" copy that I purchase and give to them for free.
- The course reader I created is lower cost than typical course readers and MLA manuals for college composition courses. I also have extra copies in the library for students to check out if they can't afford to purchase the course reader for the first week or two.
- Free textbook copies on reserve. Students can use older editions purchased online.
- Library reserve, personal loaner copies
- calculator loans from lrc
- Through the library reserve.
- Textbook available in the library.
- Course book on reserve. I also have a few copies of the text book I let students struggling financially borrow for the semester.

Digital Copies/Online

- The packets we use with all class activities are available for students to access and print their own copies.
- I provide the students with the links for the free links for the assigned book. Also, I use screen-O matic to record the audios for the students and use other methods to assist the students learn and acquire the required information.
- Digital alternatives
- I offer the option to buy the online text as opposed to the hard copy which is much cheaper. But I am interested in OER exclusively.
- activity packets online for free, most readers can easily be found in library or in used bookstores
- The Activity packets are on line. this is the major part of their class.
- All student workbooks are available for students on Canvas.
- The ability to review PowerPoints supplied by the publisher on Canvas. The ability to view additional material if available on the publishers website. Online videos created and openly available by companies or manufactures of products or technology covered in class.
- Students can acquire the textbook in E-book or LL paper options.
- I point them to websites that offer textbook and software for less money.
- Digital rather than paper textbooks
- waiver of fees for online text
- All readings are made available online or printed copies.
- Instead of using text books, we create a collection of documents that can be accessed online through websites or by downloading files from canvas.
- I provide students with PDFs of supplemental texts and make videos that are free for them to use.
- etext is lower cost than regular.

School/Department Sponsored

- The new ESL courses at Cuyamaca College provide self-made packets for less than \$10.00 at the bookstore.
- The math department has calculators that we bring to every class so that students can check them out and practice with them during class.
- Our textbook is available free online in multiple formats. Supplemental articles are always made available free online to my students.
- We replaced the workbook with teacher-built worksheets so students don't have to buy the accompanying writing book.
- I provide free access codes to my online text for students who cannot afford the text.

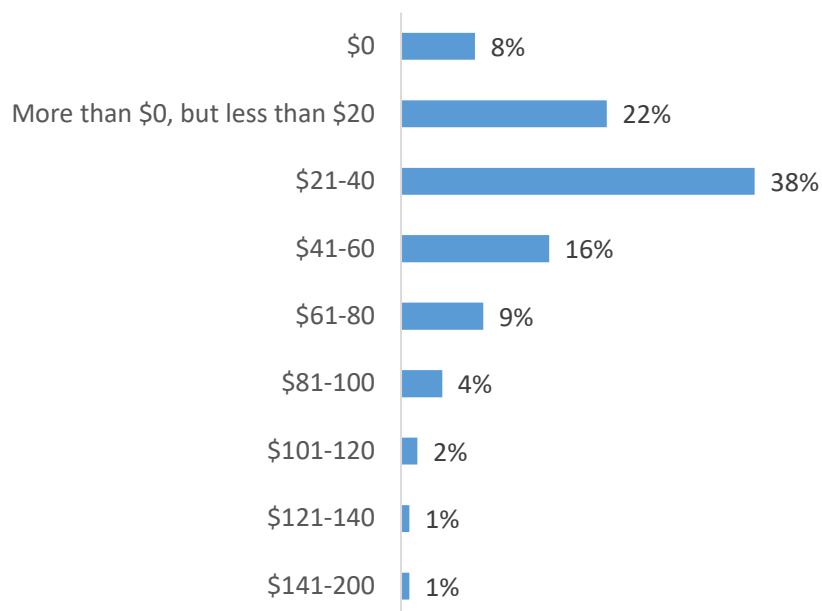
- bookstore packet @\$6 texts \$10-20
- Low-cost books and faculty produced curriculum packets
- packets for course Xerox. Text is a fiction book which is low cost
- I have some course packets for some of my courses that cost around \$5.00.
- I let students borrow graphing calculators from the math department in some of the math classes such as Math 180, 176, 281 during the class session provided that they provide their student ID
- In the math department, we have several reserved sets of calculators that the instructors can check out for their classes. For my Statistics class, I can check out a set for my students to use during class. If they need calculators outside of class, they can check them out at the STEM tutoring desk. Many math instructors check these calculators out for their classes.
- Students can check out a calculator with an school ID from the library for the semester and for the day in the STEM center. So if they can't afford to buy a calculator the school is there for financial assistance. The software I use is \$40 a student includes all ebook material as well as access to homework assignments .. as well as my power points on canvas
- We have calculators the students can check out from the library or STEM Center. In addition, the instructor can bring in calculators for the students.
- Calculators, printed materials when necessary, use of my stats software during office hours
- We supply calculators for student use.
- DSPS High Tech Center checks out equipment to students on a semester by semester basis.
- readings and handouts
- Yes, Precalc is a zero cost book, but NO low cost option on the Graphing calculator (most already have one anyway)
- non graphing calculators, quadrille notebooks
- As described above. [My classes require students to buy a standard mass-market paperback book, not a book published by a textbook company, and a packet of materials created by our department. The impact has been that students generally get the materials much sooner because they do not have to wait for their financial aid to come through. Also, the materials are much better suited to the unique population that we teach and what they need to know to be successful in their future academic work.]

Other

- No materials required.
- Software development tools
- calculators
- My classes do not require extra materials.
- I encourage them to rent the books, which most do. I also allow them to search the essays we read from the book on the internet instead of using an actual text; about 25% do that, and the majority of the rest rent the text.

What do you consider “low-cost” for your discipline? (n=114)

Approximately 83% of respondents indicated they consider “low-cost” materials for their discipline to be \$60 or less, and 68% indicated they consider “low-cost” to be \$40 or less.



What challenges do you anticipate (or have you experienced) in implementing OER, ZTC, and/or No-Cost course materials?

Copyrights/Departments

- Copy Right violations. It is important to pay publishers and authors.
- I would love for my novels to be OER, but I know that won't be possible.
- Not being allowed to duplicate packets for students at duplicating at the college.
- Approval by dept curriculum committee
- Copyright
- I teach mostly writing courses, and the only challenge is getting class sets of novels (when applicable). Very occasionally, I'll teach a literature course, and I'm very deliberately moving away from costly anthologies toward just scanning and posting the assigned texts on Canvas (legally or not), and/or offering them as handouts.
- Quality materials are typically copyrighted, and copyrighted materials cost money since authors deserve to be compensated for their work. Therefore, there is a challenge in finding quality materials that are lower cost without compromising quality or breaking copyright laws.

Updated/Quality Materials

- Making sure the students have the current materials and not the out-of-date materials.
- The OER books are not well developed and not well written. There is also not much selection
- I've done quite a bit of 'hunting' for OER, ZTC, No-cost materials. In my searches, I've not found an adequate ZTC for my subject area. In terms of OER, I've found that for my subject area it also does not provide good quality comprehensive materials. While I have had some luck finding some older materials, it is especially difficult to find current/contemporary materials this way (which are usually of greatest interest to the students). Even the older/classics materials often require heavy adaptation on my part as the (older) translations of the classics are often too challenging/dated for the students. Furthermore, the course requires a wide breadth of materials from different cultures and times, much of which is copyrighted. One more point on this, looking for and adapting OER materials is a tall order for a part-timer. As it is, I feel I put in far more effort than is warranted by my pay.

While I choose to live with that, it is yet a whole other thing to now put more time and energy into adapting OER materials, or creating No-Cost materials. In short, as it stands right now it seems impractical and not in-line with the course outcomes to strictly use OER, ZTC, and No-Cost course materials. The quality and breath is just not there.

- Finding high quality materials. Many of the OER and no-cost materials have a lot of errors in them.
- Not having supplemental simulated software/assignments similar to ones that come with our McGraw Hill products. Another concern is not enough material for testing and assessment.
- The materials may not have the information needed to meet discipline requirements.
- I'm concerned these materials may not be the same (different editions etc.) if students get them from different sources.
- limited resources
- Finding OER textbooks for my discipline. I have found a resource for lab work which is free so students don't have to buy lab books.
- Finding quality materials that adequately explain concepts and contain all the topics required for the class
- Meeting the textbook course outline requirement.
- Quality of materials, especially good tutorials, are hard to find.
- Quality issues
- The quality of curriculum that some of the faculty create is disappointing.
- Online homework! Our calculus sequence uses Cengage, which runs WebAssign online homework. Linear Algebra used to use Pearson which runs MyMathLab. We switched to an OER linear algebra, but the available online homework (MyOpenMath) was virtually useless to us. We've made due, but we're going to have to develop a lot of materials ourselves. The calculus text is coming out with a new edition starting in the fall, and we'll probably look elsewhere so we can use OER. MyOpenMath is probably better for Calculus, but we have to investigate further.
- cheap material
- -Availability of comprehensive OERs that are textbook (as opposed to a collection of materials) - Quiz questions for OERs - Lecture slides for OERs
- Keeping all materials current
- quality not as good as a regular textbook
- The quality of OER, etc. seems to vary widely. Sorting through the good vs. bad materials is a full-time endeavor.
- Texts suitable for courses not available for free. They are low cost and also in library on campus
- There are many challenges but the hardest is that the materials will disappear or the providers of the link will charge for the access.
- In teaching piano, it is imperative to have the text book that I use. It is available to rent, buy new or buy used. Buying new is usually around \$35 while renting or buying used runs about \$20-\$25.
- inconsistency

Instructor/Student Burden

- I have wasted hours/days/weeks online in search of usable OER materials, but have so far been unable to find significant chunks of quality worthwhile materials that are usable without unseemly amounts of reworking. It is easier and less time-consuming to produce my own materials, but I don't really have time and opportunity to produce more than a fraction of what I would need to eliminate most costs for my students.
- Tremendous amount of Faculty time devoted to restructuring the course. This is especially burdensome for the adjunct faculty.
- I am used to having a full-service textbook and online homework system that is fully integrated. I have found a combination of online homework and an OER text that is working, but it takes more work on my end to get what I want my students to have.

- Time. It took me a lot of time to find the OER materials that best fit my class. And even then it was not a perfect fit. With every new textbook, it takes the teacher a lot of time before and throughout the first semester to implement these new materials.
- I find that I need to create quizzes on the material to encourage students to review the material, even if its free.
- Additional work and expense needed on my part.
- As an adjunct faculty, I have spent many, many hours taking workshops, meeting with librarians and technology experts, and researching on my own to find appropriate teaching and learning materials, as well as putting the classes together that I am not paid for. My time is valuable, however, my colleges often don't support the work I do, on my own, to increase student success in my classes.
- It is hard to anticipate challenges because I am not familiar with these resources. I recently got hired and am finishing my first semester. I was not aware of these resources.
- The information from the state is confusing as to what qualifies, and how to report. Time needed to explore and give a thorough review. I don't believe writing something is feasible in my discipline. OER proponents have said, "afterall, we are the experts, we should be able to write the textbook". I know in sciences, that is not so easy.
- Finding suitable texts that meet the needs of our curriculum
- Time, quality, maintenance.
- Some students need print materials. Printing formats don't always work once downloaded or printing is expensive and required many pages.
- Locating materials that are as comprehensive as one textbook.
- Not sure where to look for resources
- The OER is good but it can be frustrating looking for, and then at articles or classes, only to find it doesn't work.
- Finding the time to put together a comprehensive course without the use of texts. It will require quite a bit of time, which I usually don't have.
- finding ESL materials, In addition they will probably need to be printed out for ESL students who have limited computer skills. We work in the texts during class, so they need a copy.
- One challenge has been in collecting OER materials. In one of our courses, we were able to find a free online text, which made it easy on our end. For my other course, there were no OER books that were completely compatible with the course, which created more work for me. I think the hard work has paid off though. One challenge that I foresee in the future is making sure that our materials are current (i.e., data and guidelines).
- I would have to reformat my assignments and tests
- The cost to print the materials for the students. Even if we print and sell in the bookstore, they raise the price so much so that it might still be unreasonable. If we do not require they purchase a printed version, they often will not have the needed materials in class.
- Technical difficulties that I have no control over.
- Testing material - it takes me a long time to write good questions and most of the publisher generated material is already published online so it is not worth much.
- Time to research quality and accessible materials.
- In order to master a language, much repetition and practice is required. Language instructors rely on homework systems that include readings, writing practices, cultural videos from different countries, voice recording activities, and listening comprehension sections. All work students complete in these systems is submitted and received by the instructor who is able to then assign a grade. I have searched in different OER platforms that offer different text equivalents, but none of them offers a system for the students to practice. The challenge is not on creating reading and writing activities for the students, but on creating videos to cover the cultural aspect of the class and finding the technological resources to create activities in different modalities that students can submit for a grade.
- Instructor takes on all of the responsibilities that had been handled by the publisher.

- I have been exploring OER material. The challenge I have come across is finding material that relates to the student population I work with. Also with so much material on the websites, I find myself spending a lot of my own time doing research and redesigning some material to fit my students/class.
- Student access to the materials and understanding of what those materials actually are. I have helped students trying to find their textbooks because they did not understand that the textbooks were only available as an eBook/electronic format. Not all of our students can easily access an eBook/electronic format. Some students still need a print version to use because they have a harder time with an electronic version.
- Studies have demonstrated that greater retention occurs with print texts and strategies like annotation. Some subjects do not have any OER or good OER course materials to assign.
- Just getting more familiar with free resources and websites to use in place of text books.
- Needing to out materials on CANVAS
- It can be difficult for students to access everything. And some students want hard copies, so having print alternatives is important as well.
- Students hated it.

No Challenges

- None. I have been doing this for years and have not had any hitches. Actually it has only improved over the years because better options are available and they are updated more frequently.
- No challenges. Original course content needs to be slightly modified to support No-Cost option.
- None
- None
- None
- None yet. I include in my Canvas shell many resources I have made (videos, etc.) or gathered.

Did not describe challenge

- The OER push has anti-book and even anti-intellectual thrust to it that is deeply problematic. The issue is cost across the board. Attempts to make everything free are gimmicky and miss the larger point, which is to make things more affordable.
- The bookstore
- The entire idea of OER is to reduce or eliminate textbook costs, while we all agree that textbooks are too expensive, they are a part of being enrolled in a college class. Without textbooks, we are short-changing the full learning experience of our students. I am not in favor of multiple required textbooks as in years past, one is enough. In addition, it seems that students have money for other luxuries such as expensive autos and electronic devices, but not textbooks, puzzling.

Not Applicable

- Have not taken the time to research/explore these materials and also am happy with the quality of course materials used in my course.
- I have not implemented it for textbooks, it is just for calculators
- I don't know.
- N/A
- Not sure
- N/A
- NA
- n/a
- Not sure!
- I'm not familiar with this.

Student Incentive

- Potential for students to not take materials seriously since there is little or no cost for them.
- It appears, in my experience, that when students do not purchase materials or a text there is less incentive to finish the course. If you fail to complete the course you have only lost the cost of the class IF you had to pay for it. This has been my experience with the course with no required materials or text required when I compare it to the other courses where materials and a text are required.

Other

- Perhaps students don't utilize them outside class..... and no physical connection to the paper copies....
- All online
- Real-time feedback on problems and calculations.
- It is dependent on publisher

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course materials?

Compensation/Acknowledgement

- Pay us to develop - author content.
- Release time to write supplemental chapter and/or supplemental pages and/or page revisions. For example, a precalc class in Texas does not cover the same thing as precalc in CA. I am currently looking at an OER Precalc from another state, but it is based on what they need in Texas and is missing chapters that I would need for CA curric requirements. So do I go with a publisher text that has everything I need or the OER book that does not have everything I need
- For one, as mentioned above, pay part-timers more so they are motivated and adequately compensated to look for and adapt such materials. Also, I've learned over the years that the B&N Cuyamaca bookstore prices are far higher than what is available elsewhere. I typically advice my students NOT to shop there. I also encourage them to get the electronic versions as they are cheaper. Maybe the community colleges should create their own system for creating good quality materials (as they did with Canvas). Lastly, I always put some copies of the various books required on reserves. I always wish I had the money to buy more copies. Could the college help out with that?
- For students: Free student tickets/passes to local museums. For faculty: Honorarium, supplemental pay for transferring course work onto OER's.
- Funding to develop materials
- It would be nice if faculty were given a tiny LED bump (like 1 lab hour) or maybe a little extra pay during that first semester an OER book is used. Then they would feel compensated financially for the amount of extra time and energy they are putting into the course.
- reimbursement for expense needed.
- Money! Recognition. A thank you?! I have found the librarians and technology exerts to be very helpful.
- I feel supported.
- paid hours for faculty to develop or collaborate to research and develop our own curriculum. We need time to conduct the research and compare. We need more assistance from the Library (something like Mesa College has developed).
- I have been wanting to look into current OER materials, but since this is so time-consuming it would be good to get some kind of stipend or reassigned time to do this.
- Offer pd hours for compiling materials.
- Funding for faculty to develop curriculum packets

- It takes time and resources for faculty to develop quality materials and part-time faculty especially need to be paid when they are creating materials to be used by other faculty.
- Stipend for ZTC course creation. For some classes it involves a lot of work and hours.
- Grant money to purchase sets of books would be very helpful.
- Offer a stipend for the extra time
- I could be paid to investigate or create low or no cost material.
- Reassign time to write OER with ASCCC support. For example, I secured an ASCCC OERI grant for \$20,000 to write OER textbook for POSC 170. I am doing this on top of my normal load. I am sure the ASCCC would be supportive of RFPs that mention funding from my home college in form of re-assign time to write OER.
- Maybe getting together with English or other faculty to produce materials for open sourced books - like release time to develop OER for students. We all do it but it take so much time compared to publisher generated content.
- Right now, I am in search of a homework system that can provides the technology needed for language classes and can be integrated to Canvas. In the future, when I find it, I will need assistance on adding the LTI to Canvas and I might need some budget.
- Faculty should be paid extra for taking on the added responsibility. The set-up and individual course design requires extensive work to individualize the container. Material in the course must be updated each semester. Students in the class thousands of dollars, collectively. The college boosts enrollment. The additional work that benefits the students and the college should be compensated.

Resources/Training

- The most helpful support would be assistance in lowering and keeping down costs for my students. At present, I can't see how costs for text materials could be altogether eliminated. A THOUGHT: If the District is really serious about lower costs for text materials, maybe we should get rid of Barnes and Noble and collaborate with other Districts to establish a non-profit, lower-price, bookstore consortium. Various times over many years, I have negotiated reduced-price, shrink-wrapped textbook bundles with a publisher only to discover that Barnes and Noble refused to honor the discount and charged the full retail price anyway! So much for that! ANOTHER THOUGHT: Maybe we could establish (or join) a consortium that could help faculty negotiate, compile and digitally distribute selected copyrighted materials at low cost. I realize that there are companies that already do this, but I haven't yet found one that was helpful in reducing costs. If, for example, I could obtain lower cost rights to just a few select chapters of one of my current textbooks, that would be wonderful.
- About 1 month before textbook orders are due, it would be great to have a professional development meeting with others that are teaching the same classes I will be teaching to look at and discuss the options that are available. Then, it would be great if we could cooperate on setting up the best system and make it available to all those who want to use it
- Let us know what is available as they learn about it, and not just for textbooks but course cartridges too.
- Packet or information when first hired. Workshops would be great also.
- An OER Coordinator to provide direction to faculty. A librarian dedicated to OER.
- Collaboration with other colleges to see what they are using.
- Finding what is available
- Workshop with info and example materials
- an example of the materials used in different disciplines
- Help find quality materials that adequately explain concepts and contain all the required course topics
- training on how to find resources applicable to my discipline
- Database per subject matter. I know Mesa College does that for the counseling classes. Librarian helped out together what various counselors were able to find and use.
- Websites, resources or training

- More administrative/clerical support with making text-based sources available to students, such as support with scanning and generating PDFs of documents that are longer than just a couple of pages. Barbara used to offer that, but she's retired now, and I'm unsure whether the college plans to continue offering the services that she used to offer.
- Sort through the OER and break it into subsections, so it isn't so overwhelming.
- assistance from librarian for finding and compiling appropriate materials- making sure I'm not breaking copyright laws
- Students could print materials and then leave for use in the department when no longer needed. I encourage students to share resources. Also making sure that the materials are Title V accessible and if not, helping us convert them.
- Provide information and resources to explore.
- Workshops on available OERs and the kinds of OER course materials that instructors can create and use apart from textbooks.
- If the college can make resources available to the students in the library such as textbooks ... they either borrow them as hard copies or provide them online through our library database
- A 8 day week schedule
- provide a list
- Free lecture notes rather than through the bookstore
- If the library or book store could have one or two editions of my text book that are available to "check out" for the semester, that would indeed be helpful.
- Information specific to my discipline.
- Agreements with research publications for free use. UCANR resources texts
- help with getting desk copies to look over.
- Have a profession development workshop on the subject.
- Maybe pre-filtering material by course content or providing some workshops for colleagues in the same discipline to share material/info. If possible creating a designated space (e.g. online link) for subject material used to be easily accessible.
- It would be great to be able to review text options for Art Appreciation for our courses.
- I think publishers/colleges should create site licenses for core texts like They Say/I Say.
- OER professional development A list of databases for OER by discipline

Access

- The college can provide the students with the 24 hours access to the free/ no charge learning materials and keep updating the site with latest educational resources.
- Supply hardcopies they can borrow as reference materials in a library it similar
- Pay for a set of books to be placed in the library for semester-long checkout by students.
- We need to be able to designate courses at "low cost" in addition to ZTC in the schedule.

Technology

- Better classroom technology..... and a program budget that would support the discipline to have a closet of supplies and manipulative a for students to utilize as they learn the subject matter and teaching techniques taught in the discipline.
- Helping faculty use CANVAS
- Create supplemental simulated software/assignments and enough material for testing and assessment.
- A bigger range of materials such as ebooks and LinkedIn Learning available.

Did not specify support

- I have been gather material through students.I have them research and find information from outside sources related to the material covered in class.
- Not sure!
- I don't know.
- Not sure
- Don't know of any
- None
- Nothing I can think of
- yes
- I provide many supplemental materials in all my courses. I do not need assistance exploring these options. I would like to hear if others have similar outcomes when a text is not required.
- I don't have a good answer for this. It's just going to take commitment on our part and carving out time from our schedules.

Department Approval

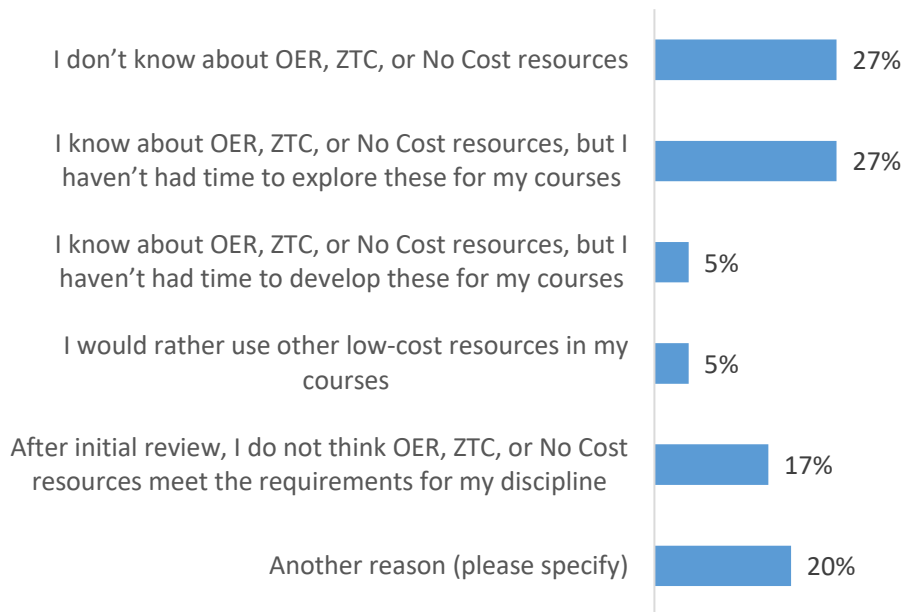
- Approval to switch the textbook which is 2013!

Not Applicable

- N/A
- n/a
- na
- NA
- None, it is a faculty decision

Why are you currently not using OER, ZTC, or No Cost? (n=60)

Respondents who indicated none of their courses are OER, ZTC, or No Cost were asked why they are not currently using these resources. Approximately 27% indicated they do not know about these resources, and another 27% indicated they know about these resources but haven't had time to explore these for their courses.



Other reasons respondents are not using these resources:

Practicality

- I don't think is practical to not have a book for CAD131 or 133 because Students have only 1 monitor and would be hard to split 1 monitor to have the digital version of the book plus the program they are learning.
- Current using books which also include online training and assessment from publisher. Don't know of any similar low or no cost options
- I have spent a lot of time trying to find good OER text books for my courses. They do not exist. I teach technology courses in Web technology. There are no available OER text books for this area or I would gladly use them
- When OER was new, I spent several hours scouring for sources which would work well for a college composition class, but everything I found was of poor quality and not worth teaching to my students. This may have changed since then, but I have not had time to look again at OER sources, which is why I currently use a lower cost course reader which combines instruction materials for improving writing, articles we use as models of effective writing, as well as sources in our arguments, and MLA manual information.

Not Applicable

- not required
- My library instruction does not require a text book.
- I work in the library and do not have any courses.
- Someone else in the department makes the textbook buying decisions
- Using low cost books and faculty produced curriculum packets
- I am currently working on implementing OER text into my future courses

Preference

- Prefer my current texts
- I create, update and print all of my own materials

Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=10)

Foundational Material Missing

- At this point, with limited research, it seems there are no good accounting resources that provide the necessary and timely feedback for students to effectively learn the rules, theories, and concepts involved to build a solid accounting foundation.
- But we use OER and ZTC for other sections that I don't teach right now. It's just for the beginning levels of language courses that we have to follow a systematic highly structured curriculum that can only be done through a series of textbooks that goes from beginning levels up to intermediate.
- I have not found OER or ZTC material that meets the needs of our CWS curriculum. Our curriculum is somewhat unique, covering Water & Wastewater treatment and Distribution protocols defined by Title 22 CCR and meeting AWWA standards and specifications.
- I viewed the sources out there but none really worked. The work available seemed too basic or confusing. I'd rather use other low cost resources.
- My classes have state required topics that textbooks best cover.

Outdated/Access

- What I found when I spent several hours looking through OER was really old, outdated information, which is why it didn't cost anything, as well as poorly written articles which were not effective models of strong writing, and articles which were not good sources with strong evidence and logical reasoning for my students to integrate into their own arguments.
- OER is more work and the resources may not be up to date or research based.
- I looked for ZTC books but have not found any through searching

Textbooks are better

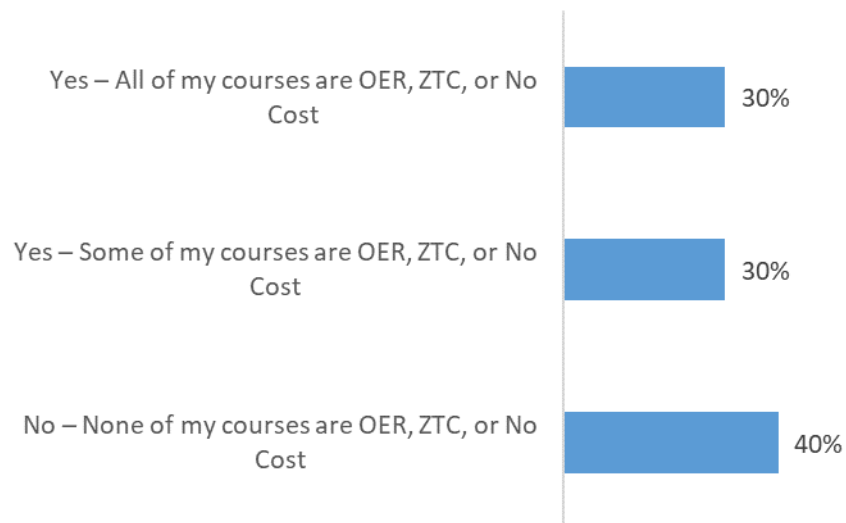
- In my discipline the open source textbooks are not as polished or user friendly as the ones that you pay for. I did implement them one semester and the students complained so much about the book that we ended up switching to a regular textbook partway through the semester. Since then I have kept tabs on the free materials, and they have improved, but are not yet good enough to replace the traditional textbooks. Additionally, since this is a relatively common course, students have very little trouble finding the current book for cheap (used or rented) or *free* (pirated)
- There is no useful open-source textbook/resource for my discipline. While I could cobble together web resources for my discipline, this would take a huge amount of time to develop and maintain. The resources would need to be curated and scaffolded, which is an important part of what a good textbook offers. A good textbook is also edited and often includes time-saving resources for teachers. My discipline evolves rapidly, so updating would be a huge responsibility.

Math Results

Does at least one of your classes require a textbook? (n=10)

Yes	80%	8
No	20%	2

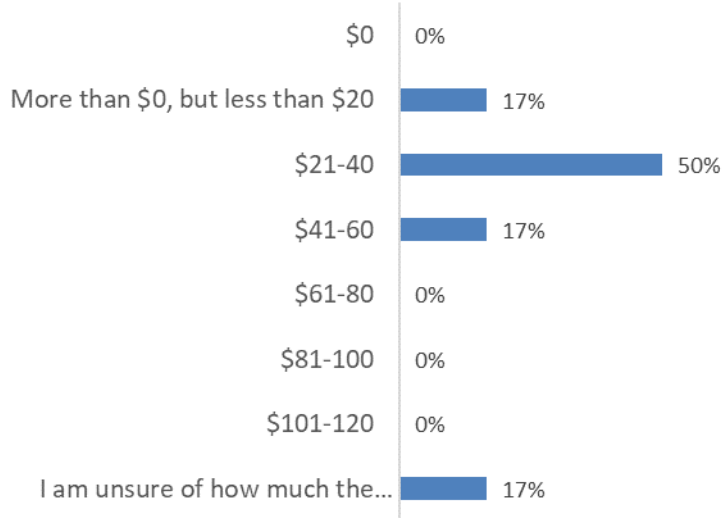
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=10)



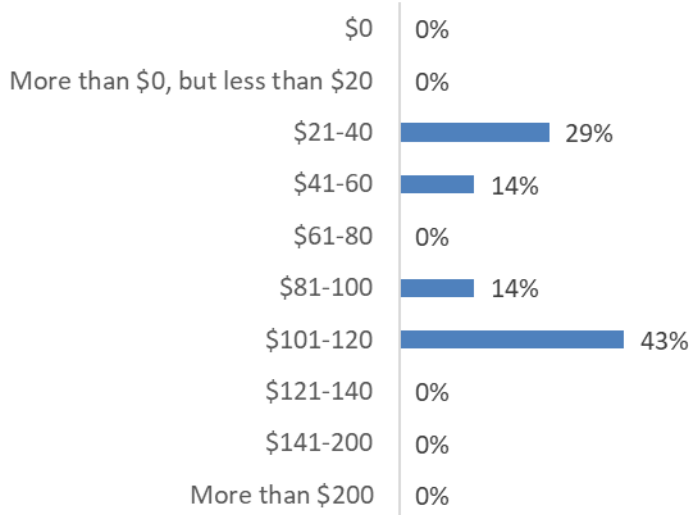
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Honestly, I don't really know for sure. I do see that students tend to have the materials earlier in the semester, but after the first few of weeks, I haven't really noticed a difference. Though, I would assume that low-/no-cost textbooks fit into their budgets better.
- Most importantly it allows them to start the class the first week. So often students don't have the ability to buy textbooks until 2 or 3 weeks after class starts. Not having the needed materials is a major stumbling block. Having low or no cost materials evens the playing field for all students - there is no longer a division between those who can afford the materials and those who can't.
- Positive Impact - Reduced cost or zero cost book. Negative Impact - My courses are algebra and I think that students with free online access are NOT reading or using or benefiting from the free online book as much compared to the days when I required a purchased textbook.
- Positive since they can typically start on Day 1.
- The biggest benefit is that ALL students have access to course materials on day 1 of class. In the past, financial aid/low-income students would struggle to buy the textbook and would fall behind in class while waiting for money from their next paycheck. This was a big equity issue. Now everyone has the same opportunities day 1.
- They have access to the materials on the first day of class; they do not have to wait until their financial aid comes through to get the materials

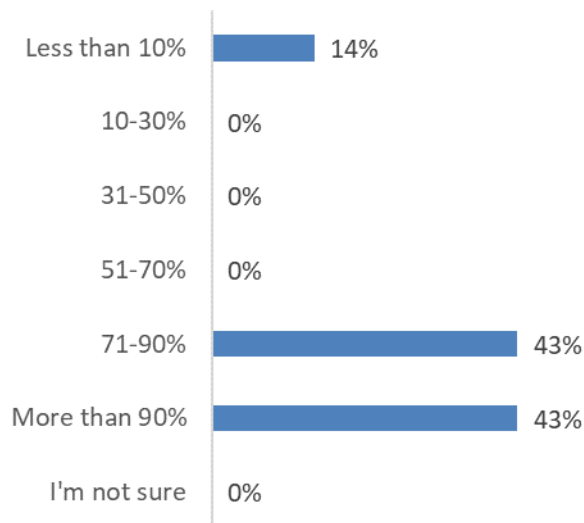
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=6)



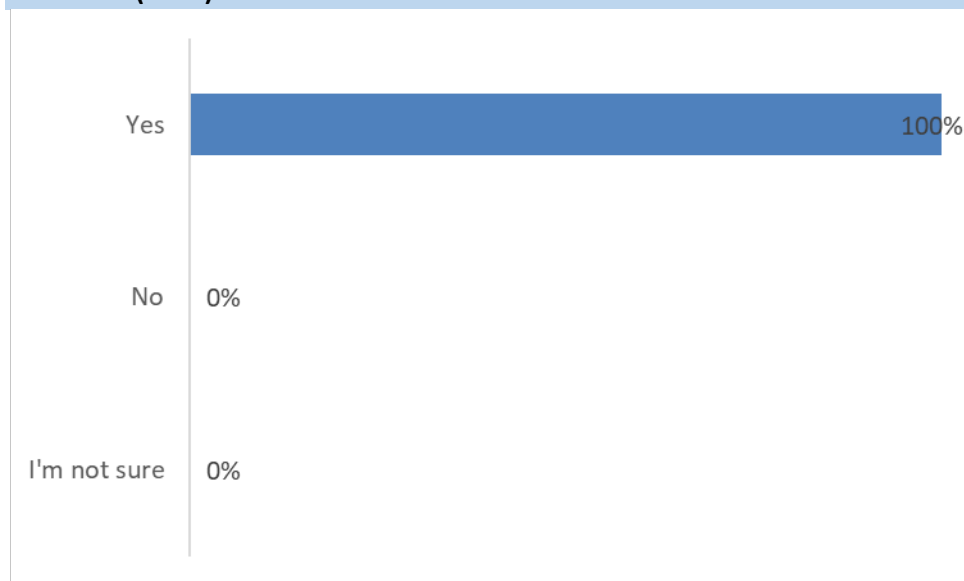
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=7)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=7)



Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=10)

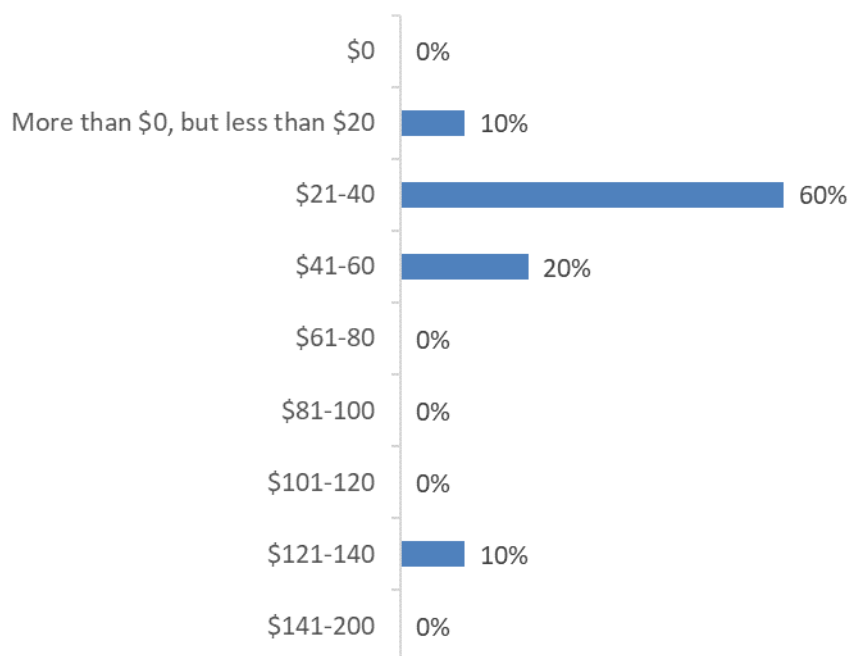


If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- calculator loans from Irc
- calculators
- Calculators, printed materials when necessary, use of my stats software during office hours
- I let students borrow graphing calculators from the math department in some of the math classes such as Math 180, 176, 281 during the class session provided that they provide their student ID
- In the math department, we have several reserved sets of calculators that the instructors can check out for their classes. For my Statistics class, I can check out a set for my students to use during class. If they need calculators outside of class, they can check them out at the STEM tutoring desk. Many math instructors check these calculators out for their classes.

- Students are able to borrow graphing calculators from the library, or from me in the classroom so they don't have to buy one. Instead of a textbook I use a workbook that is printed by the bookstore and sold for printing costs and the bookstore's markup only.
- Students can check out a calculator with an school ID from the library for the semester and for the day in the STEM center. So if they can't afford to buy a calculator the school is there for financial assistance. The software I use is \$40 a student includes all ebook material as well as access to homework assignments .. as well as my power points on canvas
- The math department has calculators that we bring to every class so that students can check them out and practice with them during class.
- We have calculators the students can check out from the library or STEM Center. In addition, the instructor can bring in calculators for the students.
- Yes, Precalc is a zero cost book, but NO low cost option on the Graphing calculator (most already have one anyway)

What do you consider "low-cost" for your discipline? (n=10)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

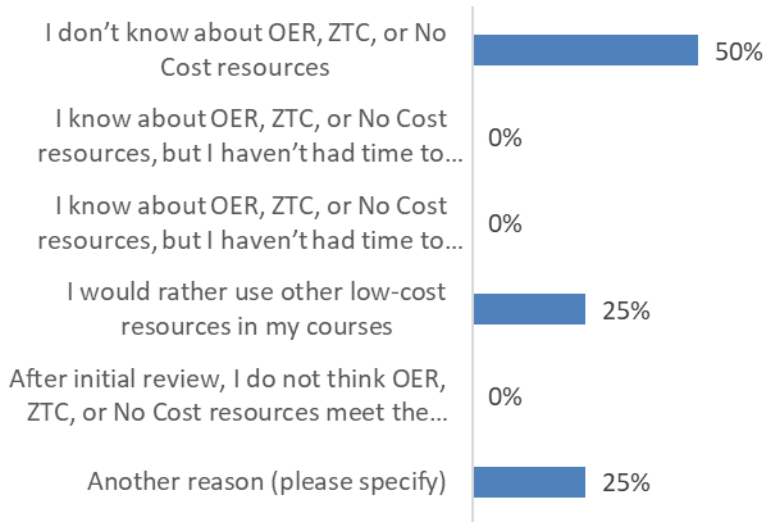
- cheap material
- I am used to having a full-service textbook and online homework system that is fully integrated. I have found a combination of online homework and an OER text that is working, but it takes more work on my end to get what I want my students to have.
- I have not implemented it for textbooks, it is just for calculators
- Online homework! Our calculus sequence uses Cengage, which runs WebAssign online homework. Linear Algebra used to use Pearson which runs MyMathLab. We switched to an OER linear algebra, but the available online homework (MyOpenMath) was virtually useless to us. We've made due, but we're going to have to develop a lot of materials ourselves. The calculus text is coming out with a new edition starting in the fall, and we'll probably look elsewhere so we can use OER. MyOpenMath is probably better for Calculus, but we have to investigate further.

- quality not as good as a regular textbook
- Technical difficulties that I have no control over.
- The cost to print the materials for the students. Even if we print and sell in the bookstore, they raise the price so much so that it might still be unreasonable. If we do not require they purchase a printed version, they often will not have the needed materials in class.
- The OER book are not well developed and not well written. There is also not much selection
- Time. It took me a lot of time to find the OER materials that best fit my class. And even then it was not a perfect fit. With every new textbook, it takes the teacher a lot of time before and throughout the first semester to implement these new materials.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- A 8 day week schedule
- About 1 month before textbook orders are due, it would be great to have a professional development meeting with others that are teaching the same classes I will be teaching to look at and discuss the options that are available. Then, it would be great if we could cooperate on setting up the best system and make it available to all those who want to use it
- Free lecture notes rather than through the bookstore
- I don't have a good answer for this. It's just going to take commitment on our part and carving out time from our schedules.
- If the college can make resources available to the students in the library such as textbooks ... they either borrow them as hard copies or provide them online through our library database
- It would be nice if faculty were given a tiny LED bump (like 1 lab hour) or maybe a little extra pay during that first semester an OER book is used. Then they would feel compensated financially for the amount of extra time and energy they are putting into the course.
- provide a list
- Release time to write supplemental chapter and/or supplemental pages and/or page revisions. For example, a precalc class in Texas does not cover the same thing as precalc in CA. I am currently looking at an OER Precalc from another state, but it is based on what they need in Texas and is missing chapters that I would need for CA curric requirements. So do I go with a publisher text that has everything I need or the ORE book that does not have everything I need

Why are you currently not using OER, ZTC, or No Cost? (n=4)



Other reasons respondents are not using these resources:

- not required

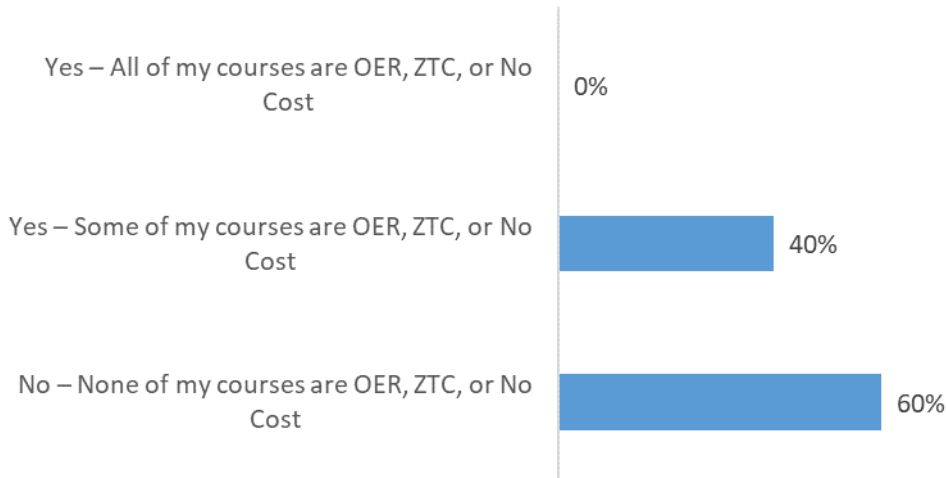
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Counseling Results

Does at least one of your classes require a textbook? (n=10)

Yes	90%	9
No	10%	1

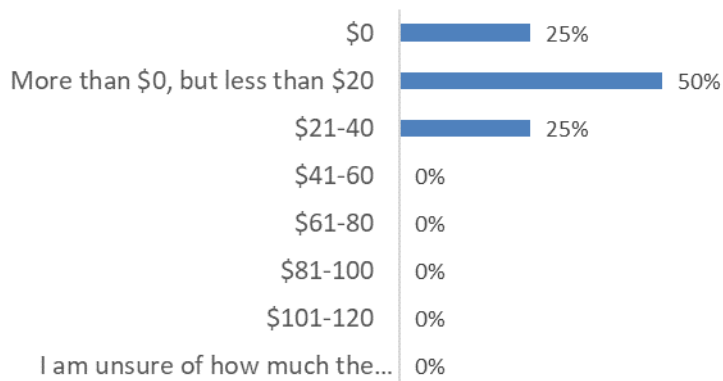
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=10)



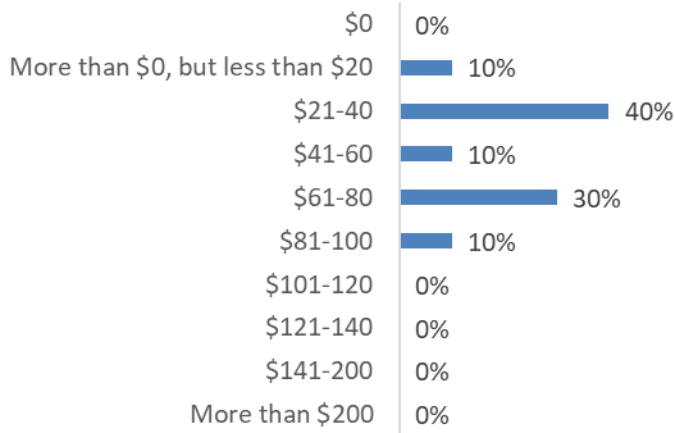
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Positive impact; students appreciate not having added cost of textbooks.
- Saved students money, able to use free resources to teach counseling 110 (career decision making) and counseling 150 (transfer success).
- Students have learned to navigate the necessary websites in order to obtain the necessary information. They were grateful that no \$46 ebook was required.

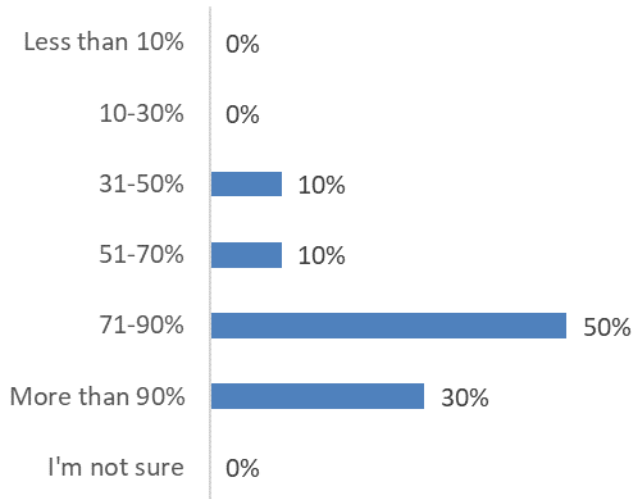
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=4)



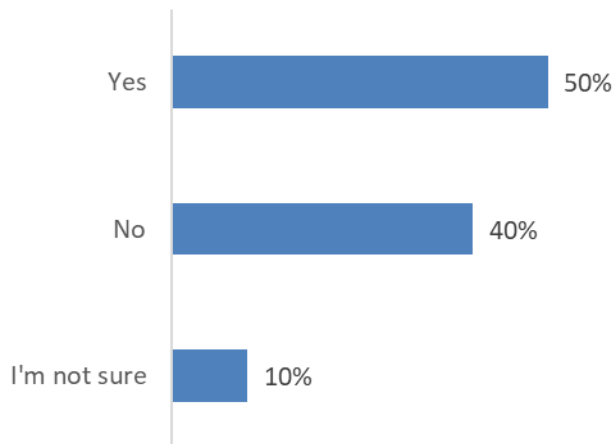
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=10)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=10)



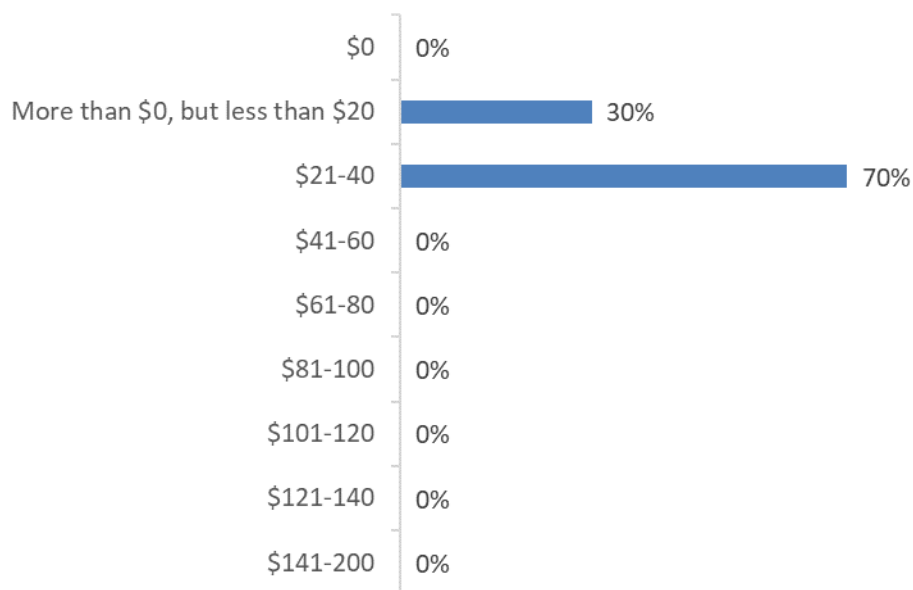
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=10)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- I provide free access codes to my online text for students who cannot afford the text.
- I will allow students to use an older edition of the text, which is significantly cheaper.
- waiver of fees for online text
- We have a lending library from where students can use the textbook.

What do you consider “low-cost” for your discipline? (n=10)



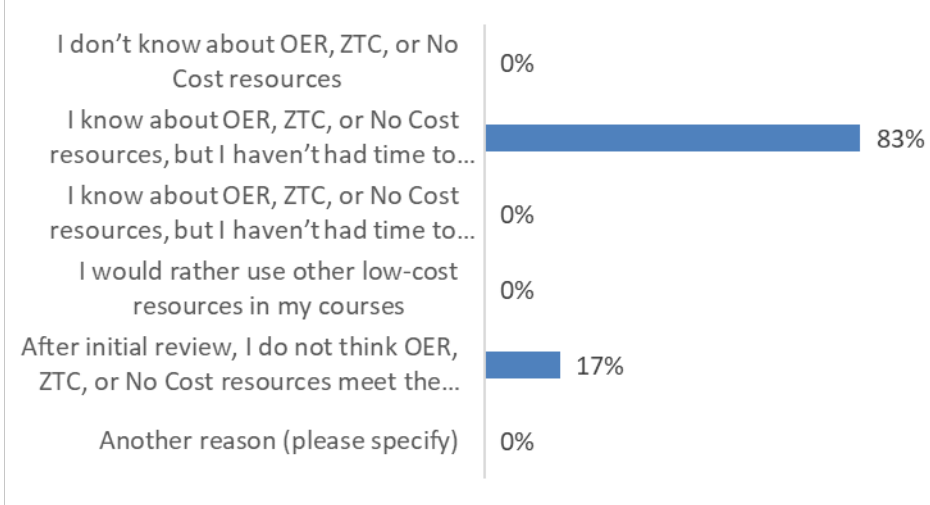
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Copyright
- Just getting more familiar with free resources and websites to use in place of text books.
- Locating materials that are as comprehensive as one textbook.
- Meeting the textbook course outline requirement.
- None
- Not sure where to look for resources
- Quality issues

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- an example of the materials used in different disciplines
- Database per subject matter. I know Mesa College does that for the counseling classes. Librarian helped out together what various counselors were able to find and use.
- None, it is a faculty decision
- paid hours for faculty to develop or collaborate to research and develop our own curriculum. We need time to conduct the research and compare. We need more assistance from the Library (something like Mesa College has developed).
- training on how to find resources applicable to my discipline
- Websites, resources or training

Why are you currently not using OER, ZTC, or No Cost? (n=6)



Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=1)

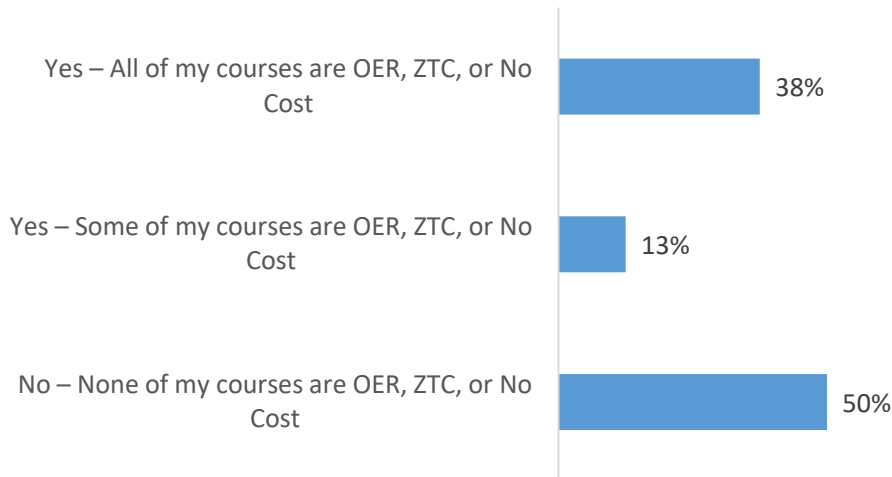
- OER is more work and the resources may not be up to date or research based

English As A Second Language Results

Does at least one of your classes require a textbook? (n=9)

Yes	56%	5
No	44%	4

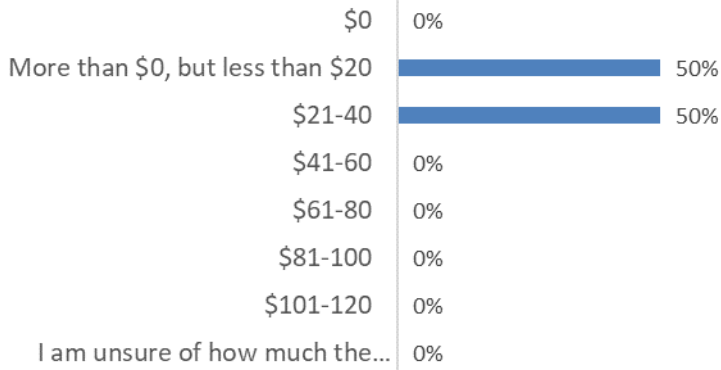
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=9)



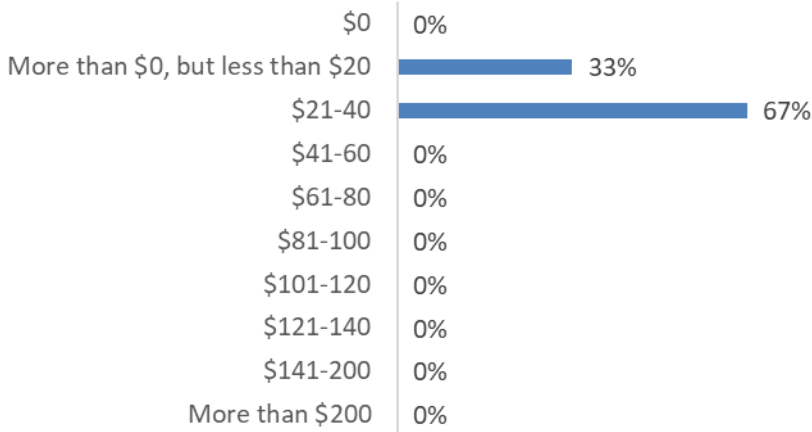
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- All my classes have low cost books [not text book but novels or self-help/information books] and all packets and activities are online
- My classes require students to buy a standard mass-market paperback book, not a book published by a textbook company, and a packet of materials created by our department. The impact has been that students generally get the materials much sooner because they do not have to wait for their financial aid to come through. Also, the materials are much better suited to the unique population that we teach and what they need to know to be successful in their future academic work.
- The impact of students have been great because every student has the opportunity to purchase the course supplies at the book store. No one is left behind.
- The new low cost materials used and developed by the ESL department have been very popular among the students. I noticed that almost all students have the texts now that they are cheap.
- They appreciate it! No more \$200 for books they won't use!

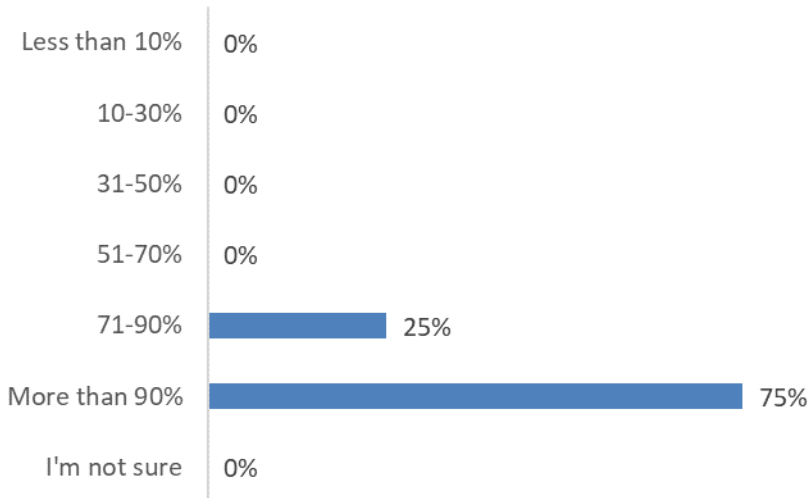
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=6)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=3)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=4)



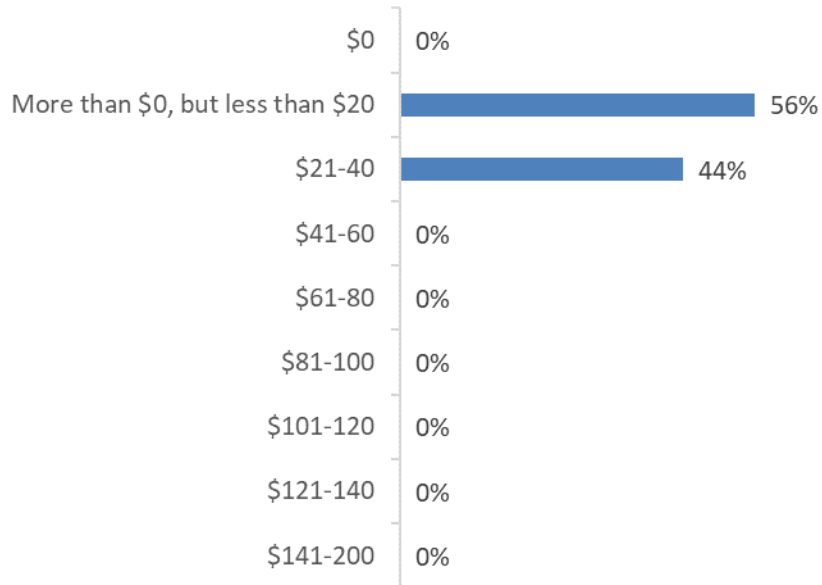
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=9)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- activity packets online for free, most readers can easily be found in library or in used bookstores
- All student workbooks are available for students on Canvas.
- As described above.
- bookstore packet @\$6 texts \$10-20
- Low-cost books and faculty produced curriculum packets
- packets for course Xerox. Text is a fiction book which is low cost
- The Activity packets are on line. this is the major part of their class.
- The new ESL courses at Cuyamaca College provide self-made packets for less than \$10.00 at the bookstore.
- The packets we use with all class activities are available for students to access and print their own copies.

What do you consider “low-cost” for your discipline? (n=9)



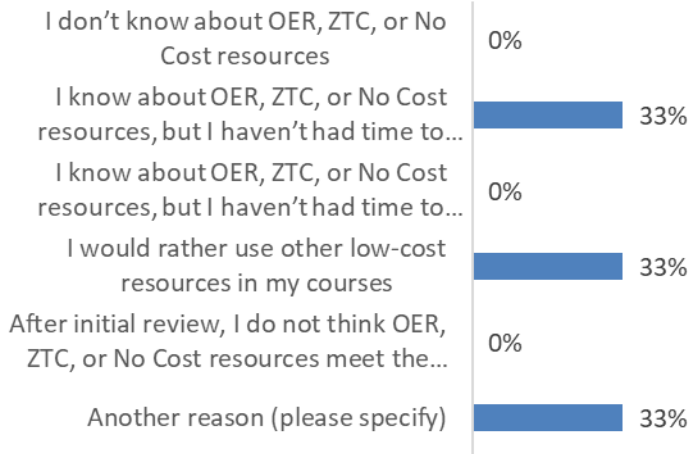
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- finding ESL materials, In addition they will probably need to be printed out for ESL students who have limited computer skills. We work in the texts during class, so they need a copy.
- n/a
- Needing to out materials on CANVAS
- None
- The bookstore
- The quality of curriculum that some of the faculty create is disappointing.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- assistance from librarian for finding and compiling appropriate materials- making sure I'm not breaking copyright laws
- Funding for faculty to develop curriculum packets
- Funding to develop materials
- Helping faculty use CANVAS
- It takes time and resources for faculty to develop quality materials and part-time faculty especially need to be paid when they are creating materials to be used by other faculty.
- N/A

Why are you currently not using OER, ZTC, or No Cost? (n=3)



Other reasons respondents are not using these resources:

- Using low cost books and faculty produced curriculum packets

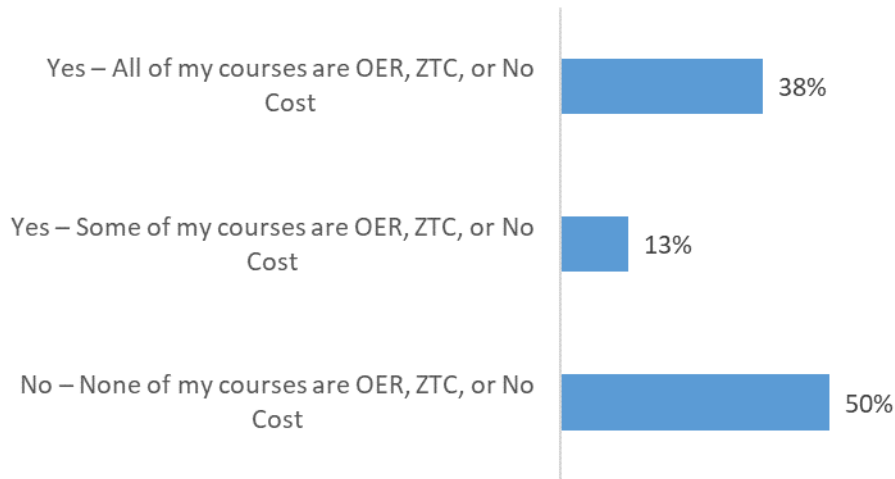
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

English Results

Does at least one of your classes require a textbook? (n=8)

Yes	50%	4
No	50%	4

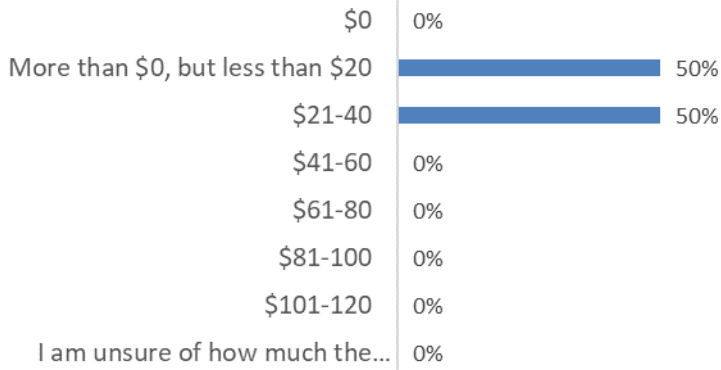
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=8)



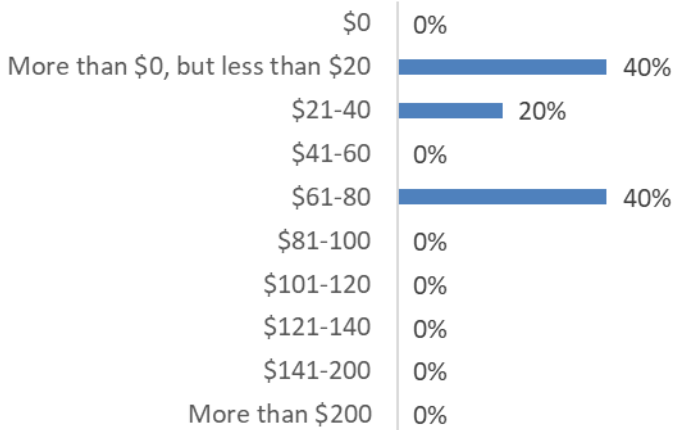
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- I am able to source high quality materials to teach my courses, and students express that they're grateful that there are no (or in some cases, very low) costs associated with my classes.
- I think overall it has been good and students appreciate that they don't have to spend a lot of money on a textbook. It can be difficult, however, for them to access some of the resources. I hope to get better with ZTC, as this is the first semester I've really tried it.
- I use a course reader published through XanEdu, which includes writing instruction, articles, and MLA formatting for papers, in-text citations, and Works Cited, which are copyrighted materials; however, since we use a small percent of published sources and all of the materials in the course reader are used in class, the cost is less than half what a typical MLA manual and course reader would cost students. The impact has been positive since it is much more affordable than typical college classes, the students improve rapidly, and the class tends to have high retention and pass rates.

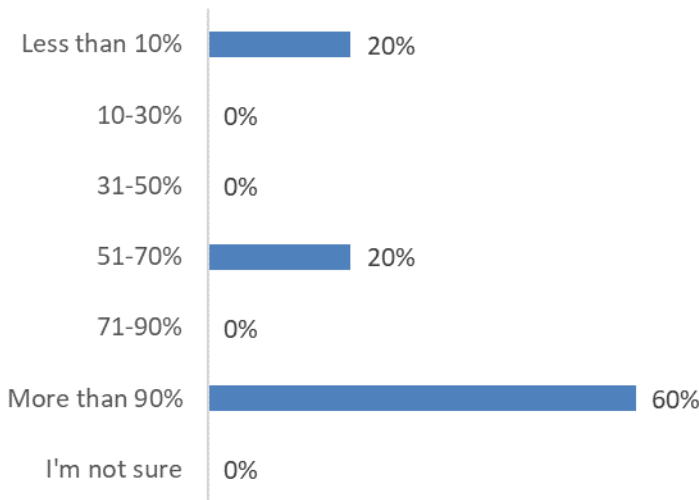
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=4)



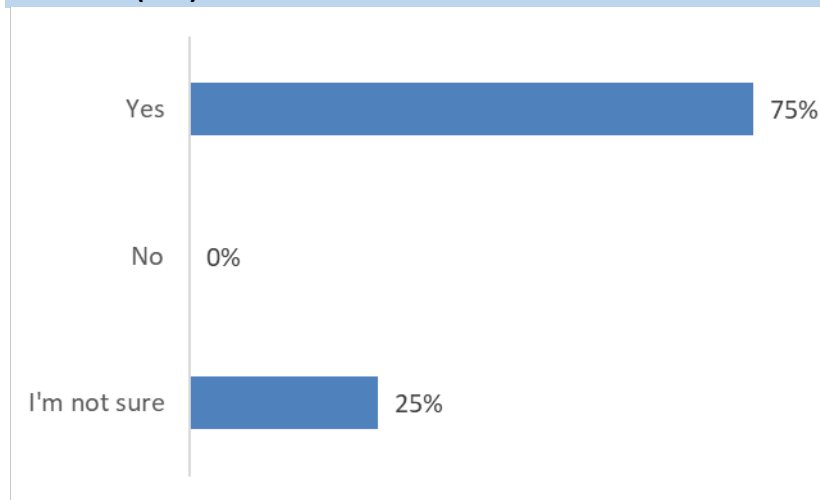
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=5)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=5)



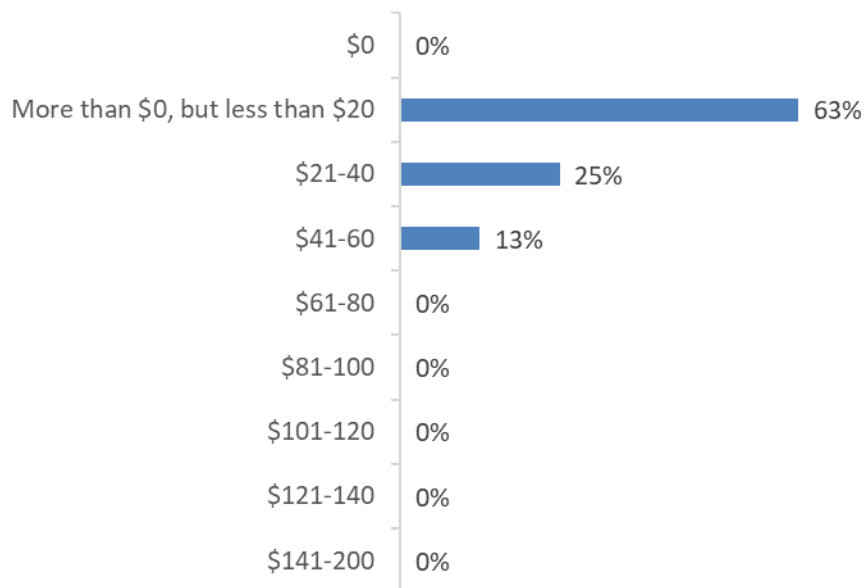
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=8)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- All readings are made available online or printed copies.
- Any costs associated with my class involve one non-fiction or fiction book. I list that book as a required text on my syllabus and ensure it's available for purchase in the bookstore, but I also ensure that students can access the text from a library copy, an online PDF (when available), and/or a "loaner" copy that I purchase and give to them for free.
- I encourage them to rent the books, which most do. I also allow them to search the essays we read from the book on the internet instead of using an actual text; about 25% do that, and the majority of the rest rent the text.
- My novels are the only materials that are not OER and I provide instructions for students to acquire the book at the County Library. I also have students donate their books at the end of each term for next semester's students to borrow for free.
- readings and handouts
- The course reader I created is lower cost than typical course readers and MLA manuals for college composition courses. I also have extra copies in the library for students to check out if they can't afford to purchase the course reader for the first week or two.

What do you consider “low-cost” for your discipline? (n=8)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

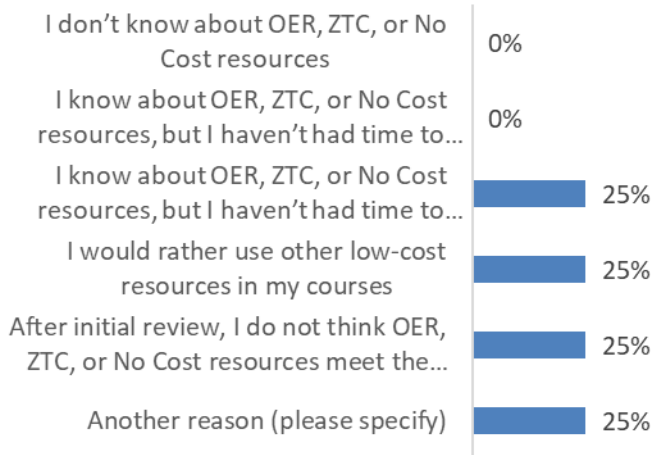
- Finding the time to put together a comprehensive course without the use of texts. It will require quite a bit of time, which I usually don't have.
- I teach mostly writing courses, and the only challenge is getting class sets of novels (when applicable). Very occasionally, I'll teach a literature course, and I'm very deliberately moving away from costly anthologies toward just scanning and posting the assigned texts on Canvas (legally or not), and/or offering them as handouts.
- I would love for my novels to be OER, but I know that won't be possible.
- It can be difficult for students to access everything. And some students want hard copies, so having print alternatives is important as well.
- Quality materials are typically copyrighted, and copyrighted materials cost money since authors deserve to be compensated for their work. Therefore, there is a challenge in finding quality materials that are lower cost without compromising quality or breaking copyright laws.
- The OER is good but it can be frustrating looking for, and then at articles or classes, only to find it doesn't work.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- I have been wanting to look into current OER materials, but since this is so time-consuming it would be good to get some kind of stipend or reassigned time to do this.
- I think publishers/colleges should create site licenses for core tests like They Say/I Say.
- More administrative/clerical support with making text-based sources available to students, such as support with scanning and generating PDFs of documents that are longer than just a couple of pages. Barbara used to offer that, but she's retired now, and I'm unsure whether the college plans to continue offering the services that she used to offer.
- OER professional development A list of databases for OER by discipline
- Offer pd hours for compiling materials.

- Sort through the OER and break it into subsections, so it isn't so overwhelming.
- We need to be able to designate courses at "low cost" in addition to ZTC in the schedule.

Why are you currently not using OER, ZTC, or No Cost? (n=4)



Other reasons respondents are not using these resources:

- When OER was new, I spent several hours scouring for sources which would work well for a college composition class, but everything I found was of poor quality and not worth teaching to my students. This may have changed since then, but I have not had time to look again at OER sources, which is why I currently use a lower cost course reader which combines instruction materials for improving writing, articles we use as models of effective writing, as well as sources in our arguments, and MLA manual information.

Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline.

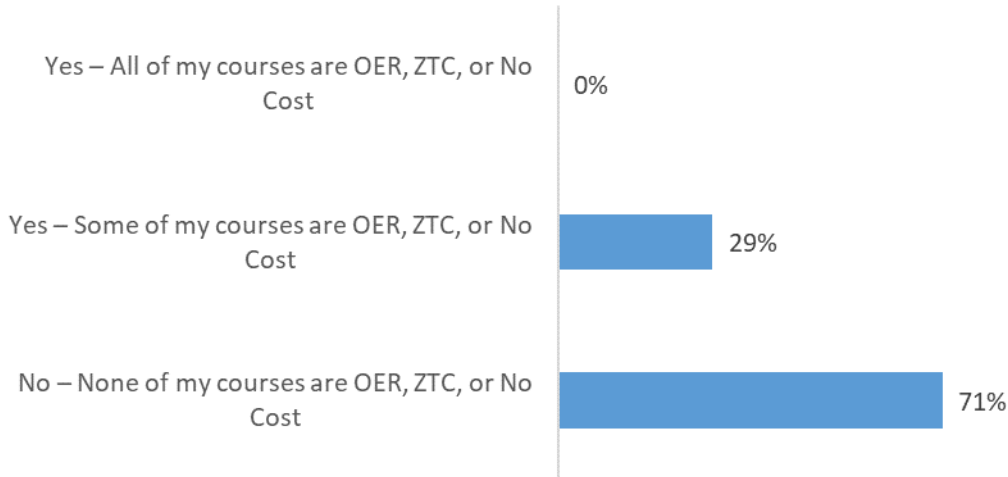
- I viewed the sources out there but none really worked. The work available seemed too basic or confusing. I'd rather use other low cost resources.
- What I found when I spent several hours looking through OER was really old, outdated information, which is why it didn't cost anything, as well as poorly written articles which were not effective models of strong writing, and articles which were not good sources with strong evidence and logical reasoning for my students to integrate into their own arguments.

Computer & Information Science (CIS) Results

Does at least one of your classes require a textbook? (n=7)

Yes	71%	5
No	29%	2

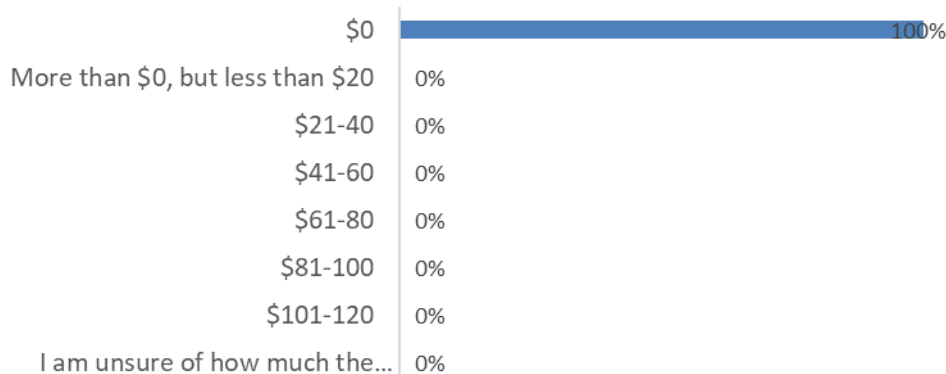
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=7)



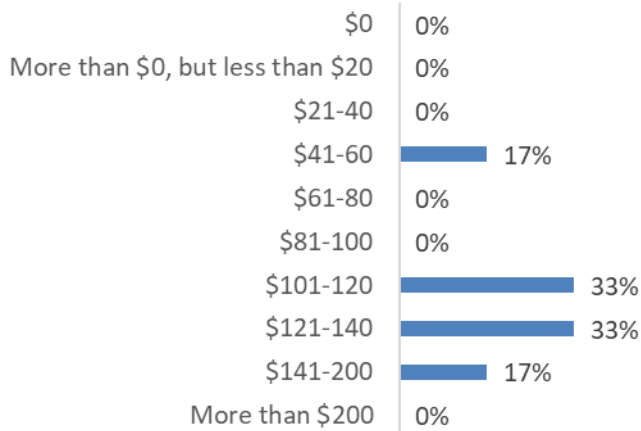
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- No impact on student learning. Students appreciate not having to purchase textbooks.

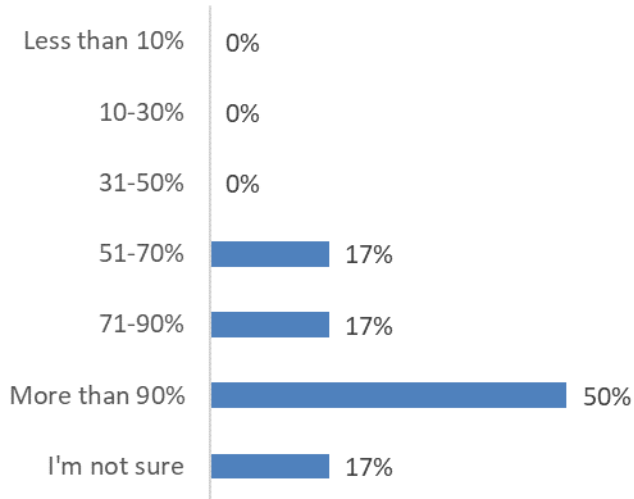
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



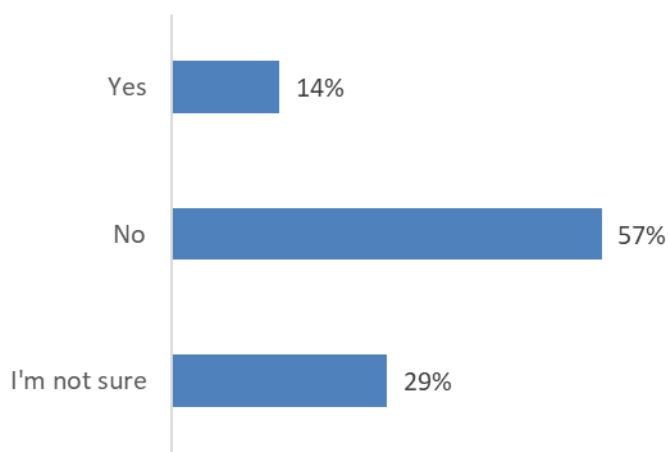
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=6)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=6)



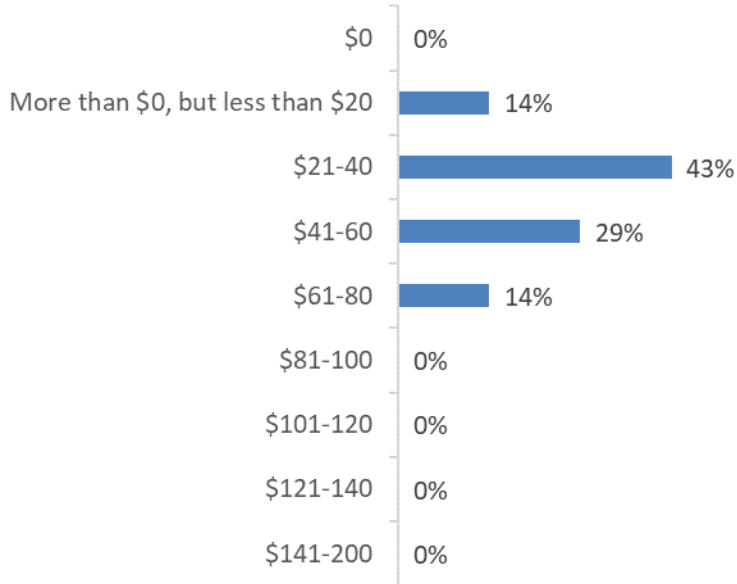
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=7)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Books on reserve in library, old editions, etc.

What do you consider “low-cost” for your discipline? (n=7)



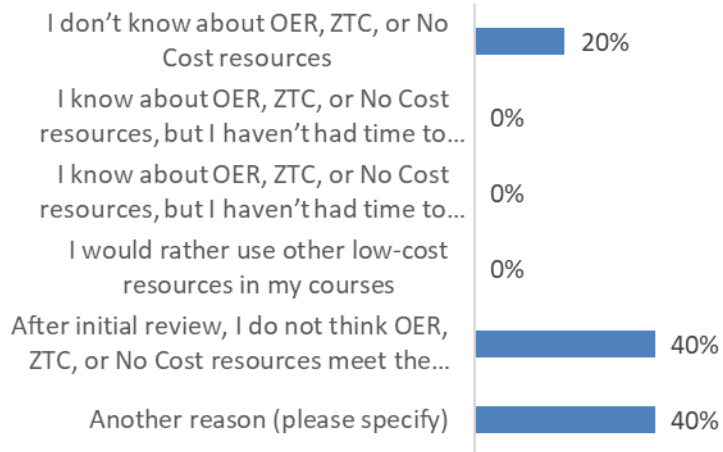
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Finding OER textbooks for my discipline. I have found a resource for lab work which is free so students don't have to buy lab books.
- I'm concerned these materials may not be the same (different editions etc.) if students get them from different sources.
- n/a
- NA
- No challenges. Original course content needs to be slightly modified to support No-Cost option.
- Time, quality, maintenance.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Don't know of any
- na
- Pay for a set of books to be placed in the library for semester-long checkout by students.
- Workshop with info and example materials

Why are you currently not using OER, ZTC, or No Cost? (n=5)



Other reasons respondents are not using these resources:

- Current using books which also include online training and assessment from publisher. Don't know of any similar low or no cost options
- I have spent a lot of time trying to find good OER text books for my courses. They do not exist. I teach technology courses in Web technology. There are no available OER text books for this area or I would gladly use them

Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline.

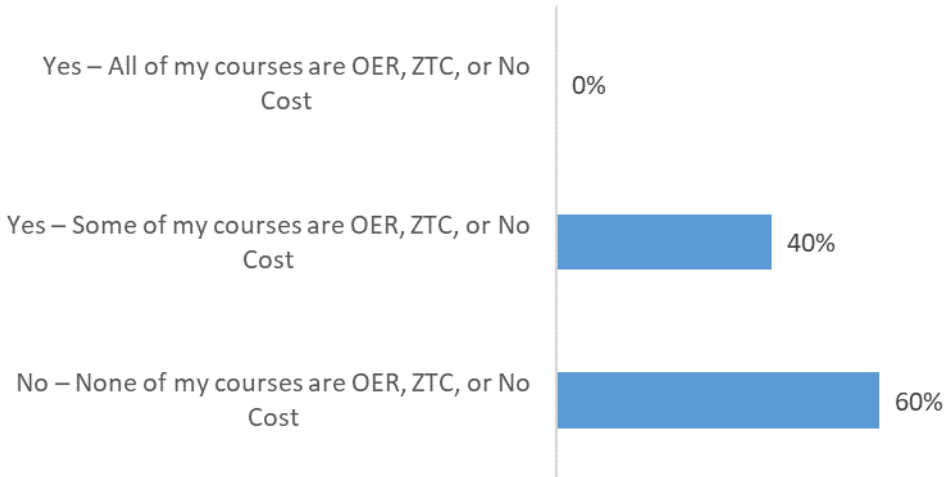
- I looked for ZTC books but have not found any through searching
- There is no useful open-source textbook/resource for my discipline. While I could cobble together web resources for my discipline, this would take a huge amount of time to develop and maintain. The resources would need to be curated and scaffolded, which is an important part of what a good textbook offers. A good textbook is also edited and often includes time-saving resources for teachers. My discipline evolves rapidly, so updating would be a huge responsibility.

History Results

Does at least one of your classes require a textbook? (n=5)

Yes	100%	5
No	0%	

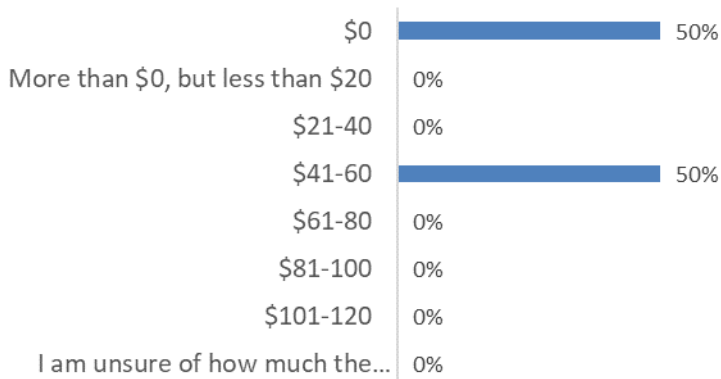
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=5)



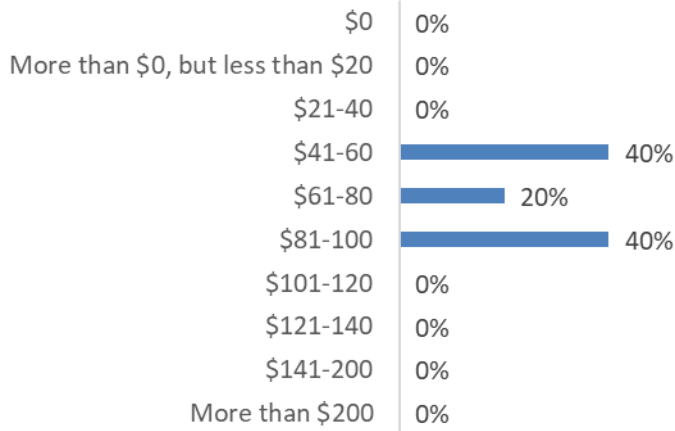
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- The courses where I have free books I find that actual reading tends to go up. Note: In some courses I have some books that are free, but I do not use OER as the quality is lacking in my discipline.
- This is something I am starting to do in Spring 2020 so the impact is unknown

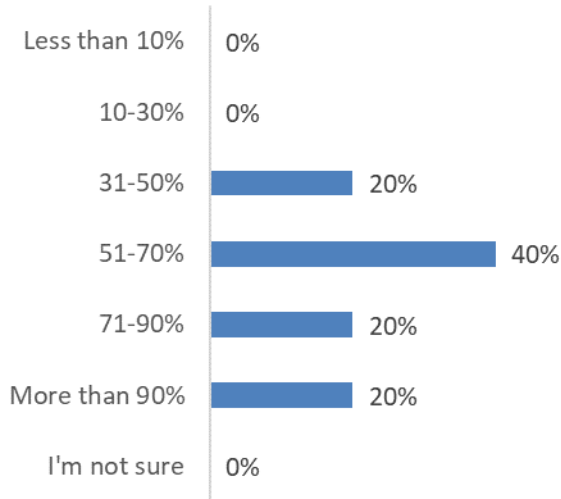
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



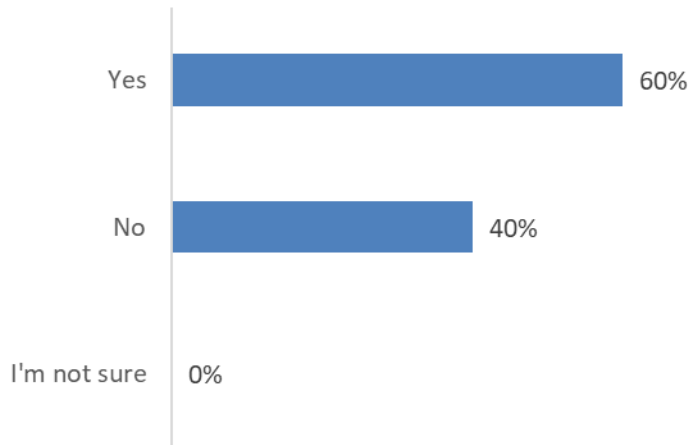
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=5)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=5)



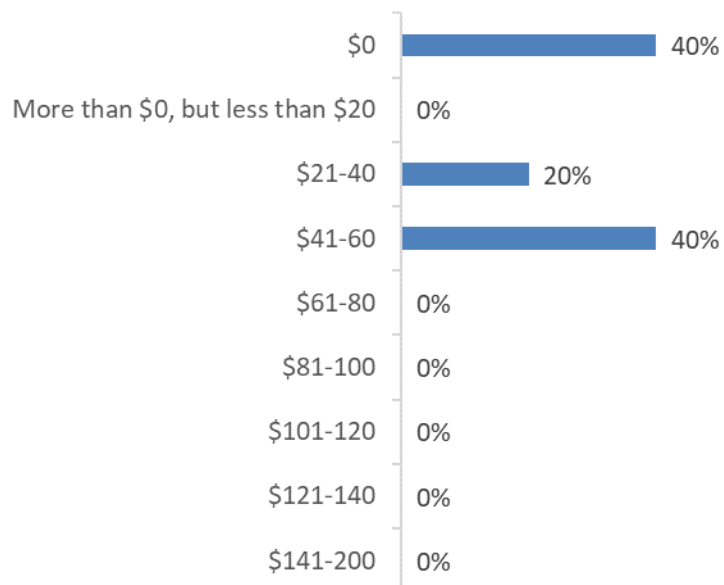
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=5)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Free textbook copies on reserve. Students can use older editions purchased online.
- I have some course packets for some of my courses that cost around \$5.00.
- Library reserve, personal loaner copies

What do you consider “low-cost” for your discipline? (n=5)



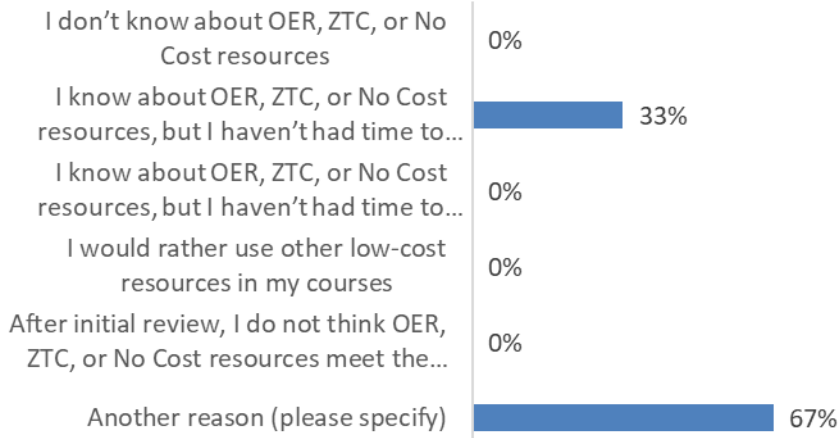
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- I would have to reformat my assignments and tests
- Studies have demonstrated that greater retention occurs with print texts and strategies like annotation. Some subjects do not have any OER or good OER course materials to assign.
- The OER push has anti-book and even anti-intellectual thrust to it that is deeply problematic. The issue is cost across the board. Attempts to make everything free are gimmicky and miss the larger point, which is to make things more affordable.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Grant money to purchase sets of books would be very helpful.
- Offer a stipend for the extra time
- Workshops on available OERs and the kinds of OER course materials that instructors can create and use apart from textbooks.

Why are you currently not using OER, ZTC, or No Cost? (n=3)



Other reasons respondents are not using these resources:

- I am currently working on implementing OER text into my future courses
- Prefer my current texts

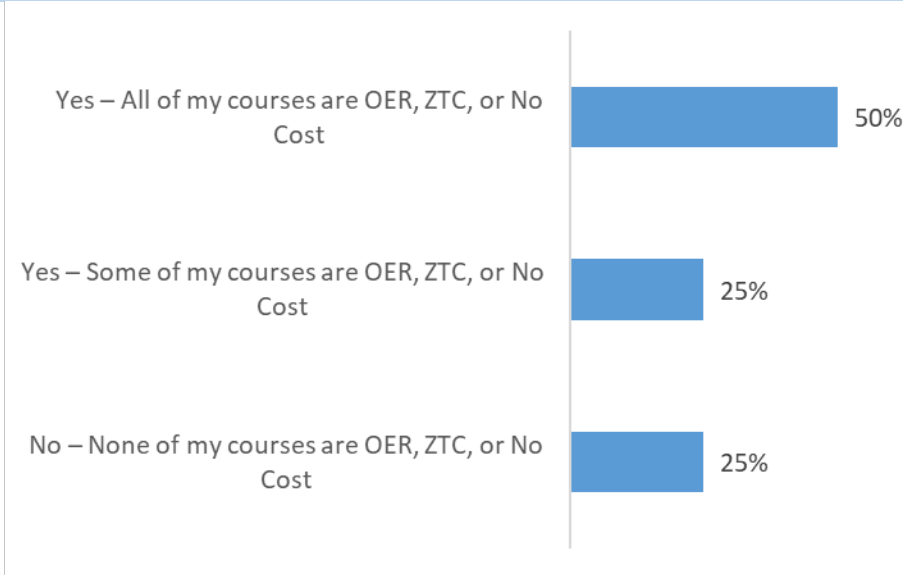
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline.

Health Education

Does at least one of your classes require a textbook? (n=10)

Yes	75%	3
No	25%	1

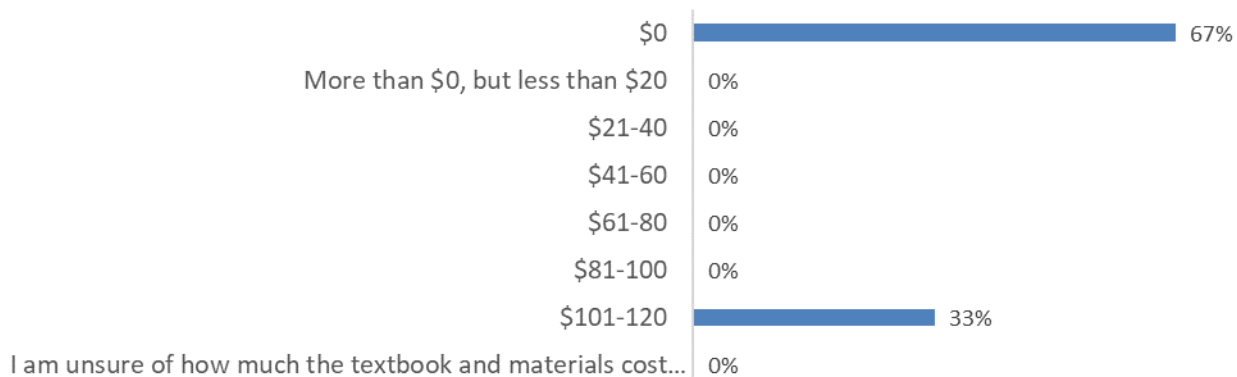
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=4)



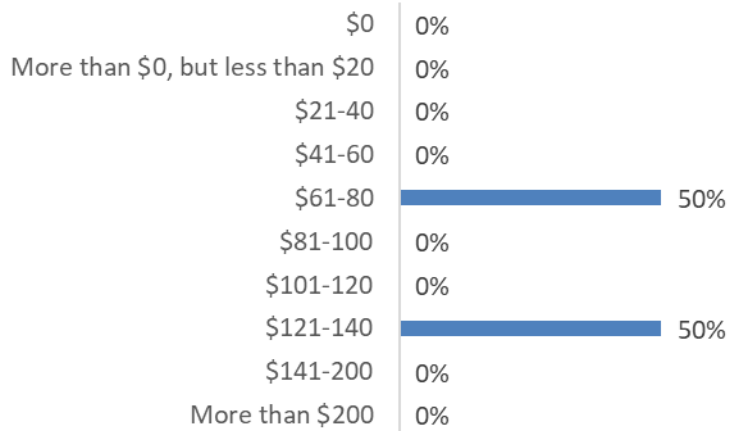
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Accessible to all students, it allows students to gain more resources to support their learning
- More students are interested in the course because it is ZTC.
- They are happy they do not need to buy a text. Many of my students are Low-Level English speakers and readers. A text in English does little for them.

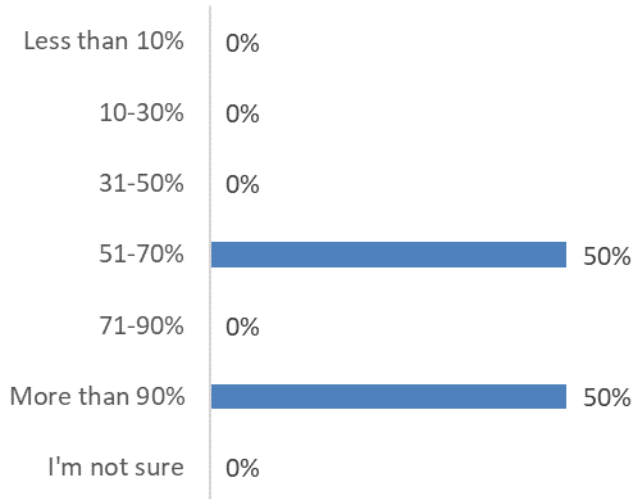
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=3)



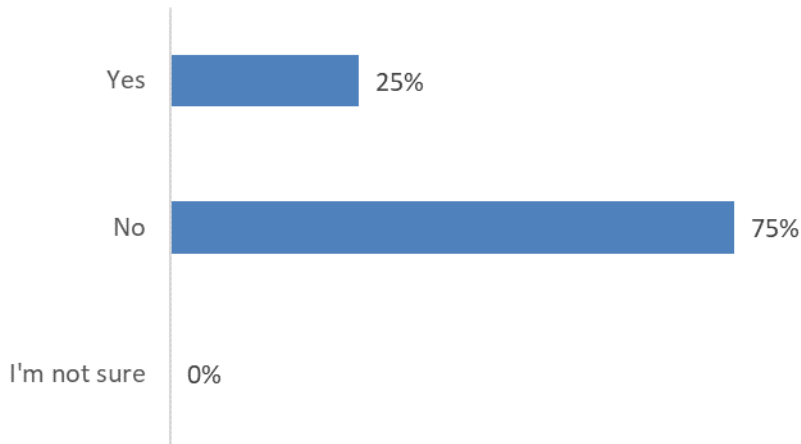
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



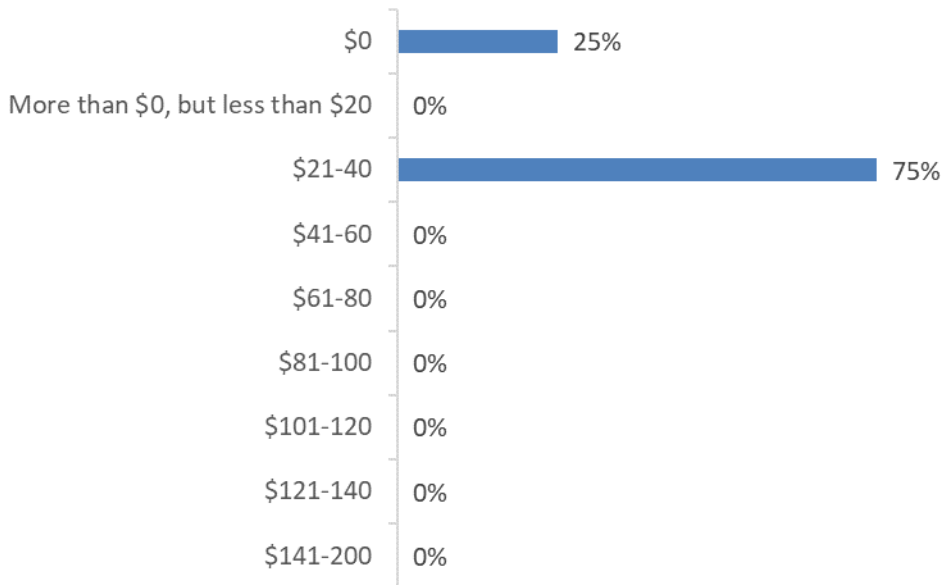
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=4)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- links to articles online - printed articles

What do you consider “low-cost” for your discipline? (n=4)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- As an adjunct faculty, I have spent many, many hours taking workshops, meeting with librarians and technology experts, and researching on my own to find appropriate teaching and learning materials, as well as putting the classes together that I am not paid for. My time is valuable, however, my colleges often don't support the work I do, on my own, to increase student success in my classes.
- Have not taken the time to research/explore these materials and also am happy with the quality of course materials used in my course.
- One challenge has been in collecting OER materials. In one of our courses, we were able to find a free online text, which made it easy on our end. For my other course, there were no OER books that were completely

compatible with the course, which created more work for me. I think the hard work has paid off though. One challenge that I foresee in the future is making sure that our materials are current (i.e., data and guidelines).

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Money! Recognition. A thank you?! I have found the librarians and technology experts to be very helpful.
- Provide information and resources to explore.
- Stipend for ZTC course creation. For some classes it involves a lot of work and hours.

Why are you currently not using OER, ZTC, or No Cost? (n=1)

I don't know about OER, ZTC, or No Cost resources	100%
I know about OER, ZTC, or No Cost resources, but I haven't had time to...	0%
I know about OER, ZTC, or No Cost resources, but I haven't had time to...	0%
I would rather use other low-cost resources in my courses	0%
After initial review, I do not think OER, ZTC, or No Cost resources meet the...	0%
Another reason (please specify)	0%

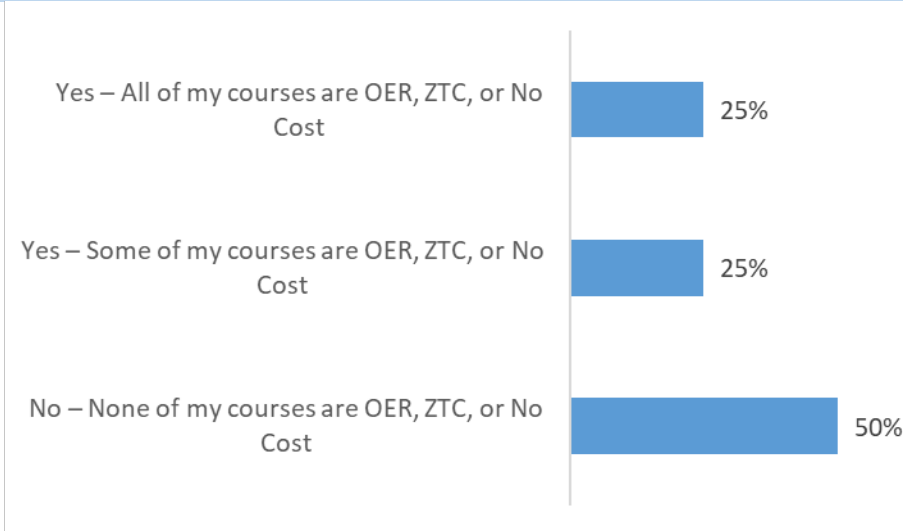
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Child Development

Does at least one of your classes require a textbook? (n=4)

Yes	100%	4
No	0%	

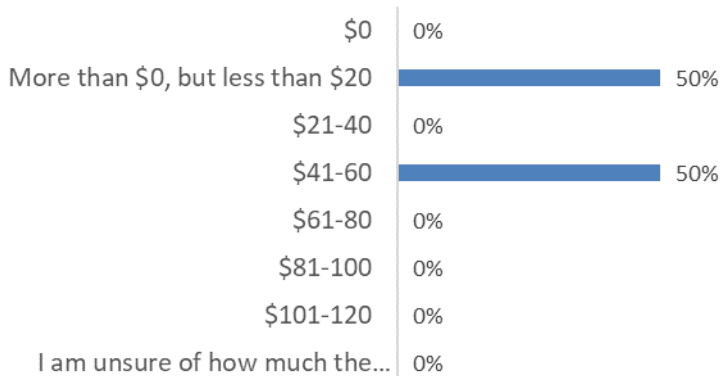
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=4)



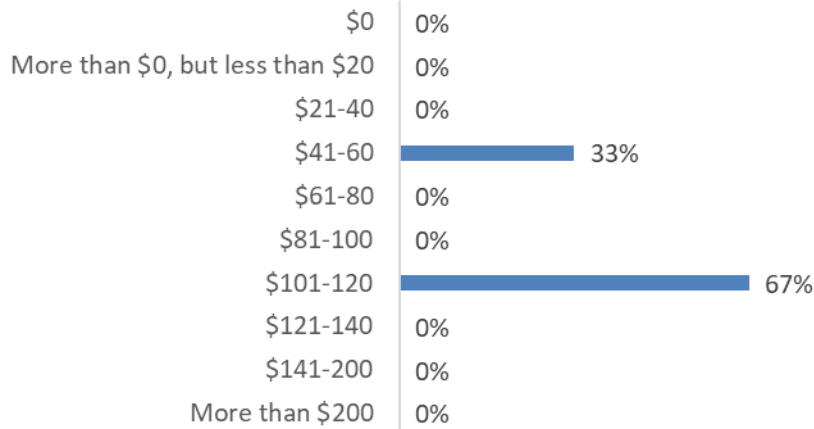
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- I find some just don't check the class site to retrieve the guidelines and therefore I feel they don't do as well on the assignments. However now that the assignment is turned in online I find more students complete the assignment as they don't have to spend time or money printing.
- Not sure of the impact. I don't think students are purchasing the textbooks in the other courses so I don't see a big difference

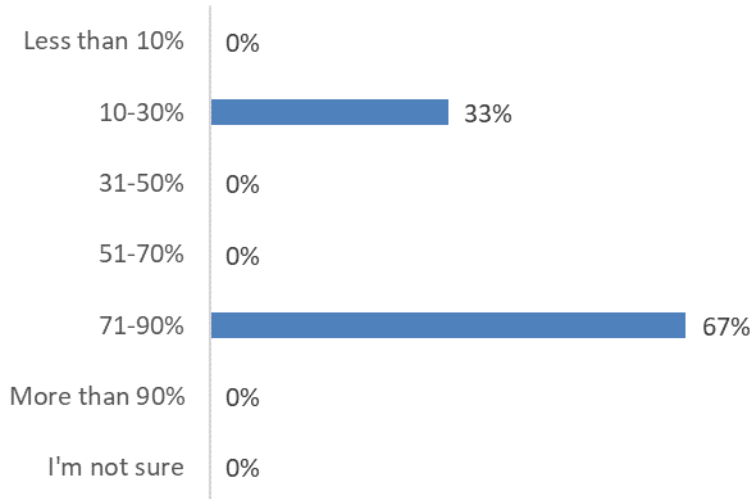
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



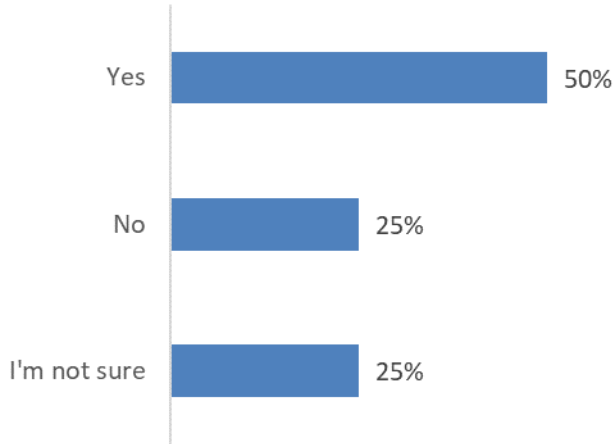
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=3)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=3)



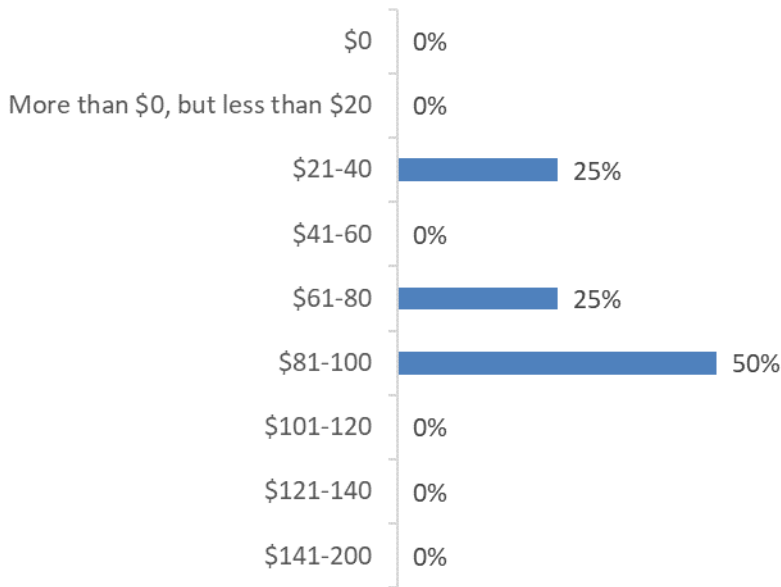
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=4)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- I use the same text so they can find them online for about \$20..... other classes I have not used a text and utilized sites and articles the can get on line
- Textbooks in the library, my own materials and books they can borrow.

What do you consider “low-cost” for your discipline? (n=4)



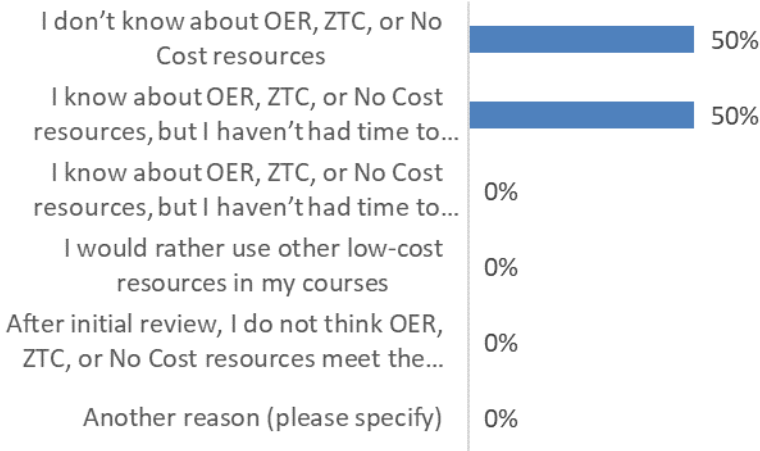
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Not sure
- Perhaps students don't utilize them outside class..... and no physical connection to the paper copies....
- The materials may not have the information needed to meet discipline requirements.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Better classroom technology..... and a program budget that would support the discipline to have a closet of supplies and manipulative a for students to utilize as they learn the subject matter and teaching techniques taught in the discipline.
- Collaboration with other colleges to see what they are using.
- Finding what is available

Why are you currently not using OER, ZTC, or No Cost? (n=2)



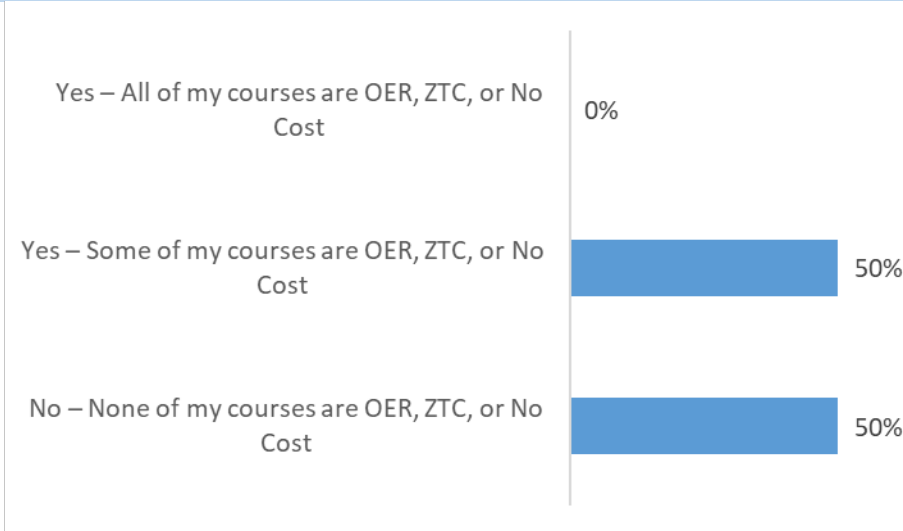
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Biology

Does at least one of your classes require a textbook? (n=4)

Yes	100%	4
No	0%	

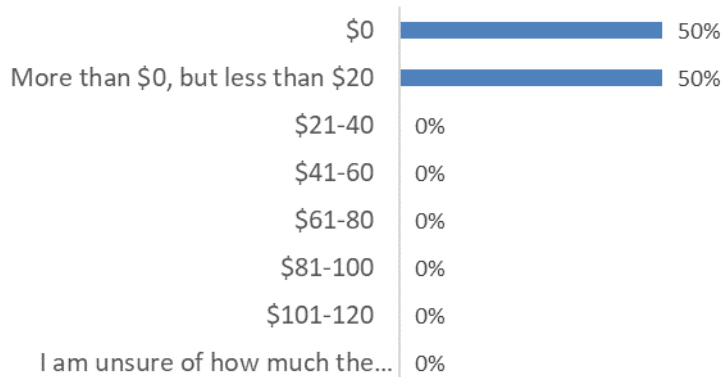
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=4)



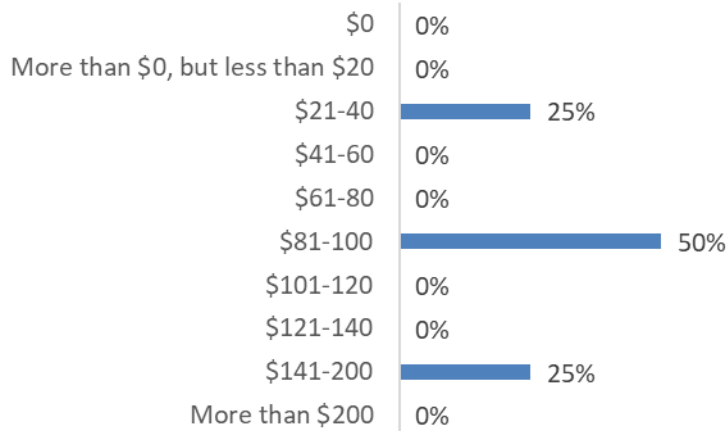
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Better access to class material such as the textbook
- Frankly, we haven't seen a lot of impact. A lot of students still do not access the book despite it being free and readily available online.

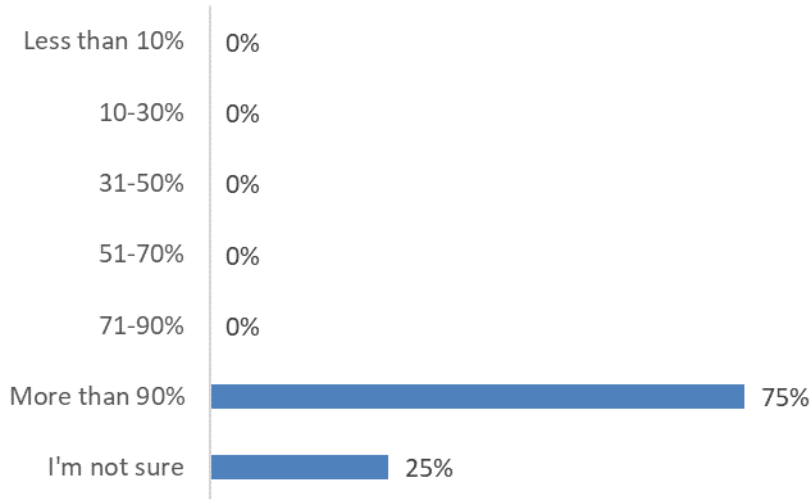
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=4)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=4)



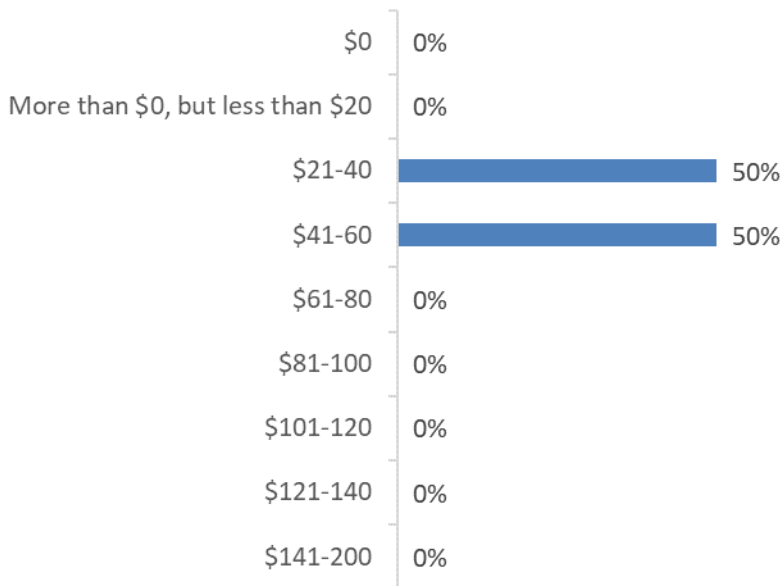
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=4)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Acquire older edition of the textbook. Several copies of textbook available in the library and in the STEM center.
- I indicate which past editions are still relevant and inform students where they can find them on used book websites. Usually, they can get a \$200 book for \$40. Some students have found the pdf's online for free.
- Students purchase an old edition that they can find for about \$20 or less
- Using older editions of textbooks that have minimal changes.

What do you consider “low-cost” for your discipline? (n=4)



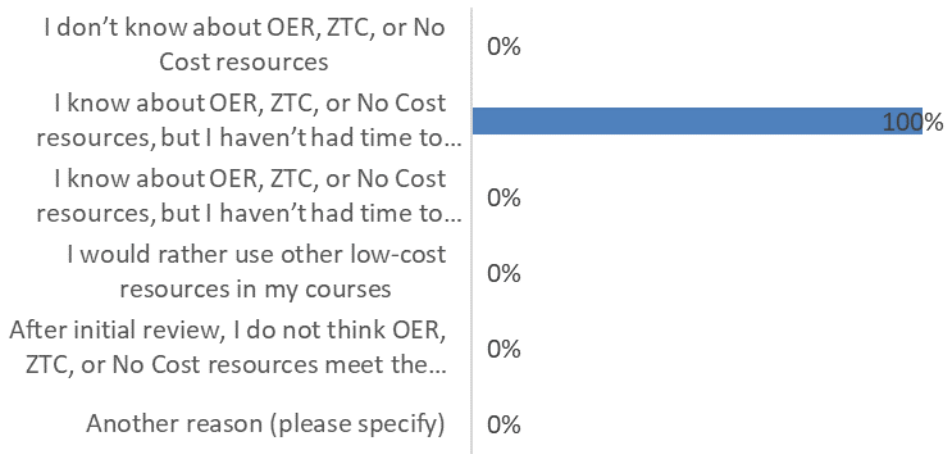
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- All online
- Finding high quality materials. Many of the OER and no-cost materials have a lot of errors in them.
- The information from the state is confusing as to what qualifies, and how to report. Time needed to explore and give a thorough review. I don't believe writing something is feasible in my discipline. OER proponents have said, "afterall, we are the experts, we should be able to write the textbook". I know in sciences, that is not so easy.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- An OER Coordinator to provide direction to faculty. A librarian dedicated to OER.
- Supply hardcopies they can borrow as reference materials in a library it similar

Why are you currently not using OER, ZTC, or No Cost? (n=2)



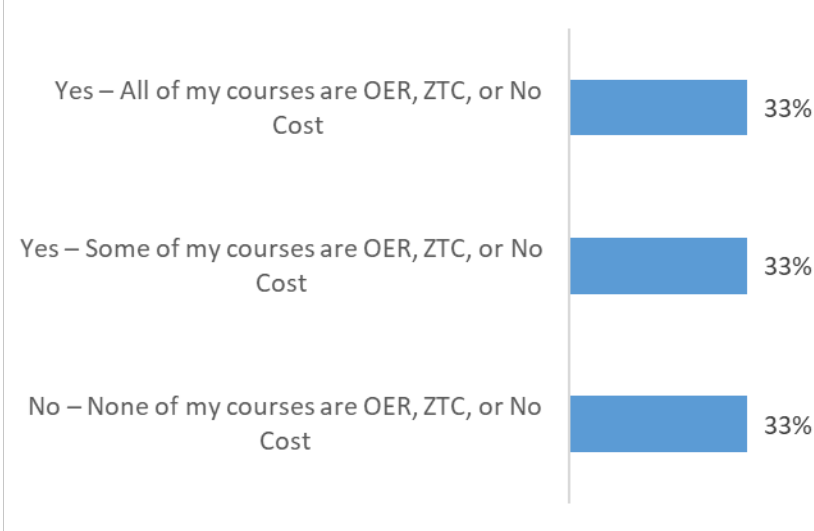
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Art

Does at least one of your classes require a textbook? (n=3)

Yes	100%	3
No	0%	

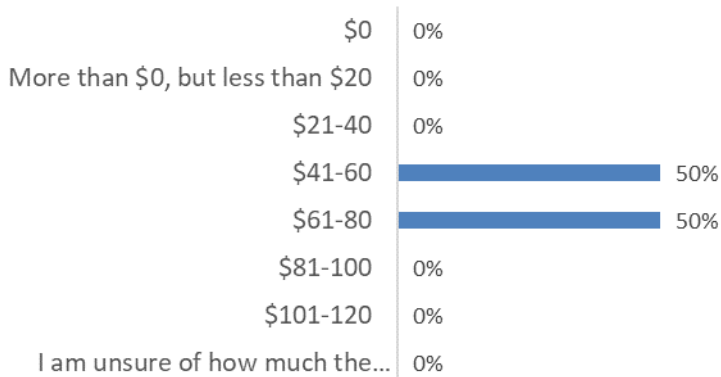
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=3)



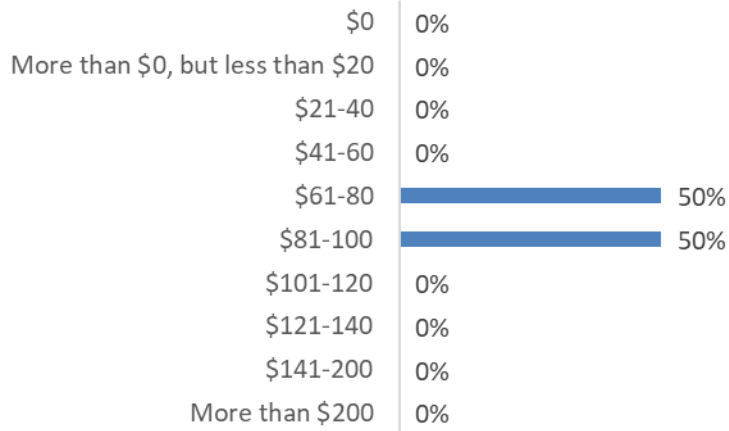
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- It seems to be beneficial. They have all the materials on Canvas and use them.
- Less money they have to spend-

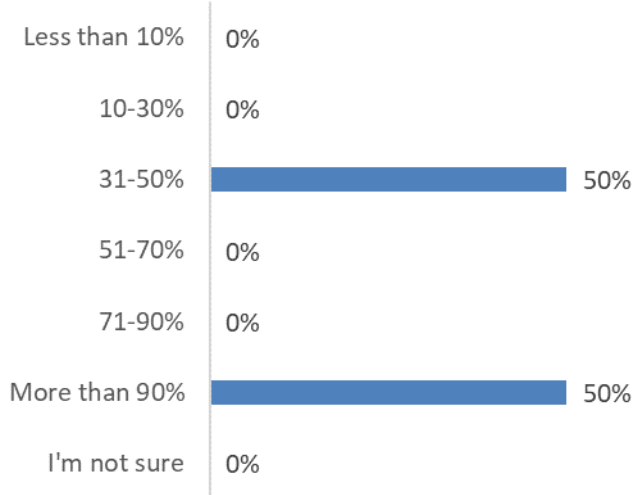
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



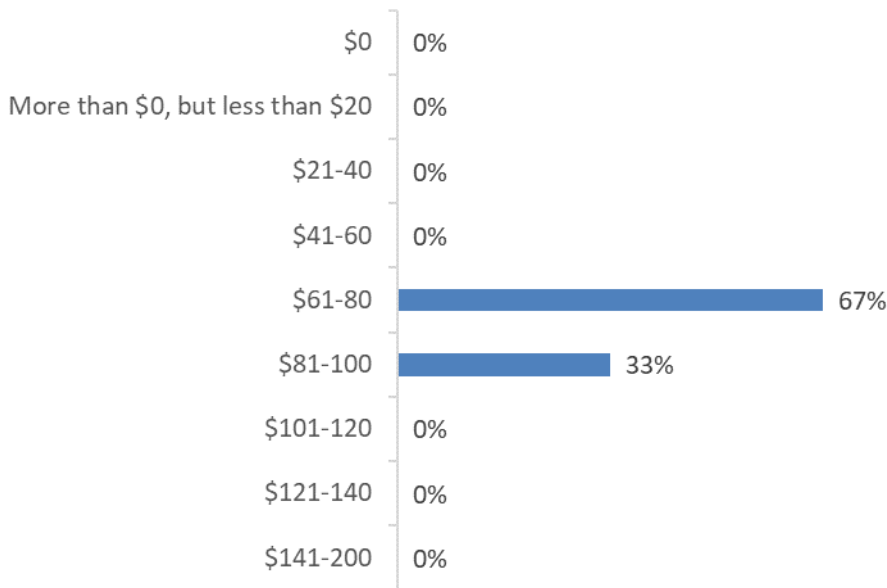
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=3)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Digital rather than paper textbooks
- I offer the option to buy the online text as opposed to the hard copy which is much cheaper. But I am interested in OER exclusively.
- Used textbooks from online resources, not just the bookstore.

What do you consider “low-cost” for your discipline? (n=3)



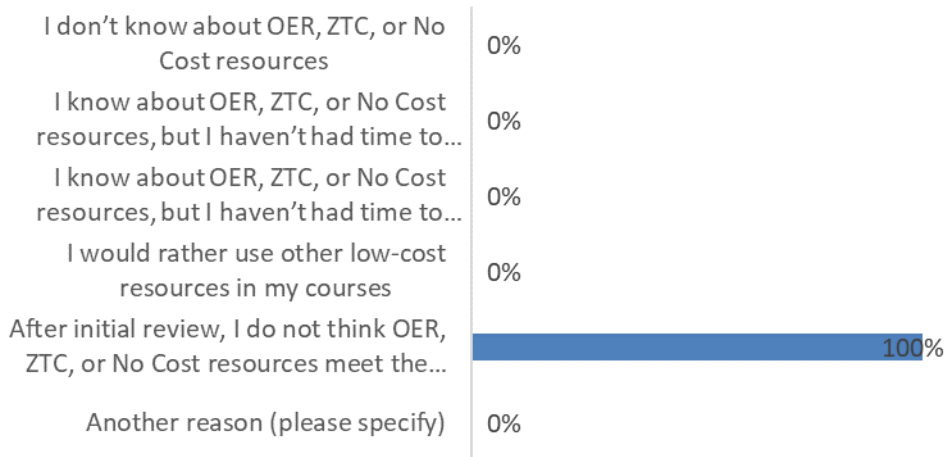
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- None yet. I include in my Canvas shell many resources I have made (videos, etc.) or gathered.
- Tremendous amount of Faculty time devoted to restructuring the course. This is especially burdensome for the adjunct faculty.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- For students: Free student tickets/passes to local museums. For faculty: Honorarium, supplemental pay for transferring course work onto OER's.
- It would be great to be able to review text options for Art Appreciation for our courses.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



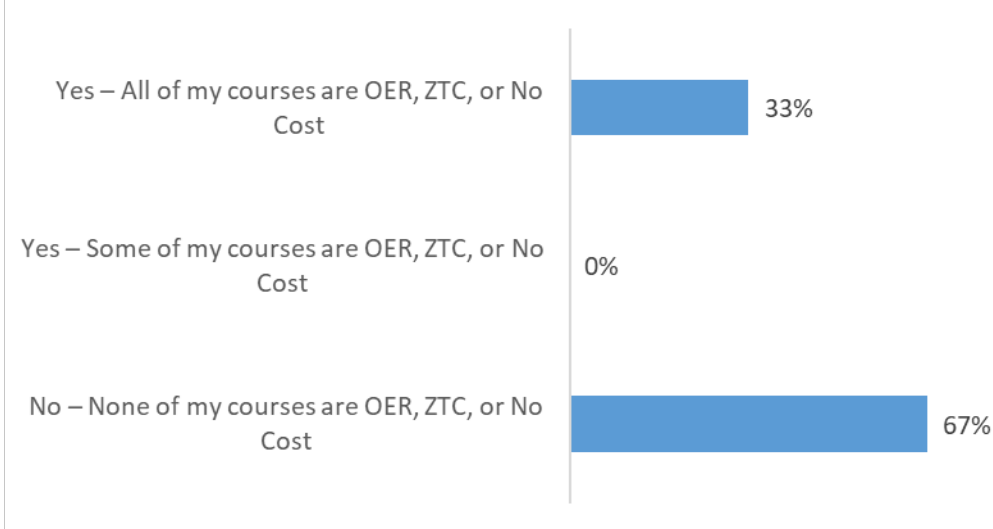
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Personal Dev Special Services

Does at least one of your classes require a textbook? (n=3)

Yes	0%	
No	100%	3

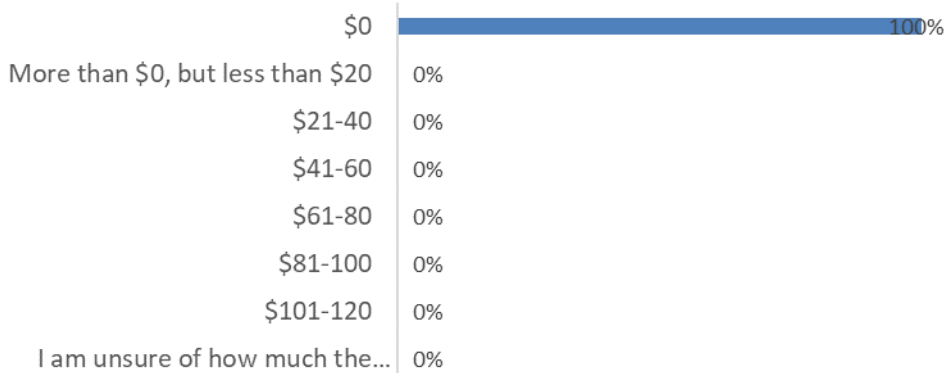
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=3)



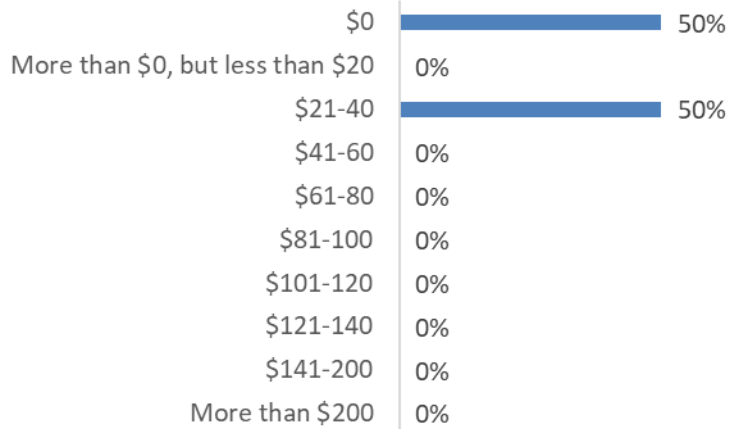
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Great. They can afford it more easily.
- I am able to provide notes and study materials. Students in PDSS courses many times can not or do not know how to access materials.

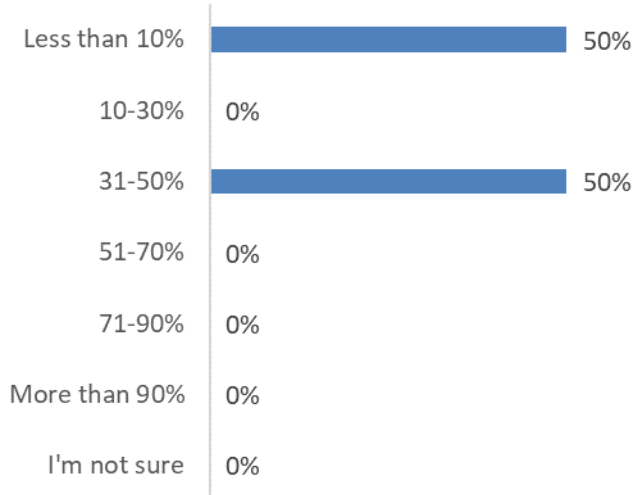
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



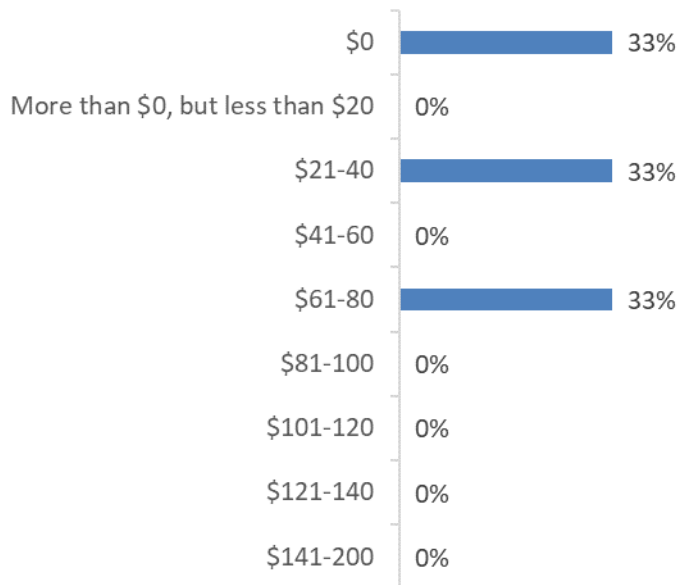
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=3)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- DSPS High Tech Center checks out equipment to students on a semester by semester basis.
- Recycled notebooks, highlighters, packets versus text, referral to HTC for alternative media and computer support.

What do you consider “low-cost” for your discipline? (n=3)



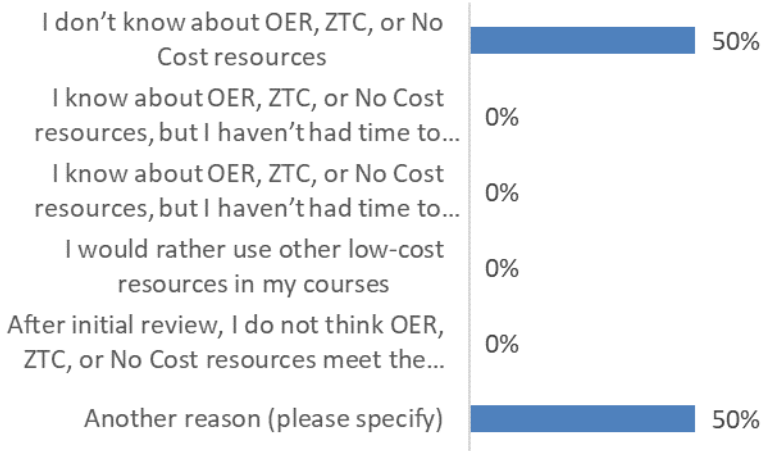
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Not being allowed to duplicate packets for students at duplicating at the college.
- Time to research quality and accessible materials.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- help with getting desk copies to look over.
- I feel supported.

Why are you currently not using OER, ZTC, or No Cost? (n=)



Other reasons respondents are not using these resources:

- I create, update and print all of my own materials

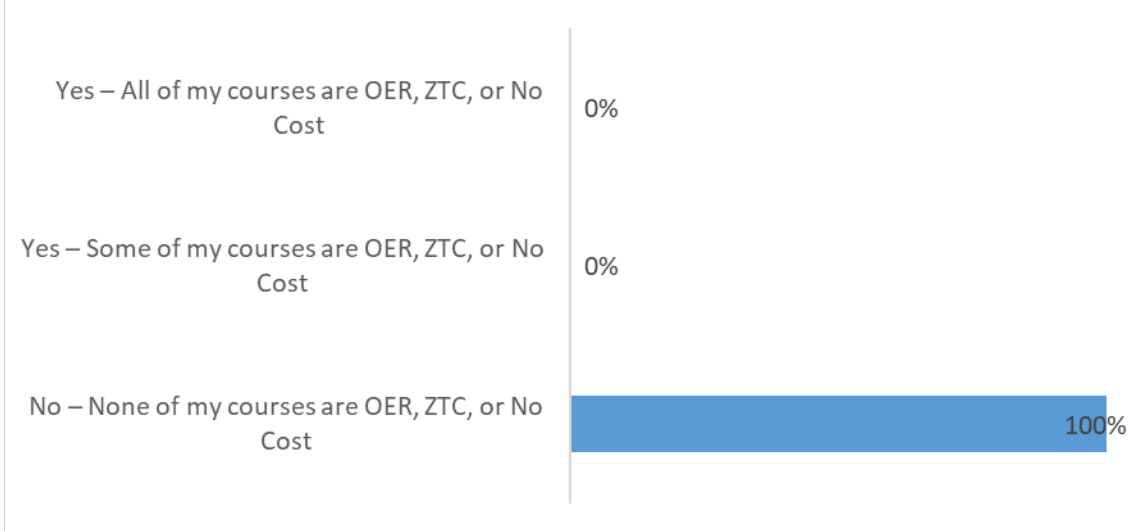
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Business

Does at least one of your classes require a textbook? (n=3)

Yes	100%	3
No	0%	

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=3)

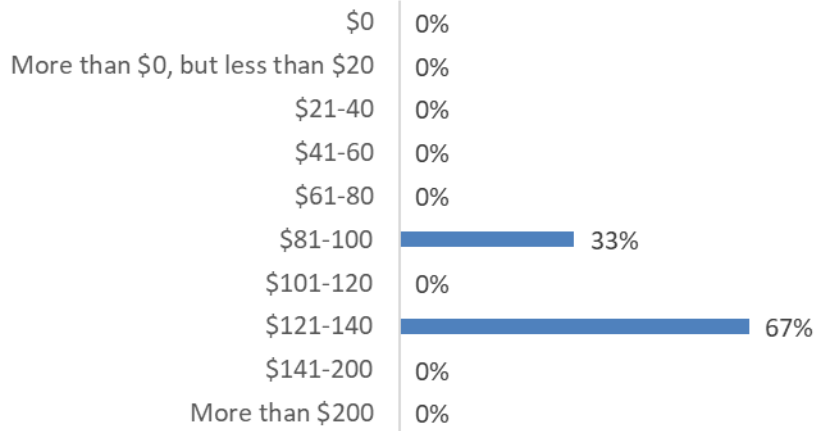


If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

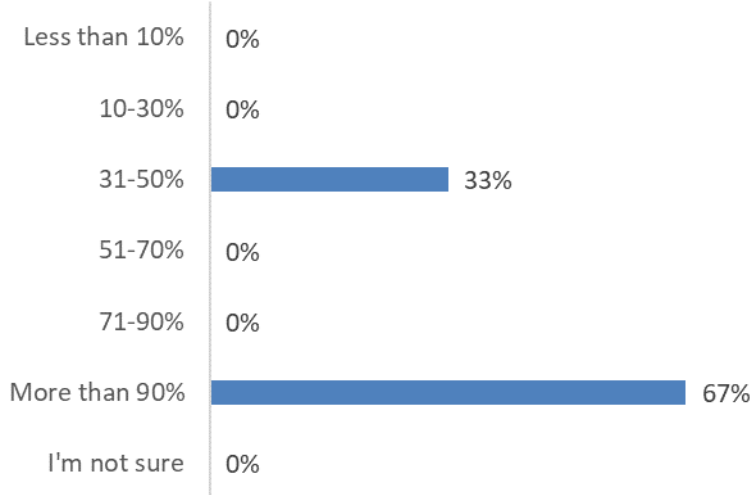
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

\$0	
More than \$0, but less than \$20	
\$21-40	
\$41-60	
\$61-80	
\$81-100	
\$101-120	
I am unsure of how much the...	

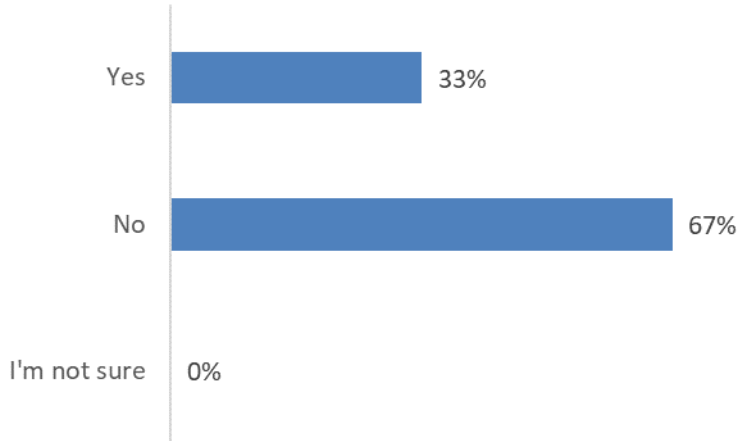
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=3)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=3)



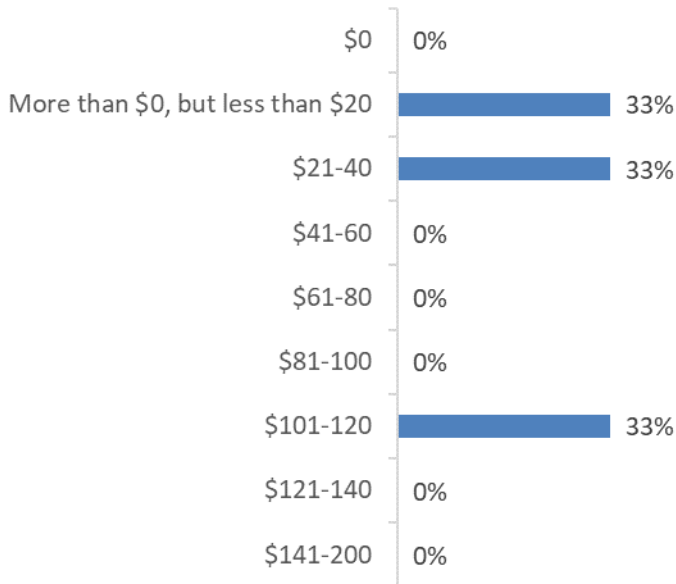
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=3)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Students can acquire the textbook in E-book or LL paper options.

What do you consider “low-cost” for your discipline? (n=3)



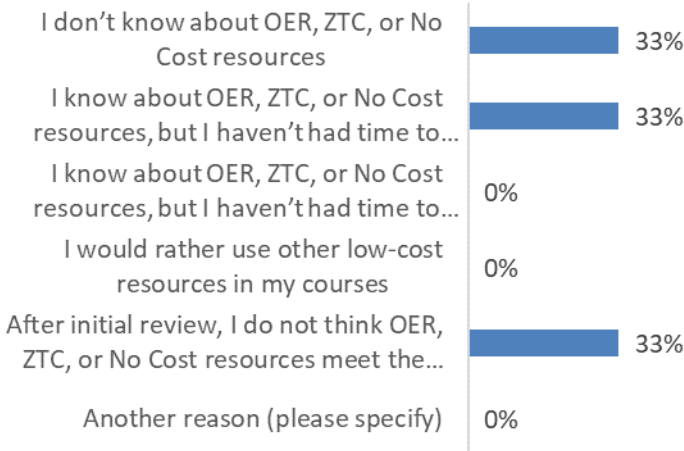
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Approval by dept curriculum committee
- Not sure!
- Real-time feedback on problems and calculations.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Approval to switch the textbook which is 2013!
- Not sure!

Why are you currently not using OER, ZTC, or No Cost? (n=3)



Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline.

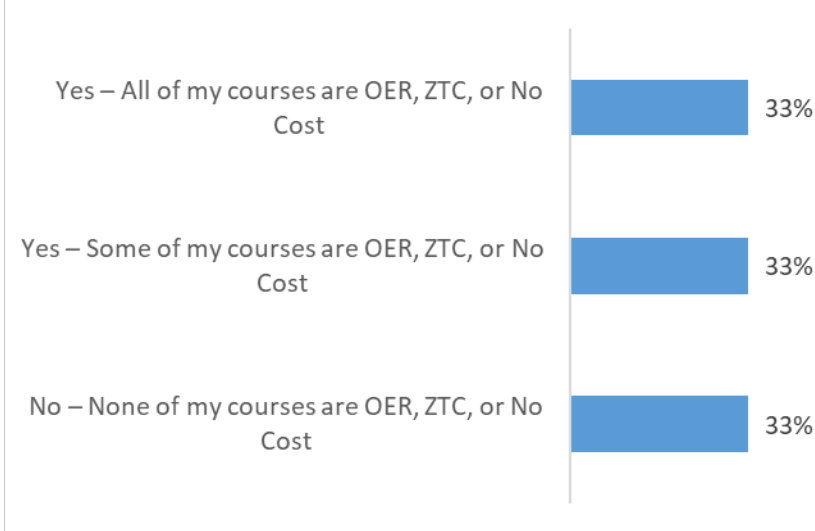
- At this point, with limited research, it seems there are no good accounting resources that provide the necessary and timely feedback for students to effectively learn the rules, theories, and concepts involved to build a solid accounting foundation.

Automotive

Does at least one of your classes require a textbook? (n=3)

Yes	67%	2
No	33%	1

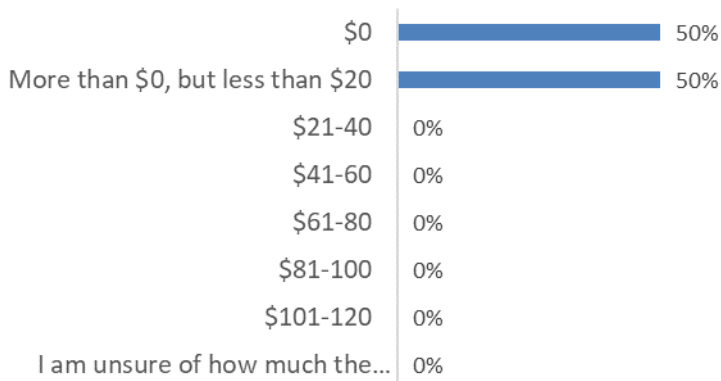
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=3)



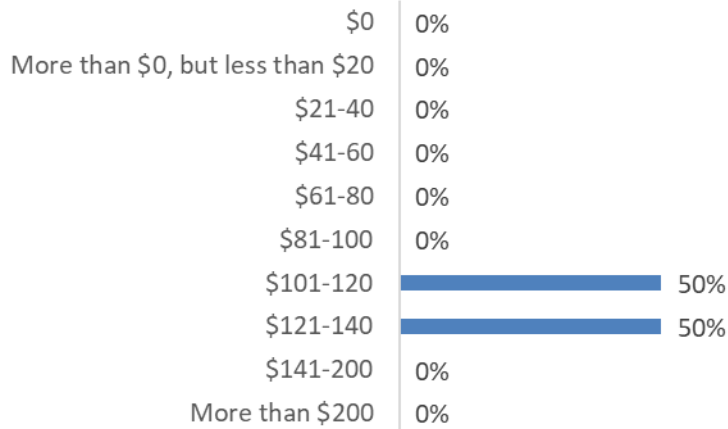
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Less financial burden.
- Yes, students in our Ford ASSET program are not required to purchase text books.

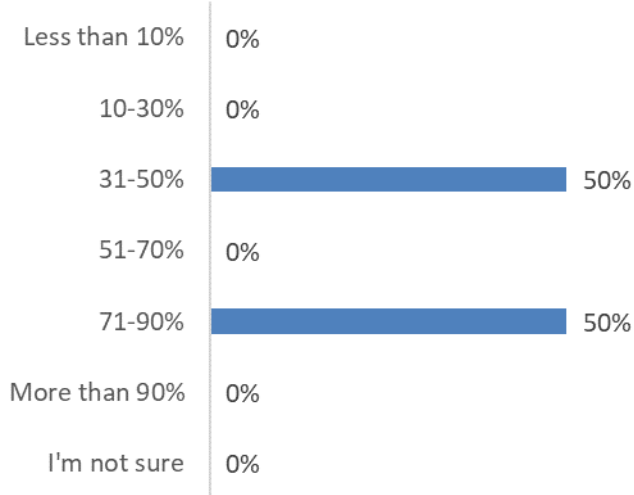
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



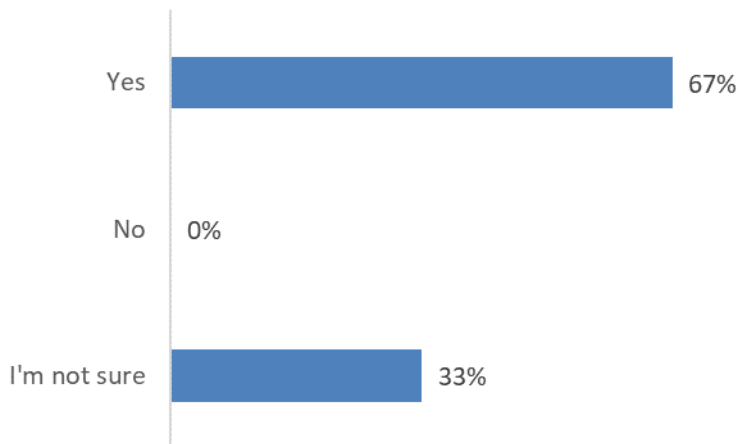
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



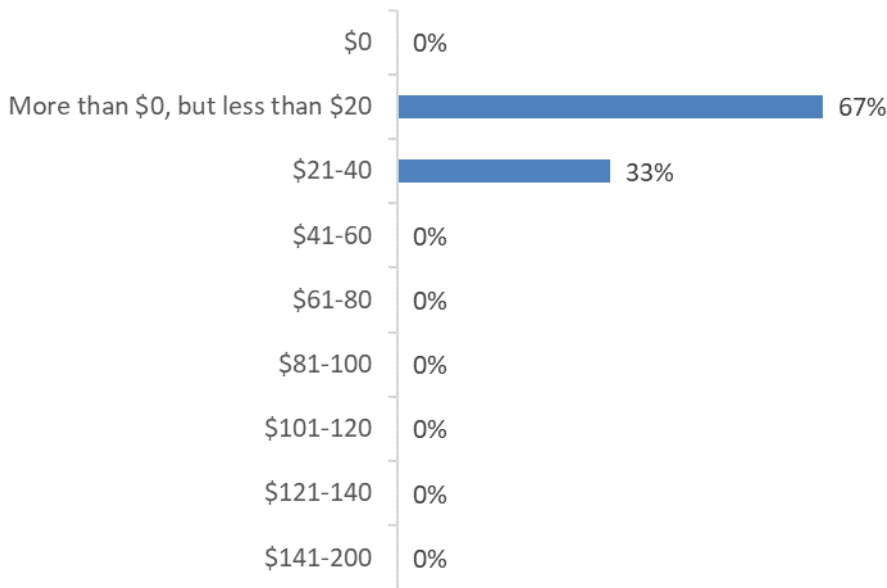
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=3)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- No materials required.
- Older text books are kept or text books from different publishers in a book rack where students borrow them.

What do you consider “low-cost” for your discipline? (n=3)



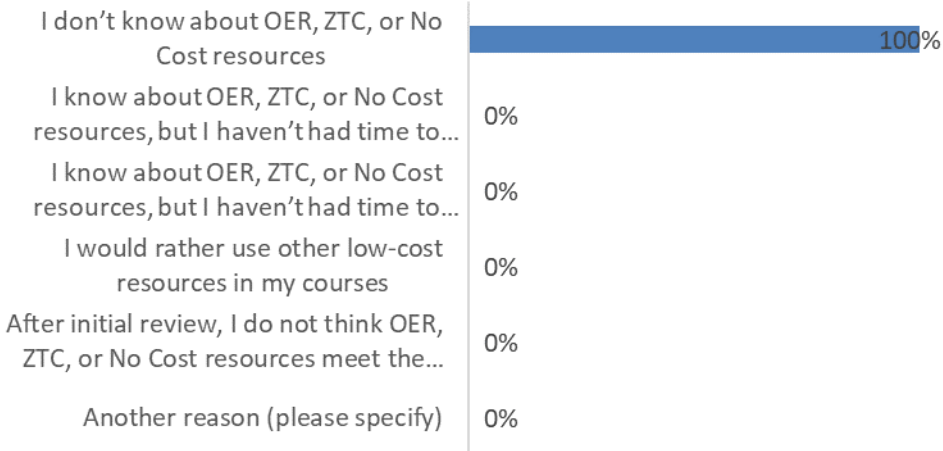
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Additional work and expense needed on my part.
- Copy Right violations. It is important to pay publishers and authors.
- It is hard to anticipate challenges because I am not familiar with these resources. I recently got hired and am finishing my first semester. I was not aware of these resources.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Packet or information when first hired. Workshops would be great also.
- Pay us to develop - author content.
- reimbursement for expense needed.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



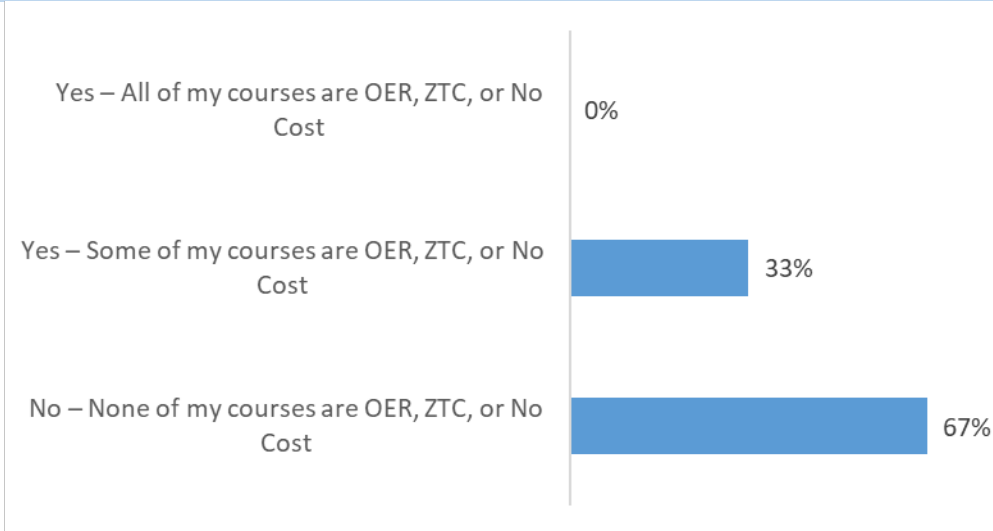
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Ornamental Horticulture

Does at least one of your classes require a textbook?

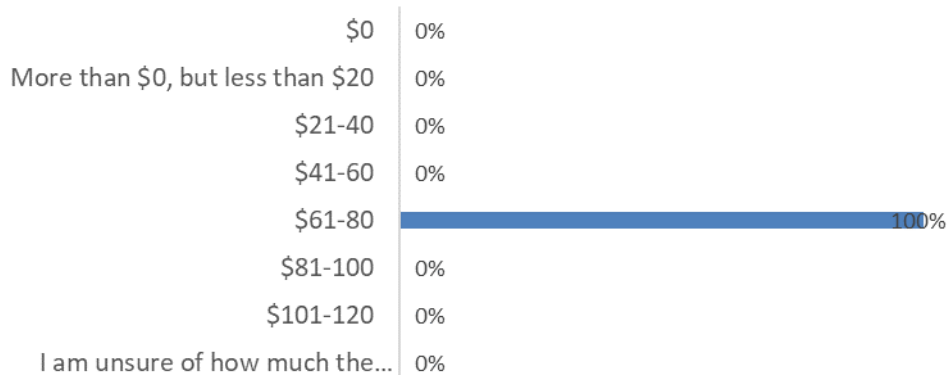
Yes	100%	3
No	0%	

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=3)

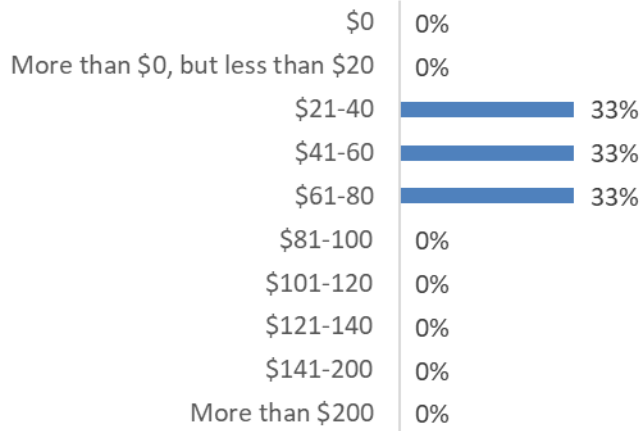


If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

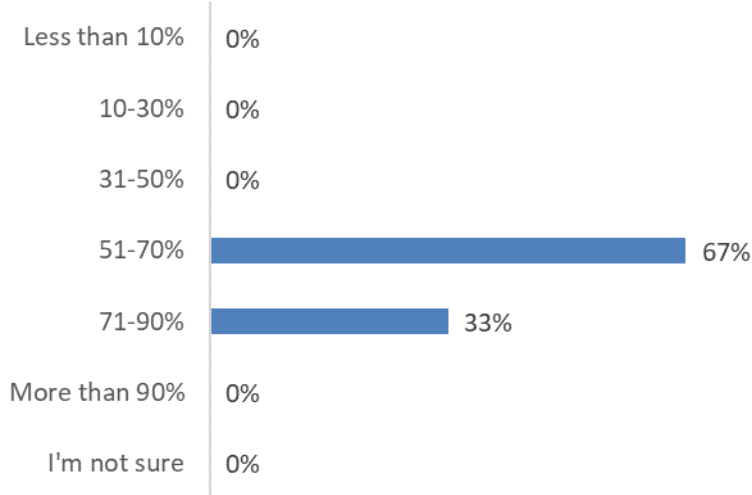
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



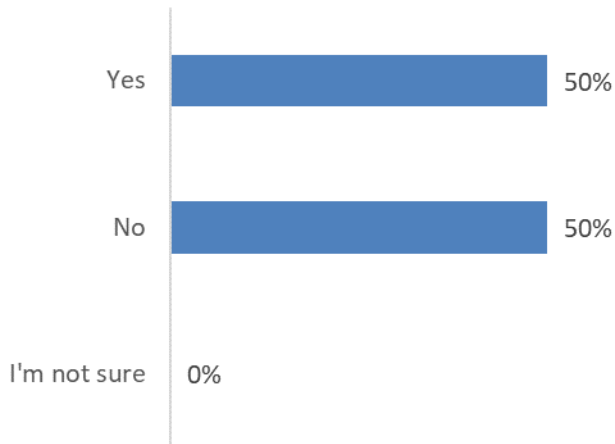
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=3)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=3)



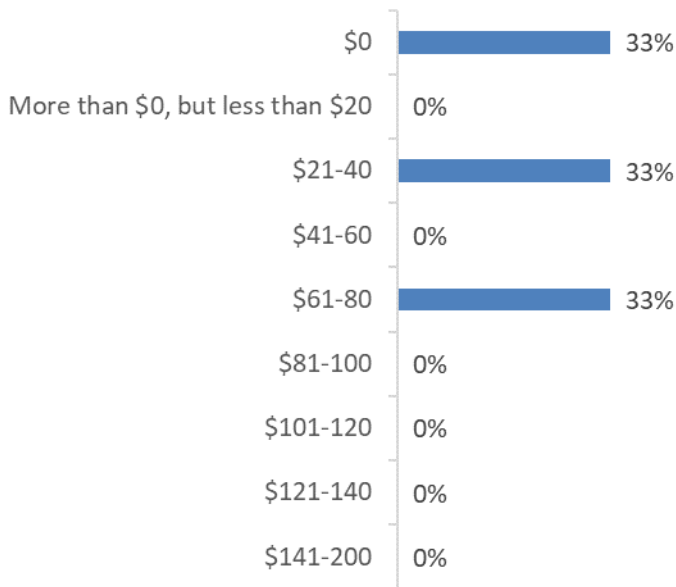
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Through the library reserve.
- We supply calculators for student use.

What do you consider “low-cost” for your discipline? (n=3)



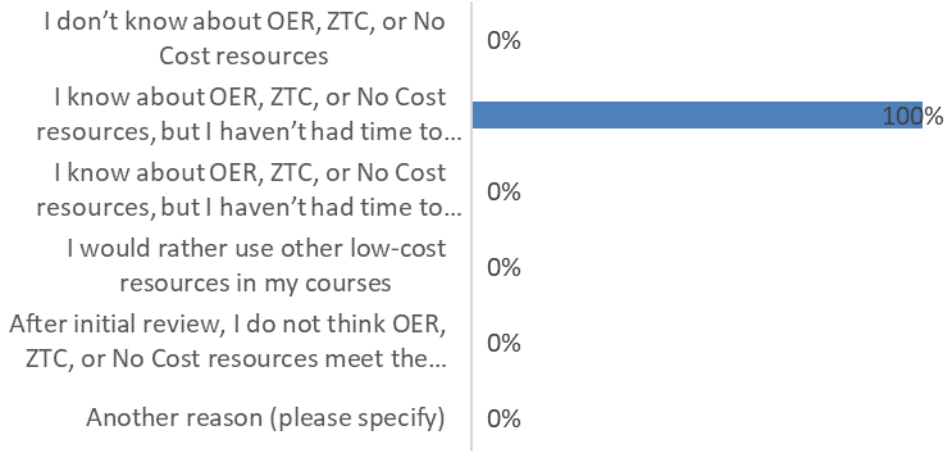
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- I don't know.
- Texts suitable for courses not available for free. They are low cost and also in library on campus

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Agreements with research publications for free use. UCANR resources texts
- Information specific to my discipline.

Why are you currently not using OER, ZTC, or No Cost? (n=2)



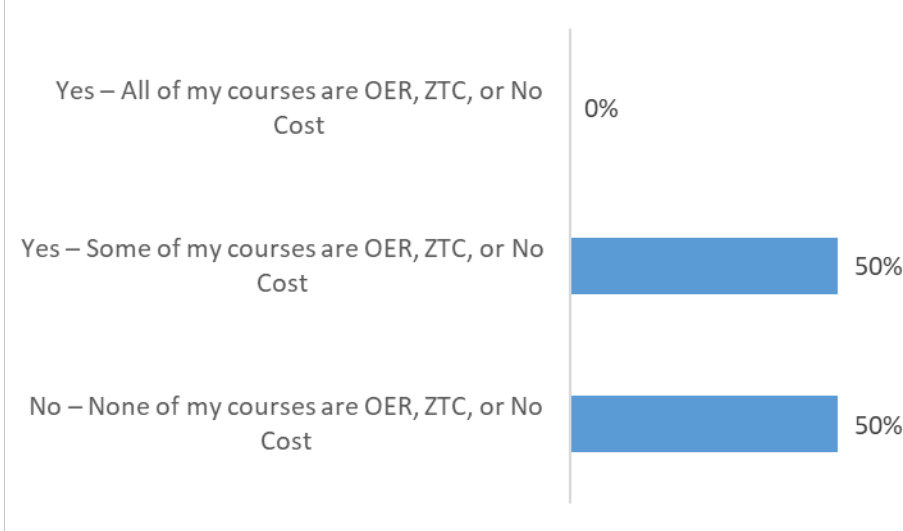
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Music

Does at least one of your classes require a textbook?

Yes	100%	2
No	0%	

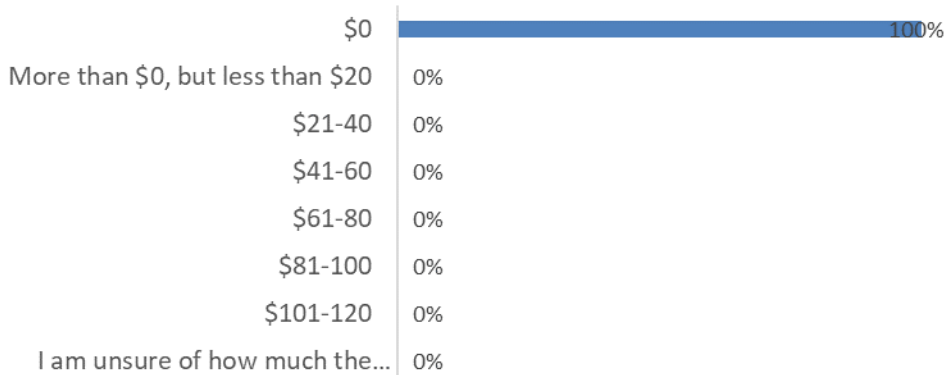
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)



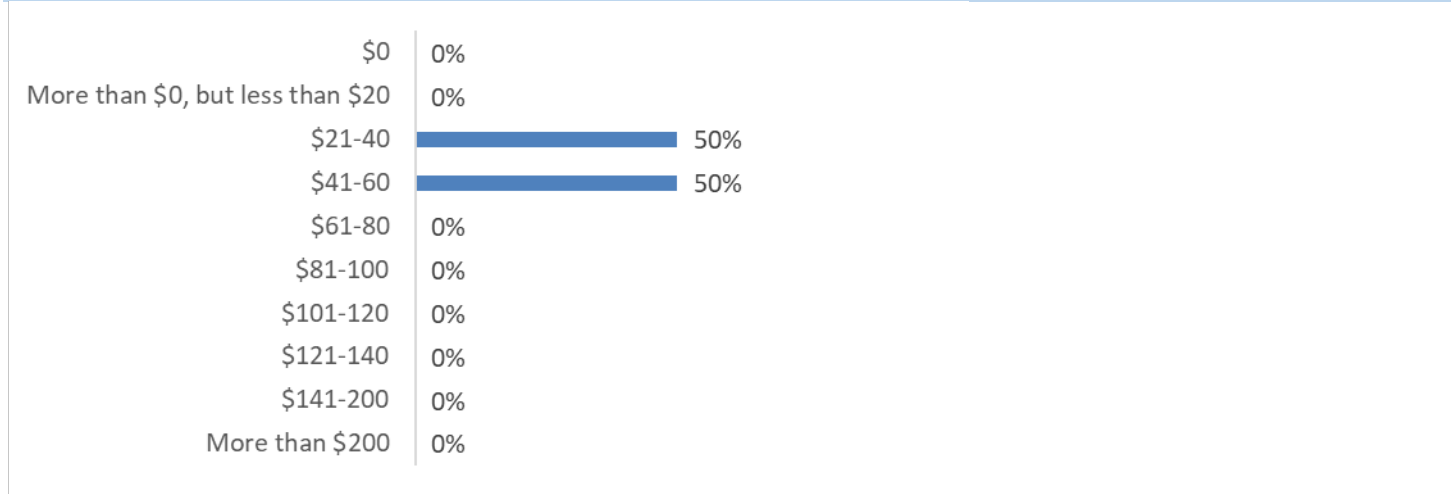
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- The classes that have ZTCs have *always* had ZTCs, so there is no way to really gauge an effect.

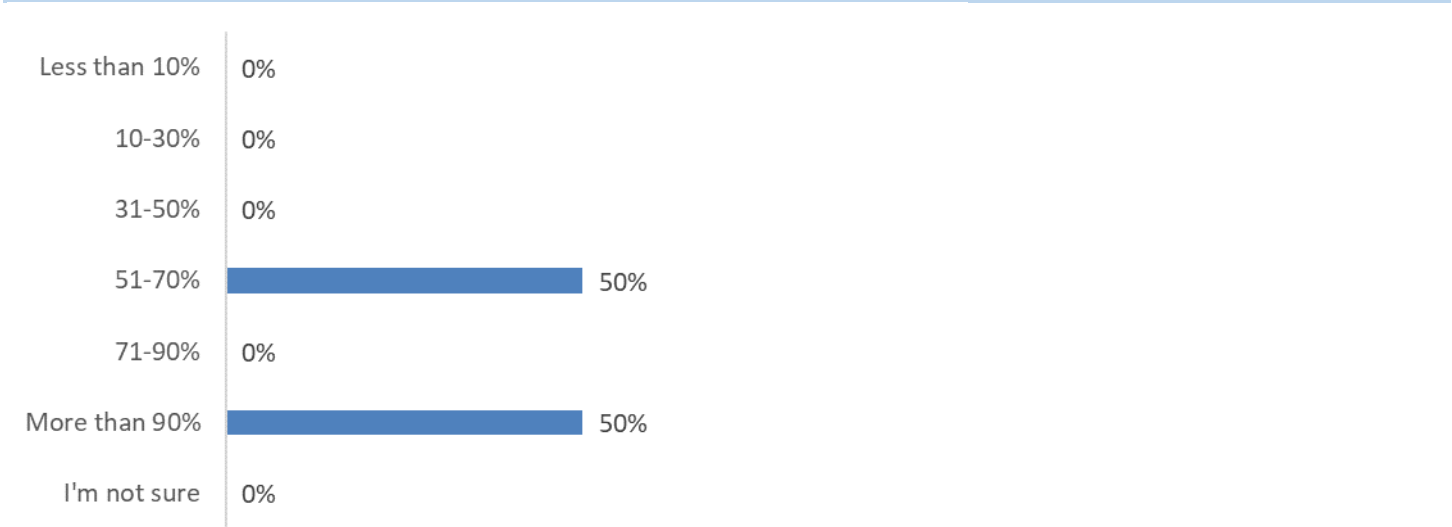
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



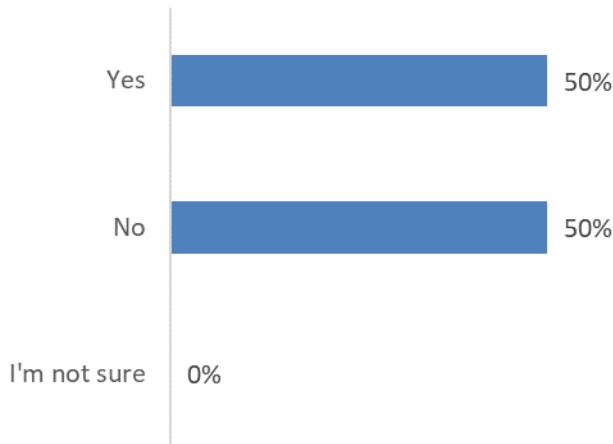
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



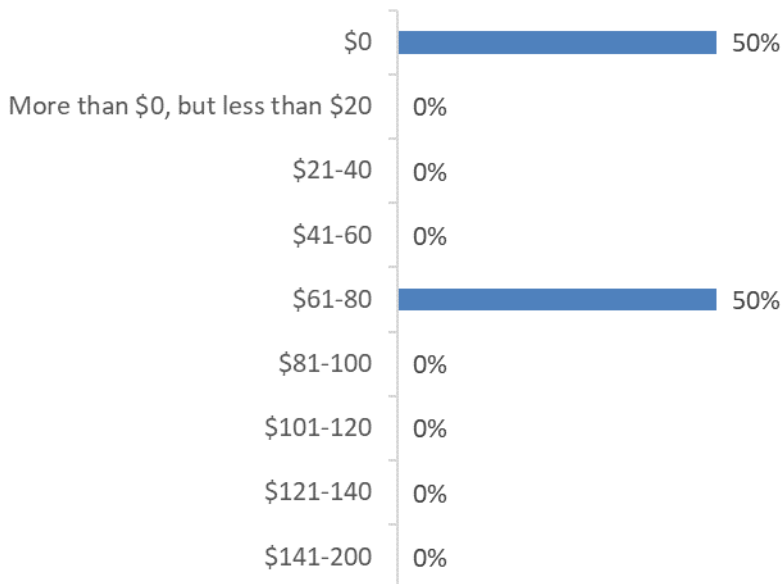
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- I am usually fine with students using old editions of books. Also, *none* of my classes require books over \$60.

What do you consider “low-cost” for your discipline? (n=2)



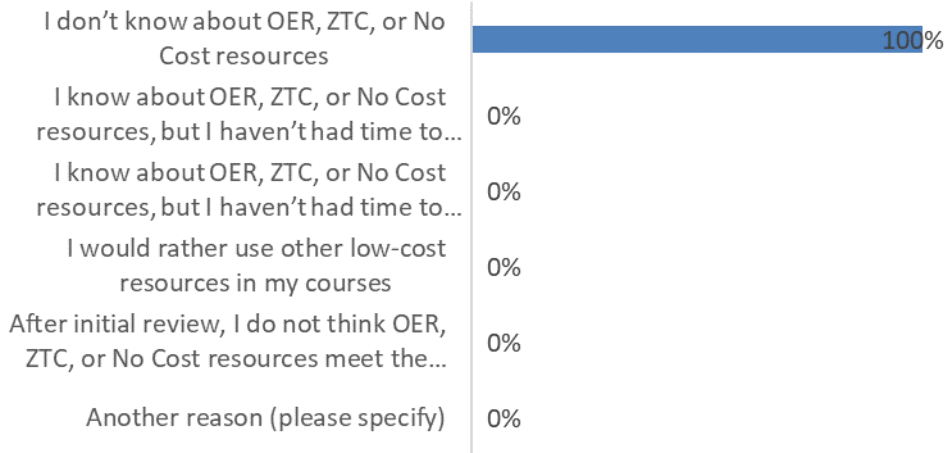
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- In teaching piano, it is imperative to have the text book that I use. It is available to rent, buy new or buy used. Buying new is usually around \$35 while renting or buying used runs about \$20-\$25.
- The quality of OER, etc. seems to vary widely. Sorting through the good vs. bad materials is a full-time endeavor.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- If the library or book store could have one or two editions of my text book that are available to "check out" for the semester, that would indeed be helpful.

Why are you currently not using OER, ZTC, or No Cost? (n=)



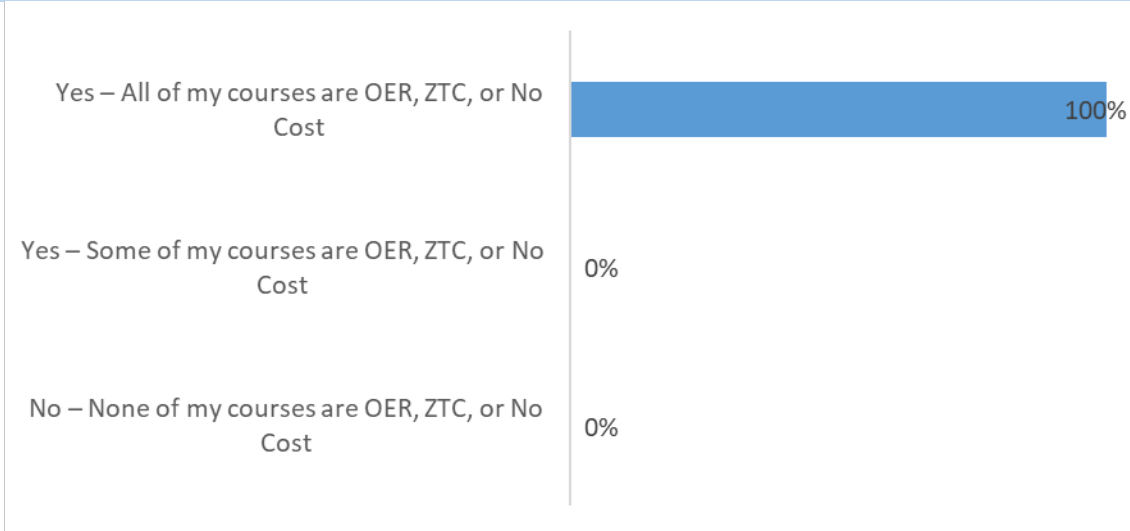
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Humanities

Does at least one of your classes require a textbook?

Yes	100%	2
No	0%	

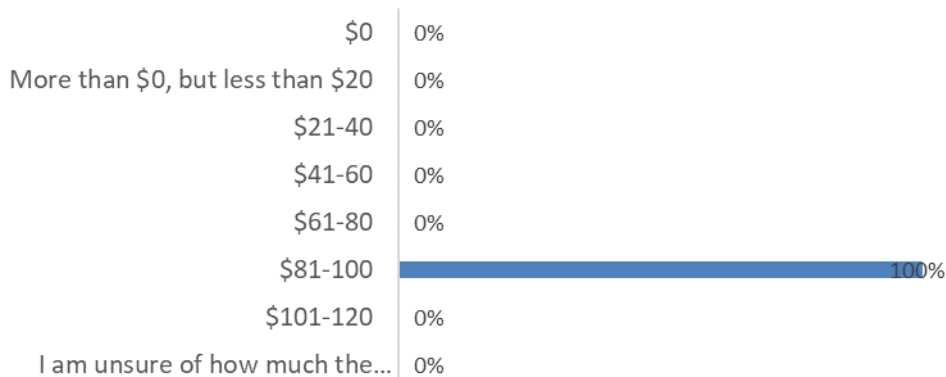
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)



If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- To answer precisely, . . . although I do include some no-cost "text" materials in ALL of my courses, it is unfortunately not possible for all of my materials to be free. In order to provide my students global, diverse, and equity-oriented perspectives, it is not really possible to steer clear of copyrighted materials.
- To be clear, I've only used some public domain resources which I've had to adapt.

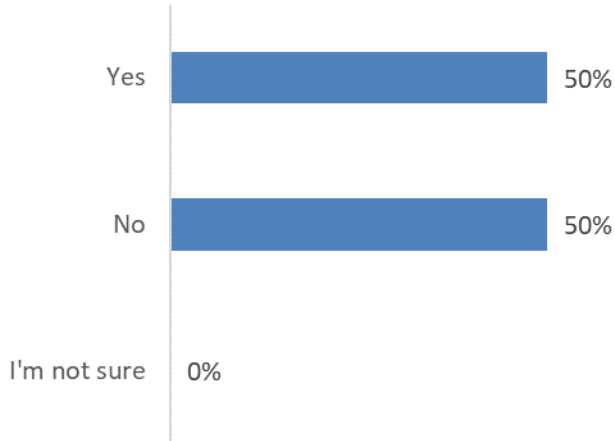
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=0)

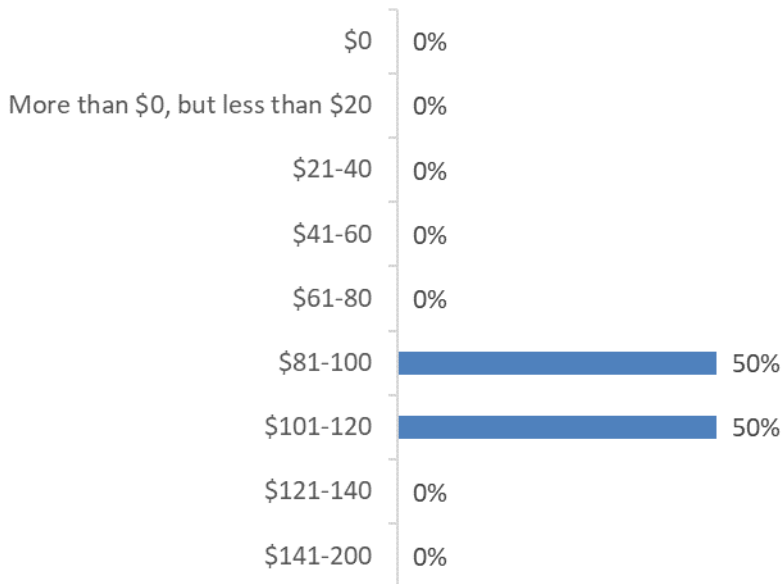
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Digital alternatives

What do you consider “low-cost” for your discipline? (n=2)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- I have wasted hours/days/weeks online in search of usable OER materials, but have so far been unable to find significant chunks of quality worthwhile materials that are usable without unseemly amounts of reworking. It is easier and less time-consuming to produce my own materials, but I don't really have time and opportunity to produce more than a fraction of what I would need to eliminate most costs for my students.
- I've done quite a bit of 'hunting' for OER, ZTC, No-cost materials. In my searches, I've not found an adequate ZTC for my subject area. In terms of OER, I've found that for my subject area it also does not provide good quality comprehensive materials. While I have had some luck finding some older materials, it is especially difficult to find current/contemporary materials this way (which are usually of greatest interest to the students). Even the older/classics materials often require heavy adaptation on my part as the (older) translations of the classics are often too challenging/dated for the students. Furthermore, the course requires a wide breath of materials from different cultures and times, much of which is copyrighted. One more point on this, looking for and adapting OER materials is a tall order for a part-timer. As it is, I feel I put in far more effort than is warranted by my pay. While I choose to live with that, it is yet a whole other thing to now put more time and energy into adapting OER materials, or creating No-Cost materials. In short, as it stands right now it seems impractical and not in-line with the course outcomes to strictly use OER, ZTC, and No-Cost course materials. The quality and breath is just not there.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- For one, as mentioned above, pay part-timers more so they are motivated and adequately compensated to look for and adapt such materials. Also, I've learned over the years that the B&N Cuyamaca bookstore prices are far higher than what is available elsewhere. I typically advise my students NOT to shop there. I also encourage them to get the electronic versions as they are cheaper. Maybe the community colleges should create their own system for creating good quality materials (as they did with Canvas). Lastly, I always put some copies of the various books required on reserves. I always wish I had the money to buy more copies. Could the college help out with that?
- The most helpful support would be assistance in lowering and keeping down costs for my students. At present, I can't see how costs for text materials could be altogether eliminated. A THOUGHT: If the District is really serious about lower costs for text materials, maybe we should get rid of Barnes and Noble and collaborate with other Districts to establish a non-profit, lower-price, bookstore consortium. Various times over many years, I have negotiated reduced-price, shrink-wrapped textbook bundles with a publisher only to discover that Barnes and Noble refused to honor the discount and charged the full retail price anyway! So much for that! ANOTHER THOUGHT: Maybe we could establish (or join) a consortium that could help faculty negotiate, compile and digitally distribute selected copyrighted materials at low cost. I realize that there are companies that already do this, but I haven't yet found one that was helpful in reducing costs. If, for example, I could obtain lower cost rights to just a few select chapters of one of my current textbooks, that would be wonderful.

Why are you currently not using OER, ZTC, or No Cost? (n=0)

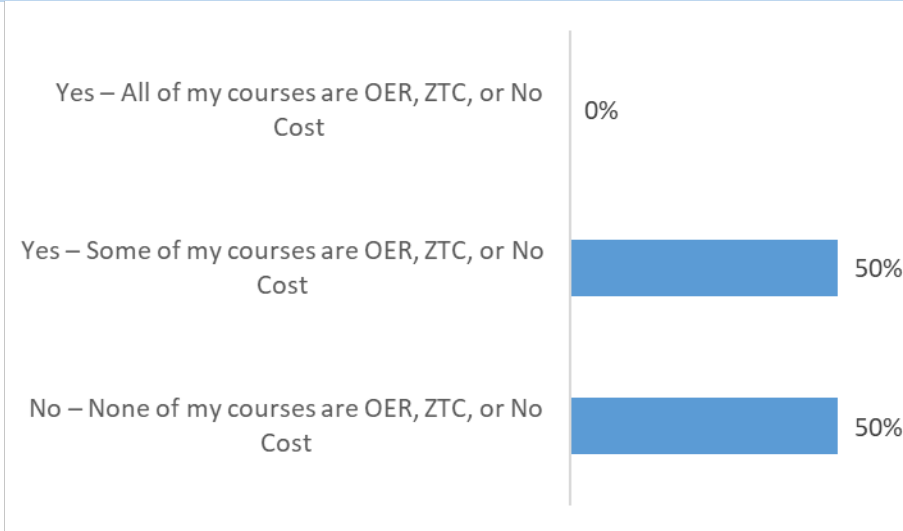
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Philosophy

Does at least one of your classes require a textbook?

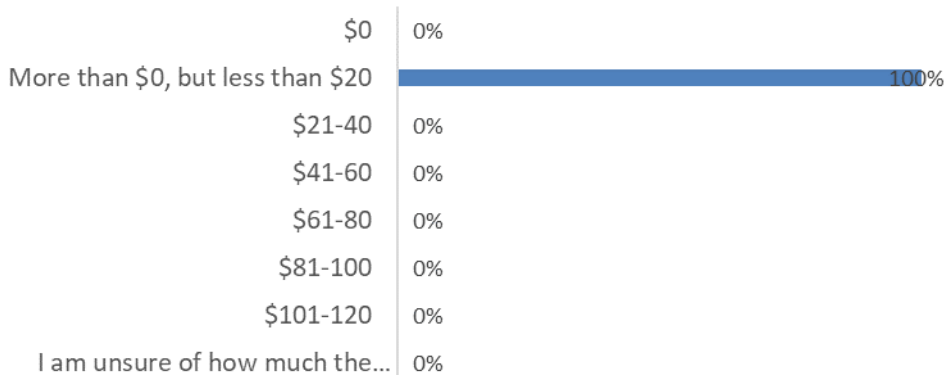
Yes	100%	2
No	0%	

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)

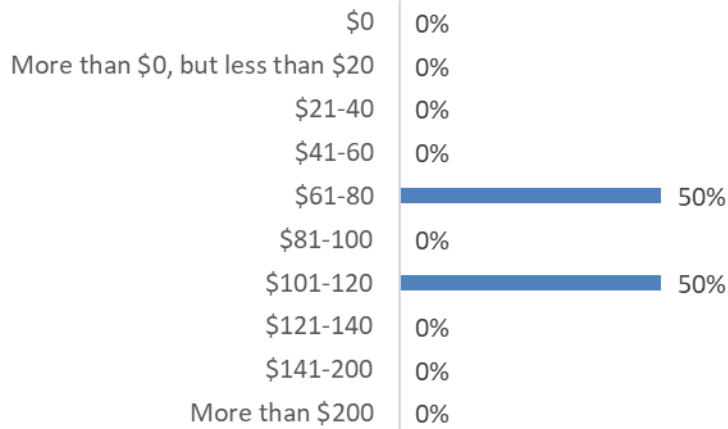


If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

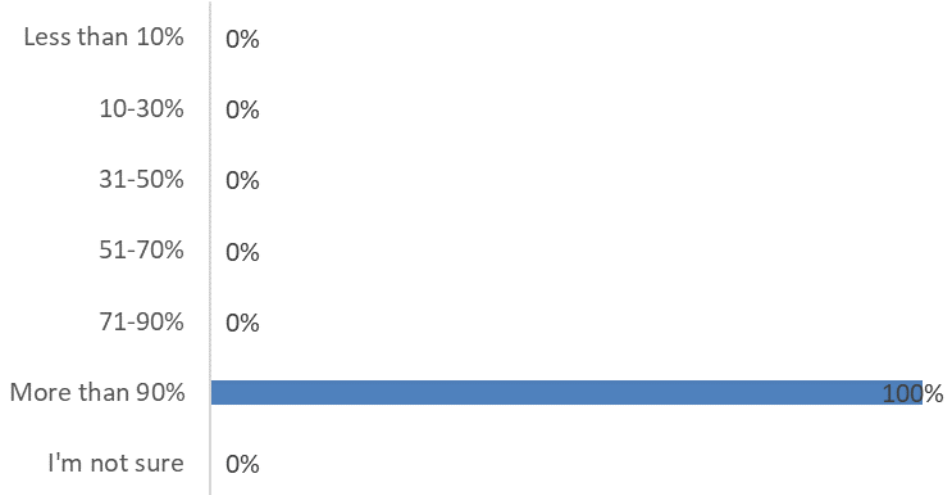
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



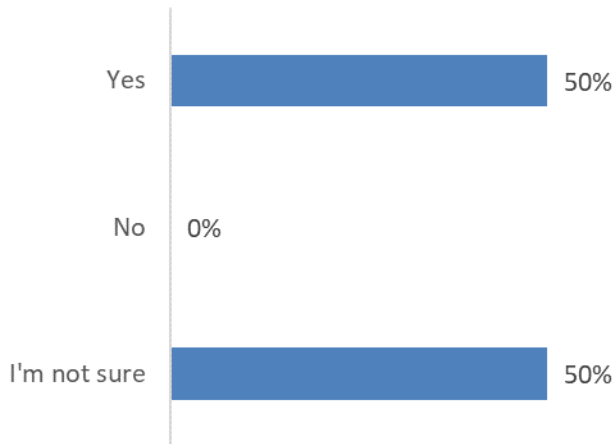
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)

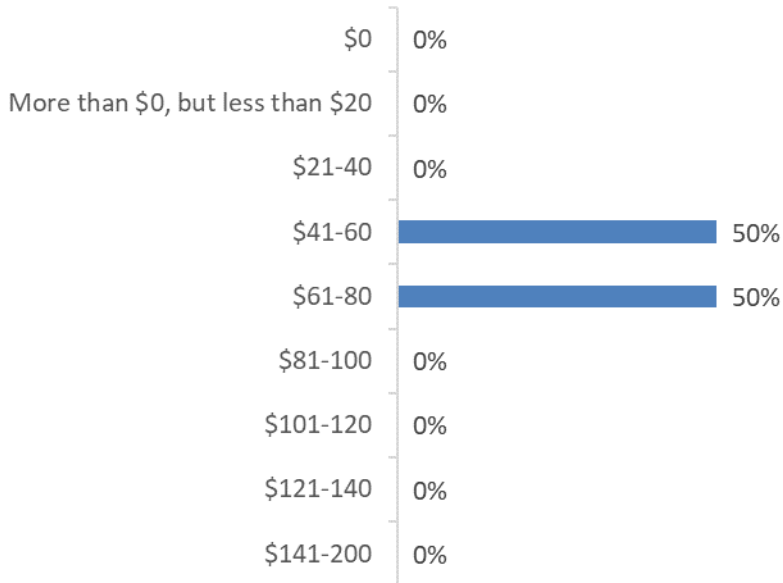


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

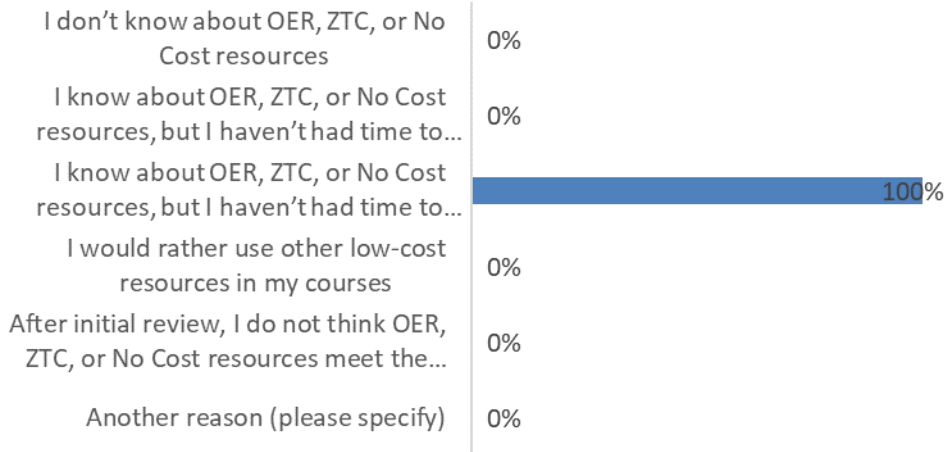
What do you consider "low-cost" for your discipline? (n=2)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials? (n=0)

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials? (n=0)

Why are you currently not using OER, ZTC, or No Cost? (n=1)



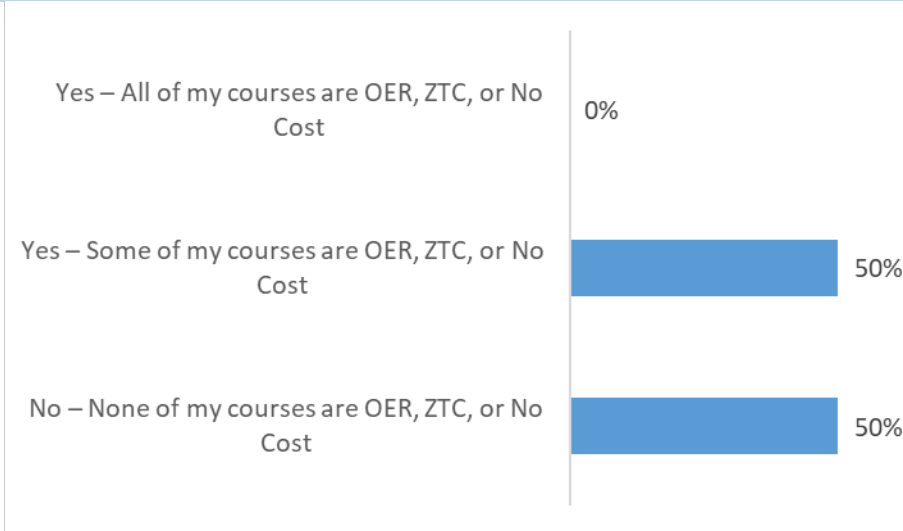
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Computer Science

Does at least one of your classes require a textbook?

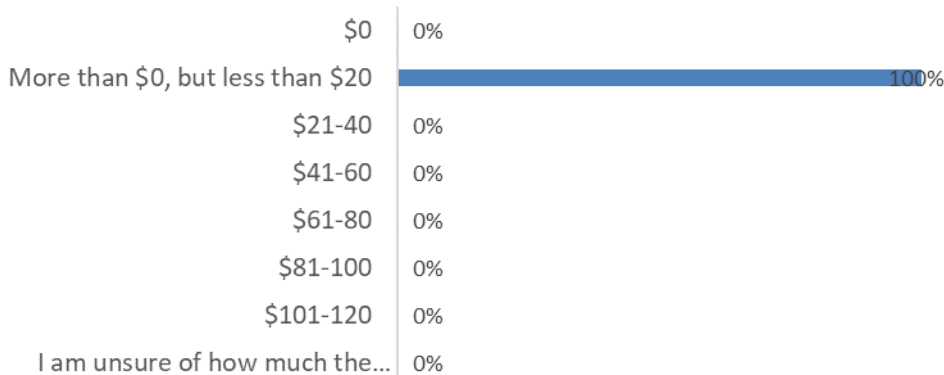
Yes	100%	2
No	0%	

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)

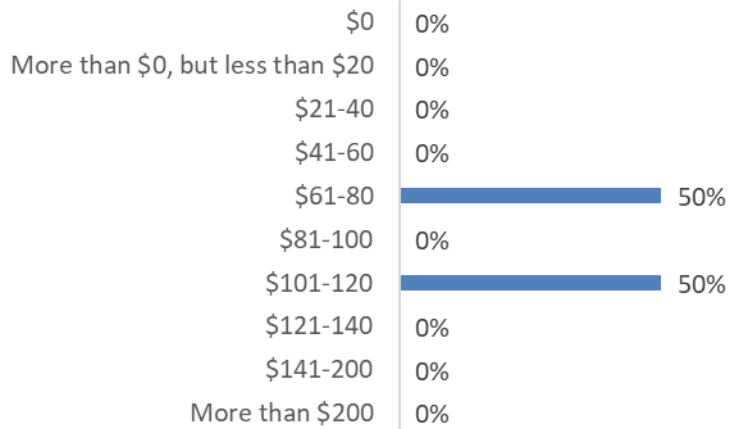


If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

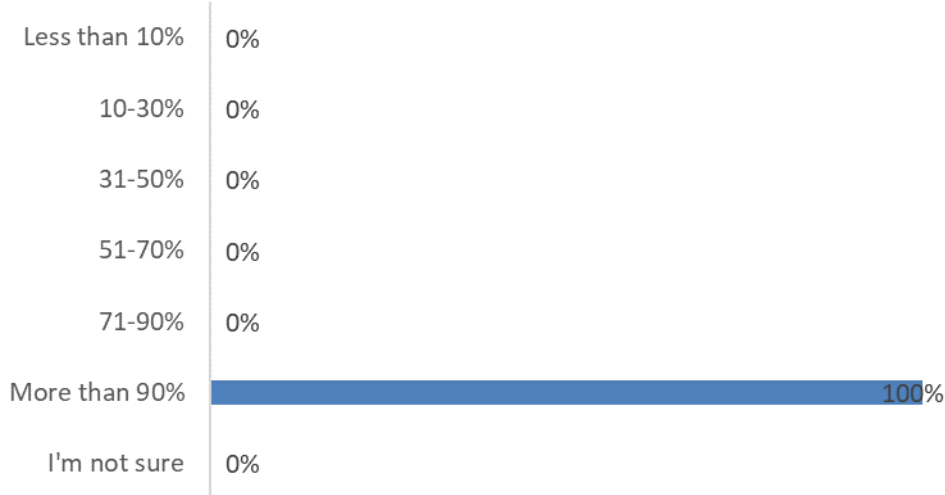
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



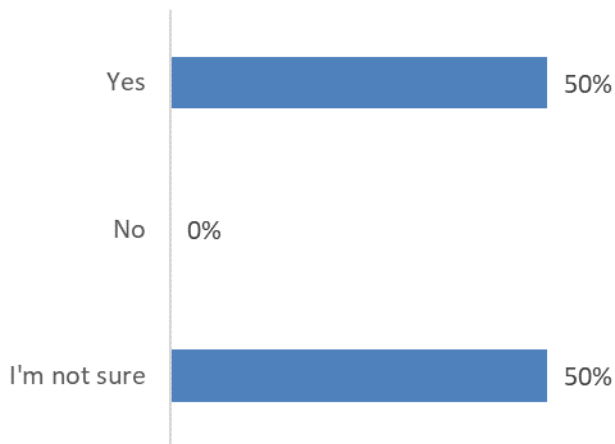
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)

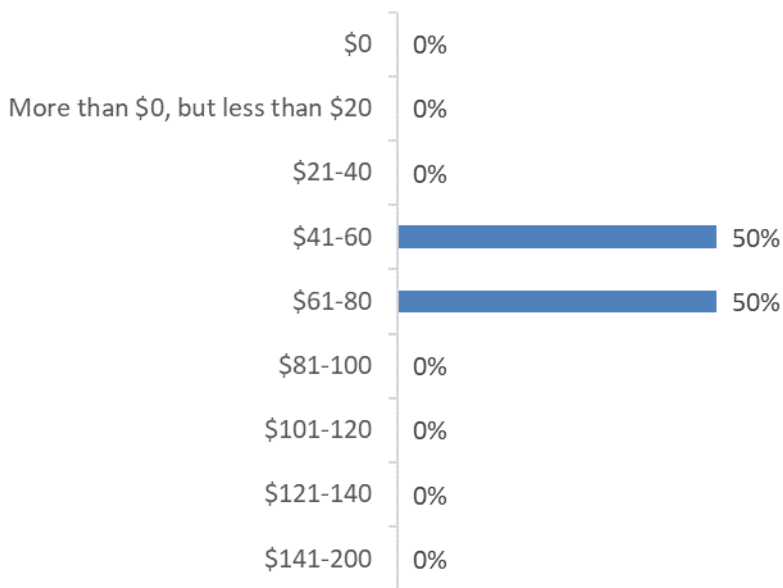


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

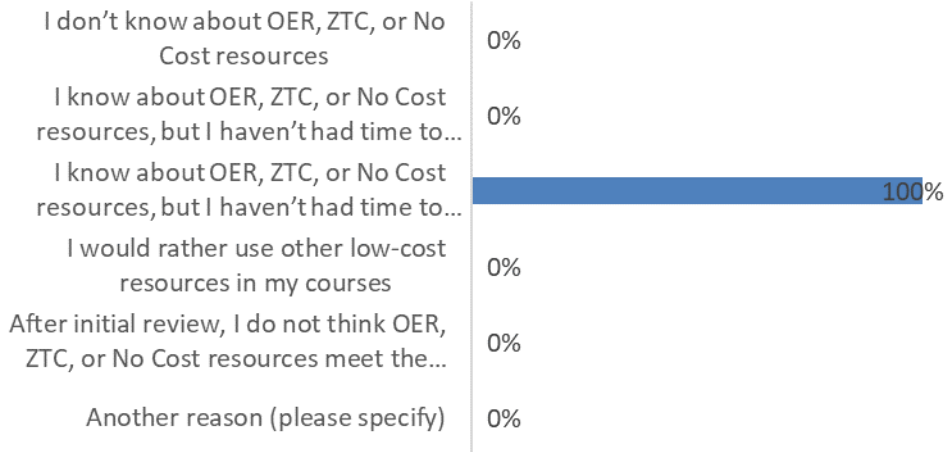
What do you consider “low-cost” for your discipline? (n=2)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials? (n=0)

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials? (n=0)

Why are you currently not using OER, ZTC, or No Cost? (n=1)



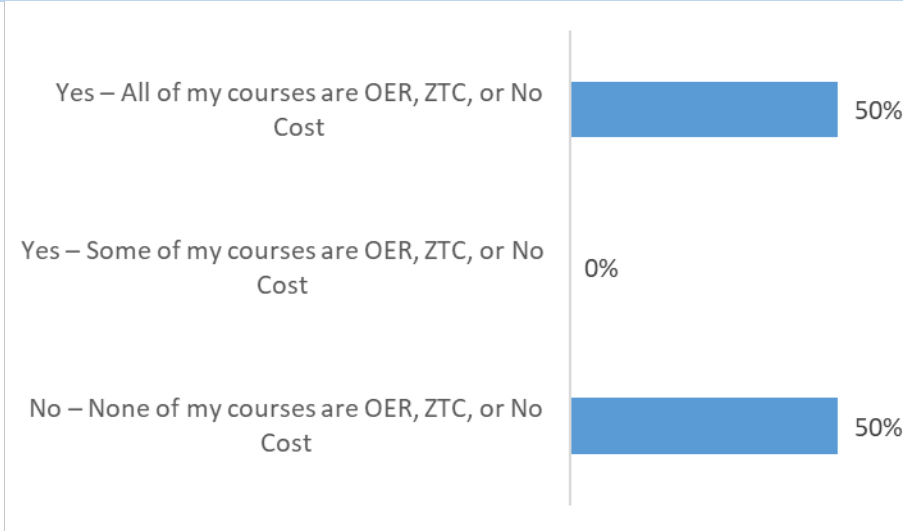
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Center for Water Studies

Does at least one of your classes require a textbook?

Yes	50%	1
No	50%	1

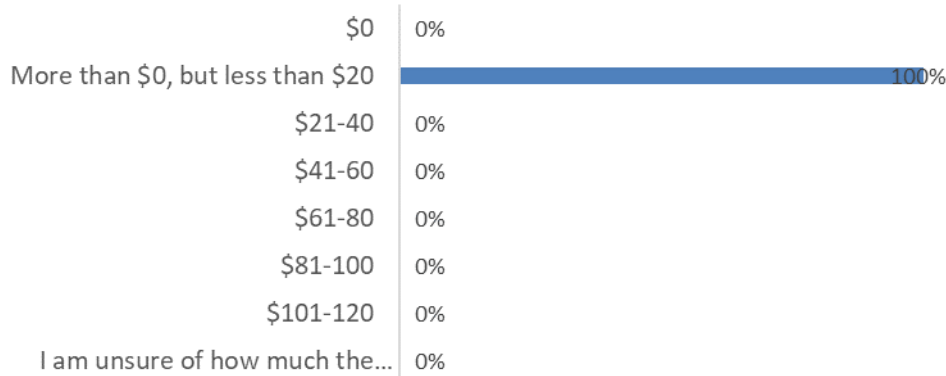
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)



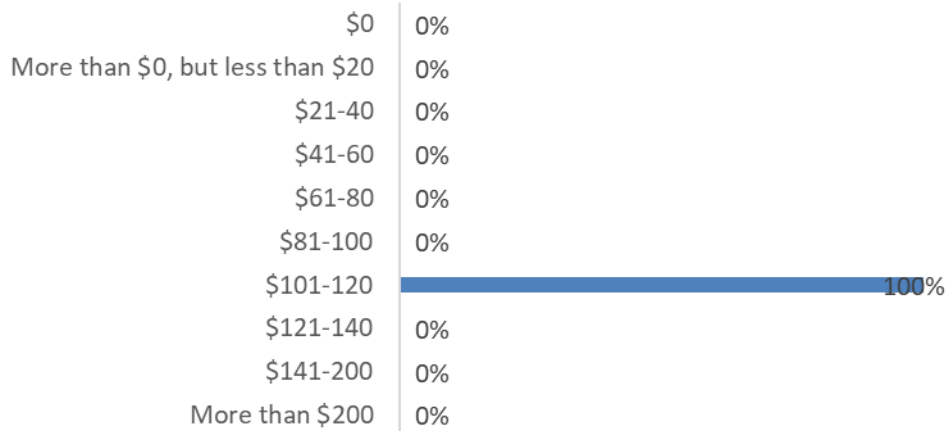
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- The impact to the students is related to the cost, its cheaper and easier for the students to acquire.

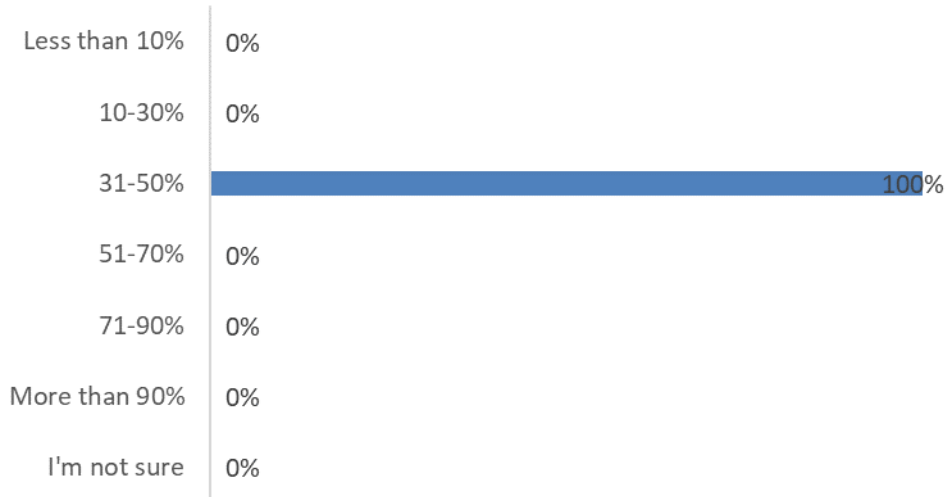
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)

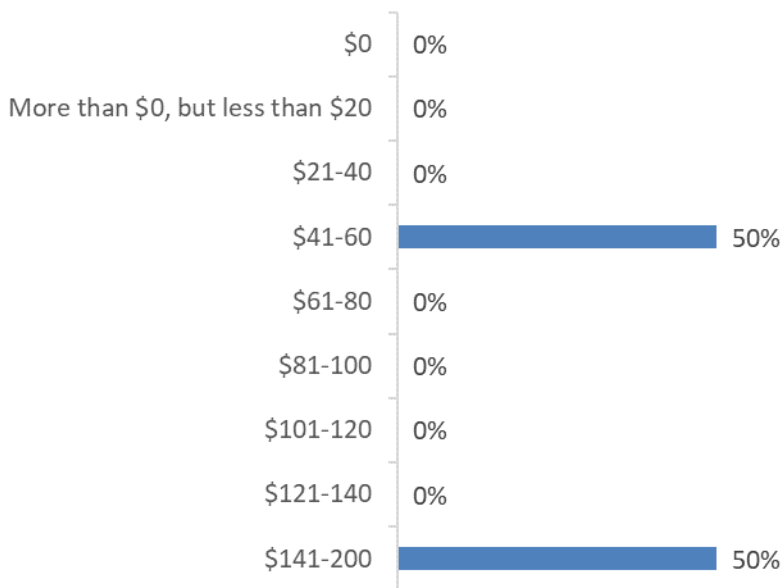


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

What do you consider "low-cost" for your discipline? (n=2)



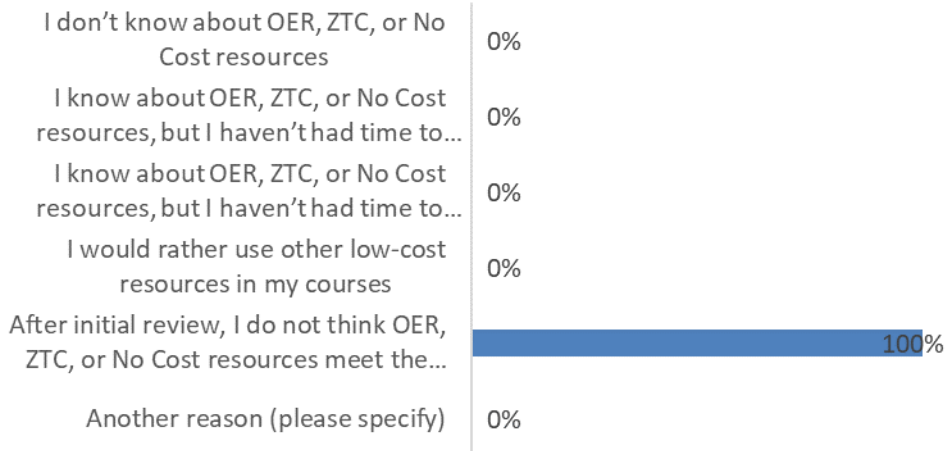
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Finding suitable texts that meet the needs of our curriculum
- Making sure the students have the current materials and not the out-of-date materials.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- N/A
- Not sure

Why are you currently not using OER, ZTC, or No Cost? (n=1)



Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=1)

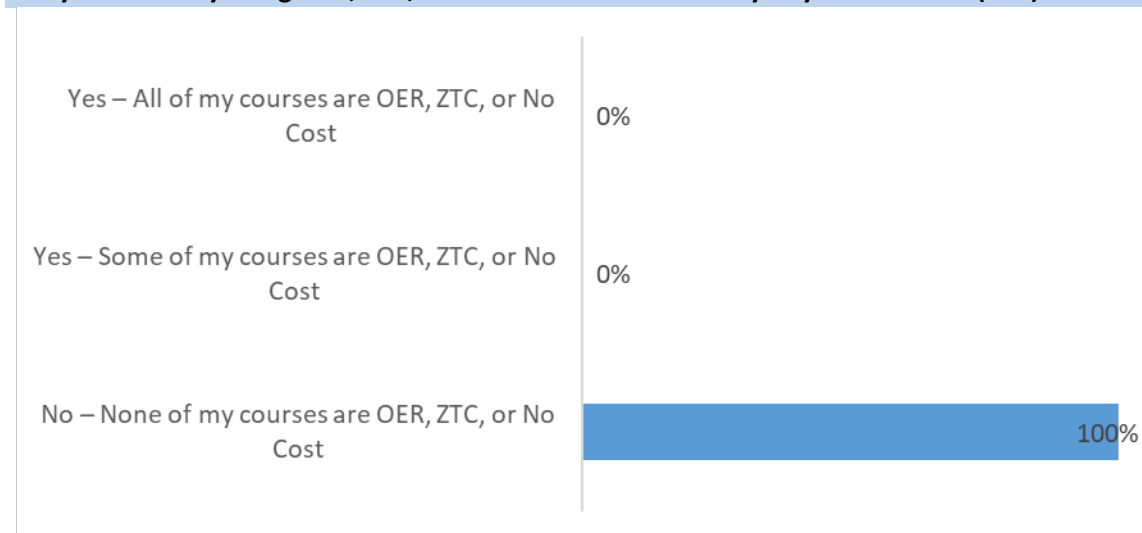
- I have not found OER or ZTC material that meets the needs of our CWS curriculum. Our curriculum is somewhat unique, covering Water & Wastewater treatment and Distribution protocols defined by Title 22 CCR and meeting AWWA standards and specifications.

Chemistry

Does at least one of your classes require a textbook?

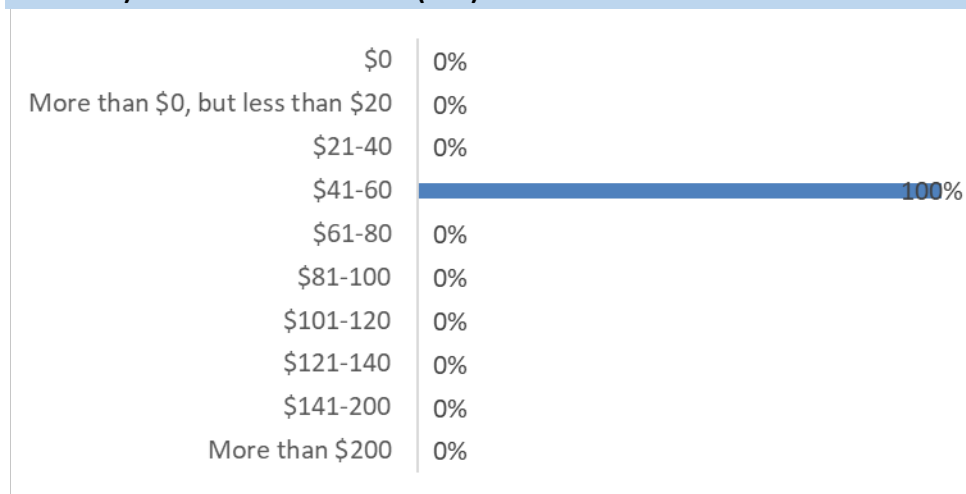
Yes	100%	2
No	0%	

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)

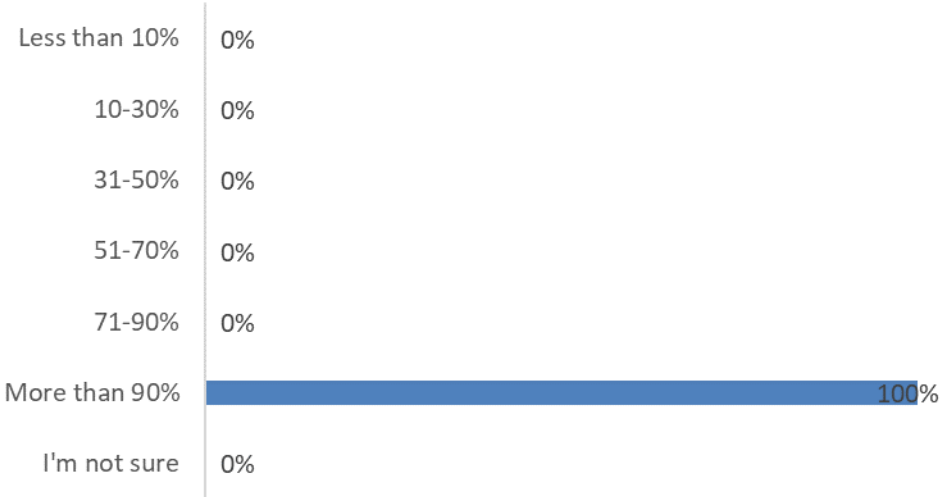


If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

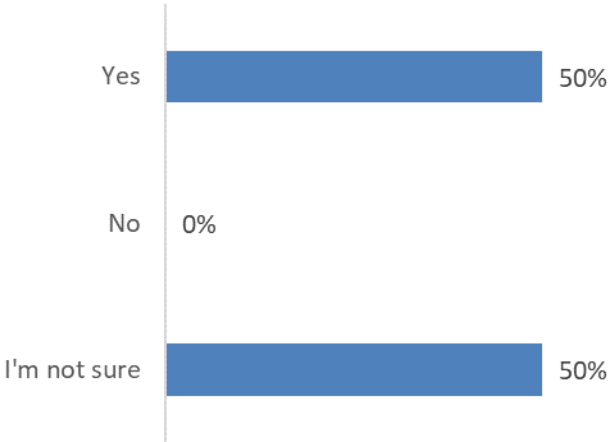
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)

In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



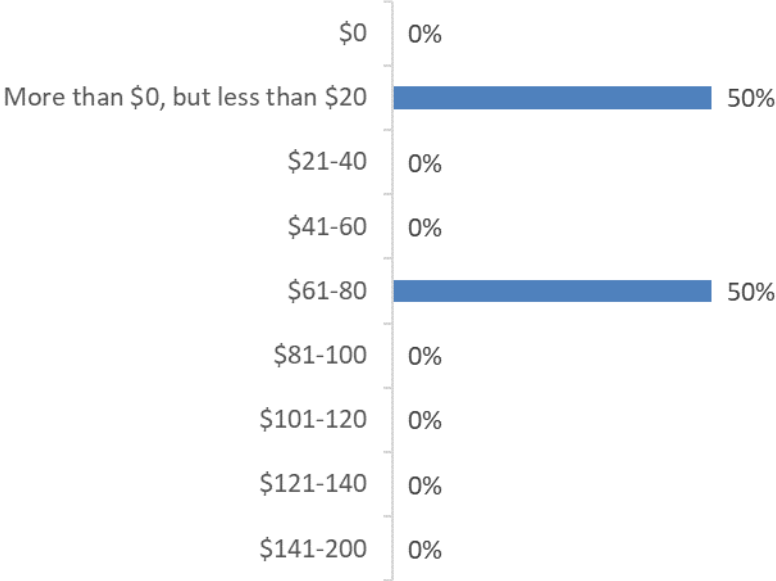
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- non graphing calculators, quadrule notebooks

What do you consider "low-cost" for your discipline? (n=2)

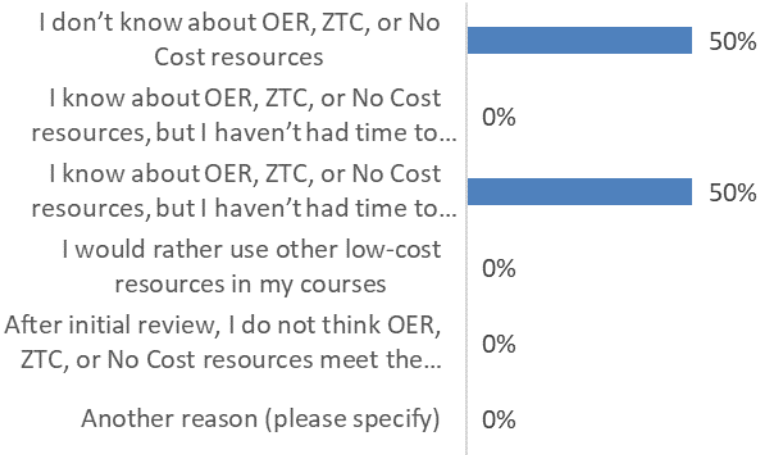


What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- n/a

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials? (n=0)

Why are you currently not using OER, ZTC, or No Cost? (n=2)



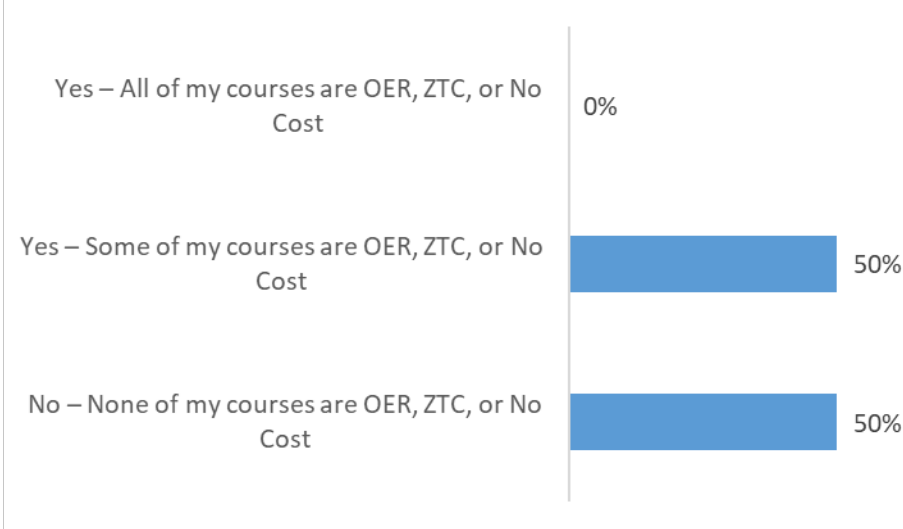
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Spanish

Does at least one of your classes require a textbook?

Yes	100%	2
No	0%	

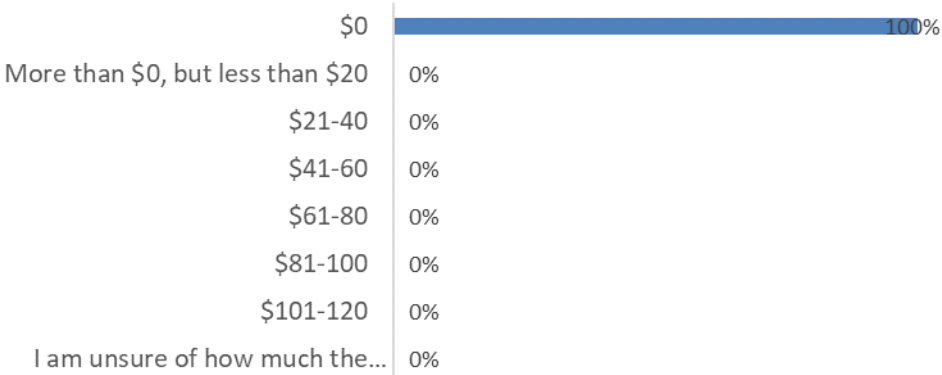
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)



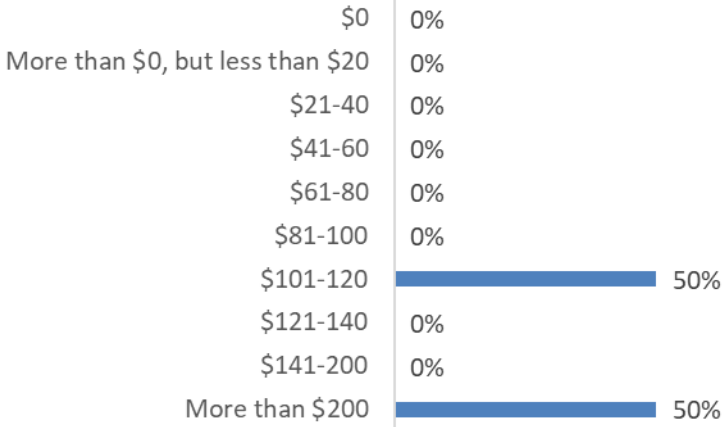
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Students have been able to access class material from the first day of class, preventing them from falling behind for not having the textbook.

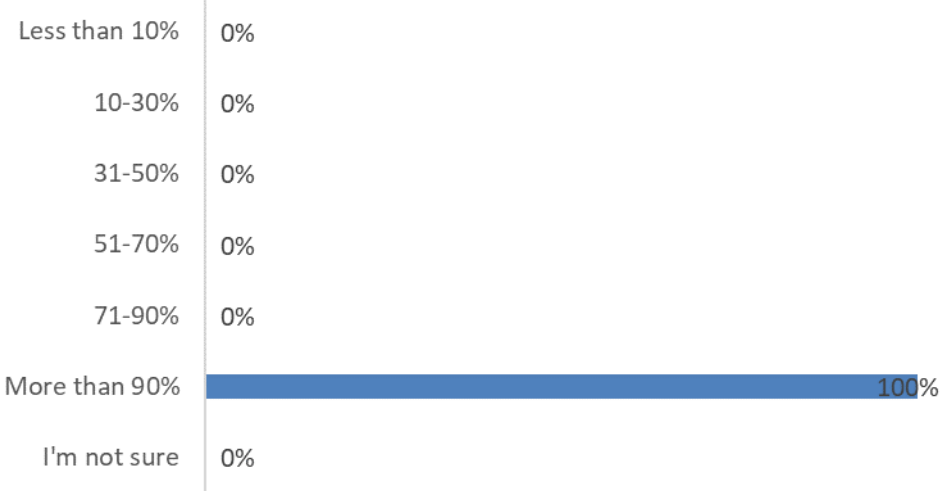
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)

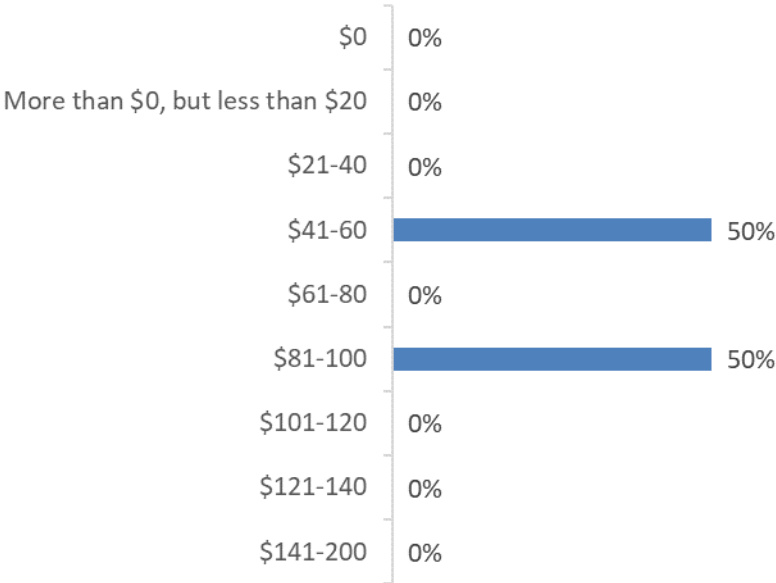


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

What do you consider "low-cost" for your discipline? (n=2)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- In order to master a language, much repetition and practice is required. Language instructors rely on homework systems that include readings, writing practices, cultural videos from different countries, voice recording activities, and listening comprehension sections. All work students complete in these systems is submitted and received by the instructor who is able to then assign a grade. I have searched in different OER platforms that offer different text equivalents, but none of them offers a system for the students to practice. The challenge is not on creating reading and writing activities for the students, but on creating videos to cover the cultural aspect of the class and finding the technological resources to create activities in different modalities that students can submit for a grade.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Right now, I am in search of a homework system that can provides the technology needed for language classes and can be integrated to Canvas. In the future, when I find it, I will need assistance on adding the LTI to Canvas and I might need some budget.

Why are you currently not using OER, ZTC, or No Cost? (n=1)

I don't know about OER, ZTC, or No Cost resources	100%
I know about OER, ZTC, or No Cost resources, but I haven't had time to...	0%
I know about OER, ZTC, or No Cost resources, but I haven't had time to...	0%
I would rather use other low-cost resources in my courses	0%
After initial review, I do not think OER, ZTC, or No Cost resources meet the...	0%
Another reason (please specify)	0%

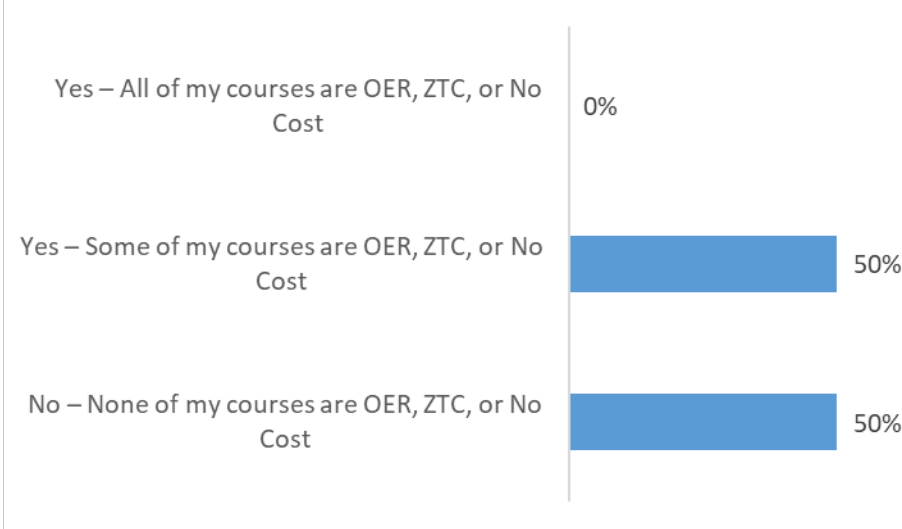
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Arabic

Does at least one of your classes require a textbook?

Yes	100%	2
No	0%	

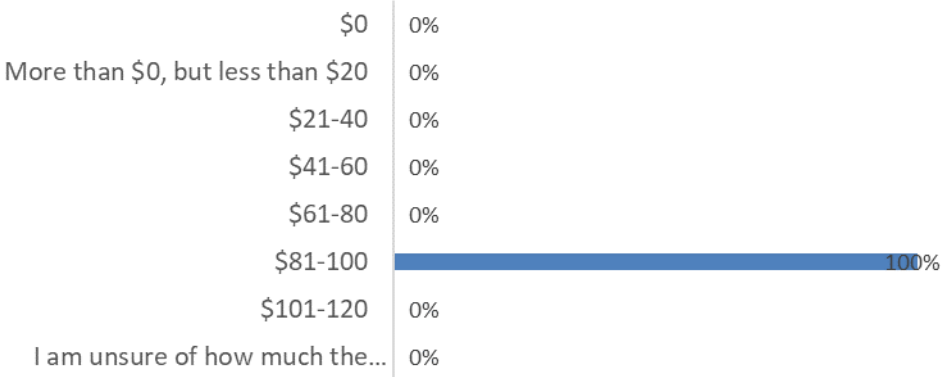
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)



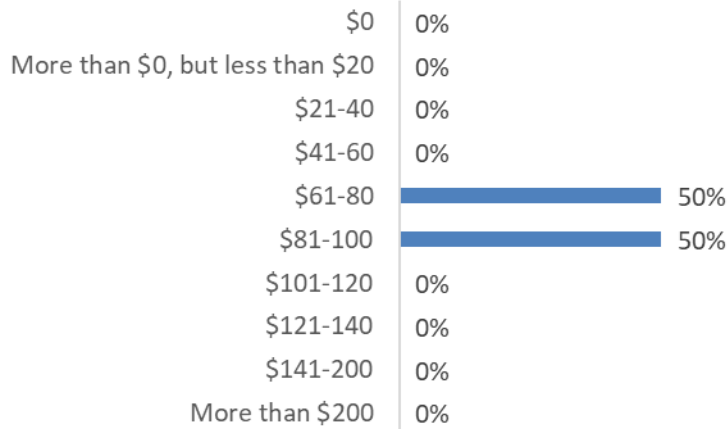
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- NA
- The students like to use the free PDF version online or go to the library to borrow the book and do the homework.

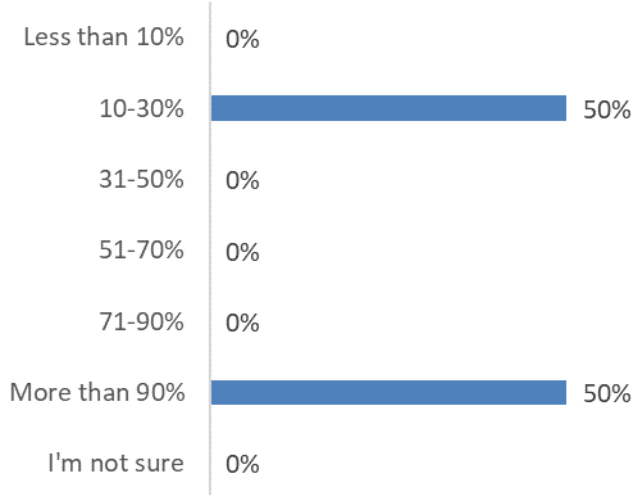
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



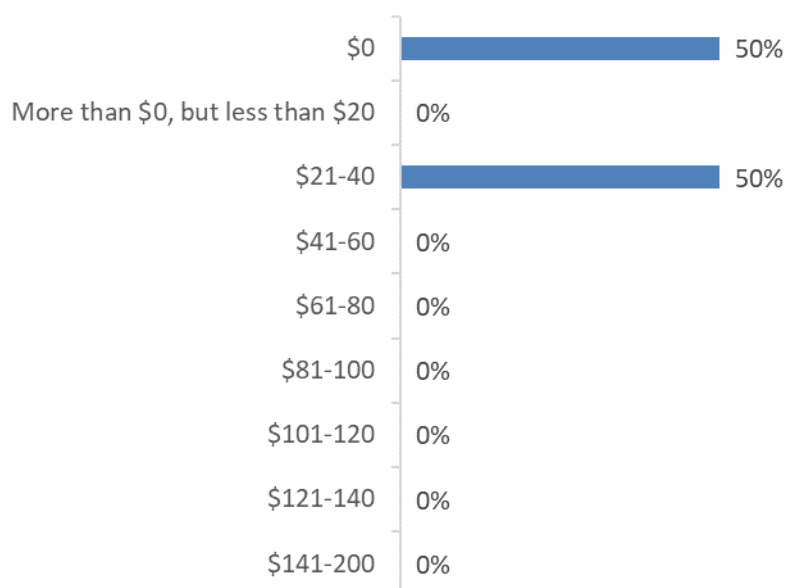
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- I provide the students with the links for the free links for the assigned book. Also, I use screen-O matic to record the audios for the students and use other methods to assist the students learn and acquire the required information.
- We replaced the workbook with teacher-built worksheets so students don't have to buy the accompanying writing book.

What do you consider "low-cost" for your discipline? (n=2)



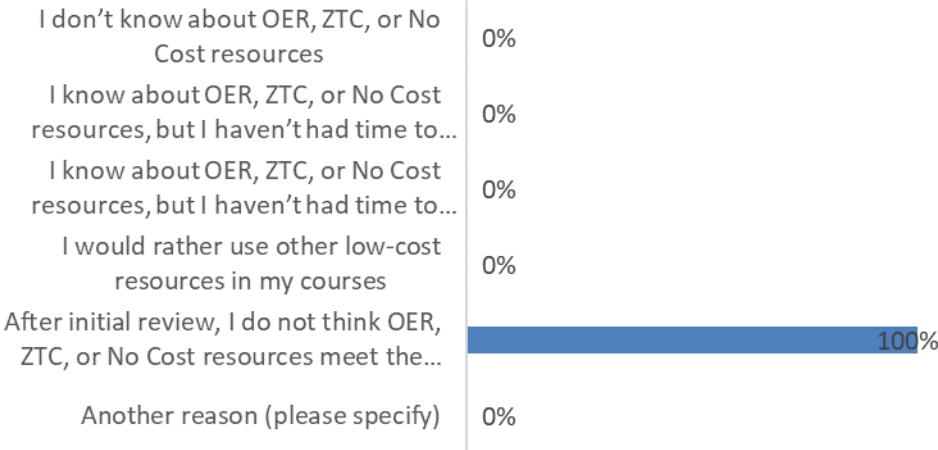
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- inconsistency
- There are many challenges but the hardest is that the materials will disappear or the providers of the link will charge for the access.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- na
- The college can provide the students with the 24 hours access to the free/ no charge learning materials and keep updating the site with latest educational resources.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=1)

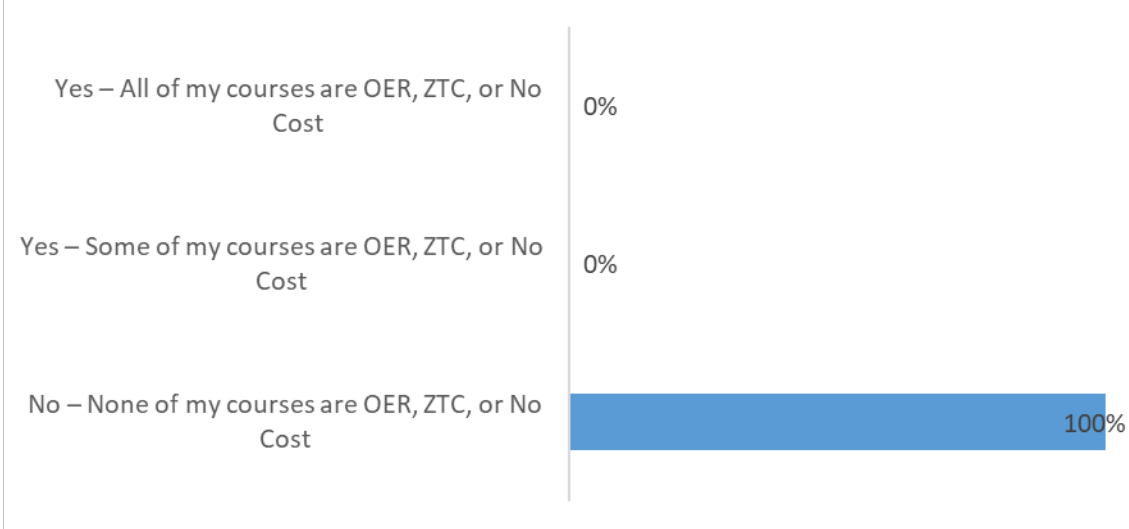
- But we use OER and ZTC for other sections that I don't teach right now. It's just for the beginning levels of language courses that we have to follow a systematic highly structured curriculum that can only be done through a series of textbooks that goes from beginning levels up to intermediate.

Exercise Science

Does at least one of your classes require a textbook?

Yes	100%	2
No	0%	

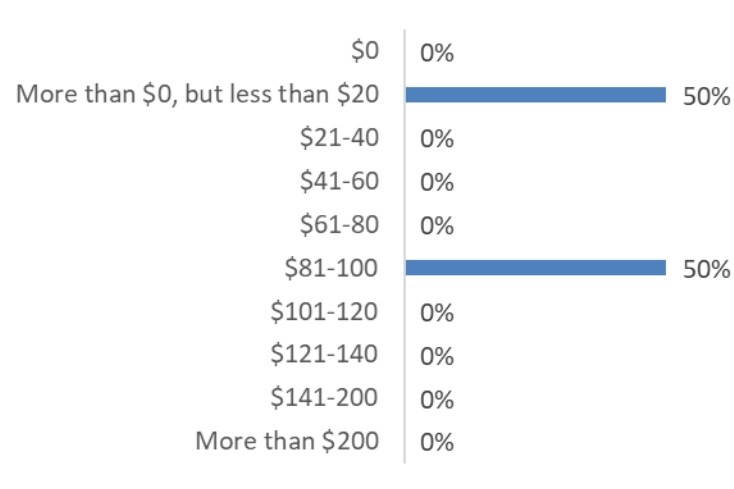
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)



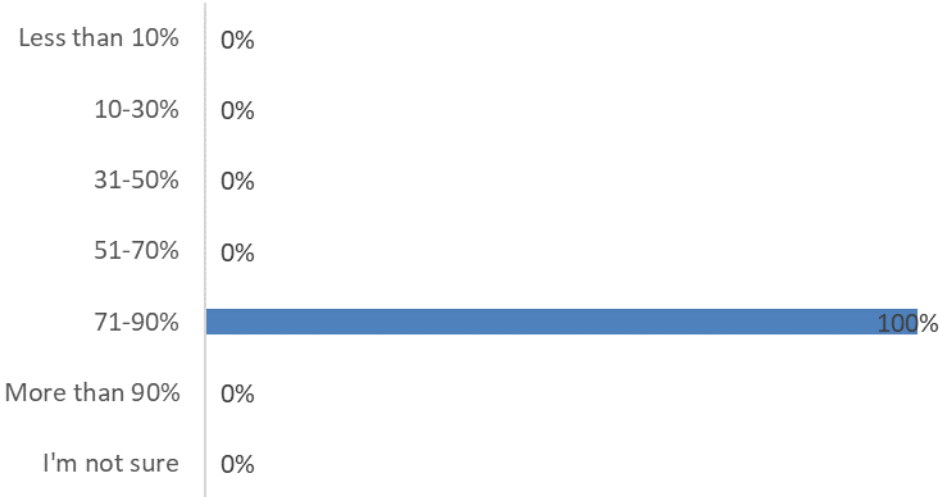
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)

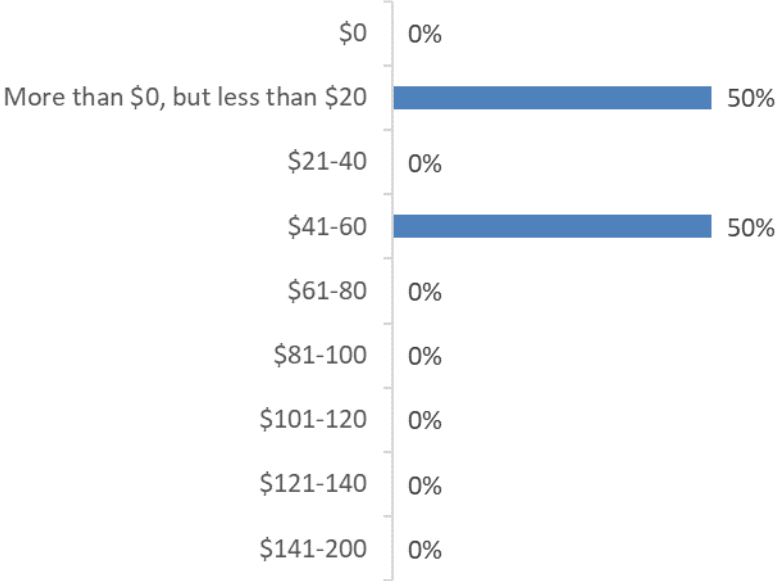


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

What do you consider "low-cost" for your discipline? (n=2)



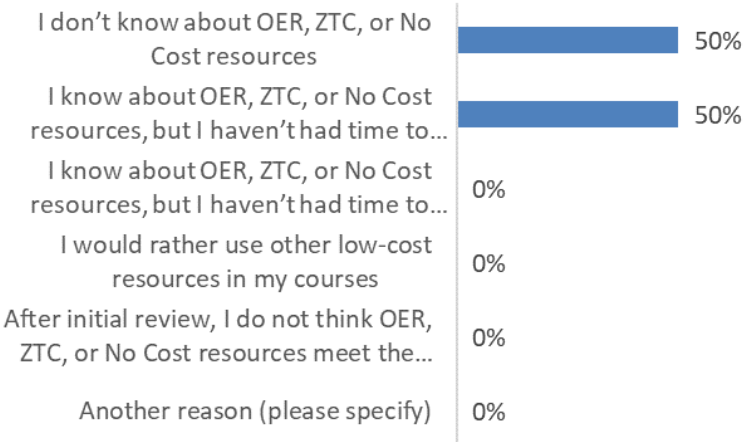
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- limited resources
- None

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- None

Why are you currently not using OER, ZTC, or No Cost? (n=2)



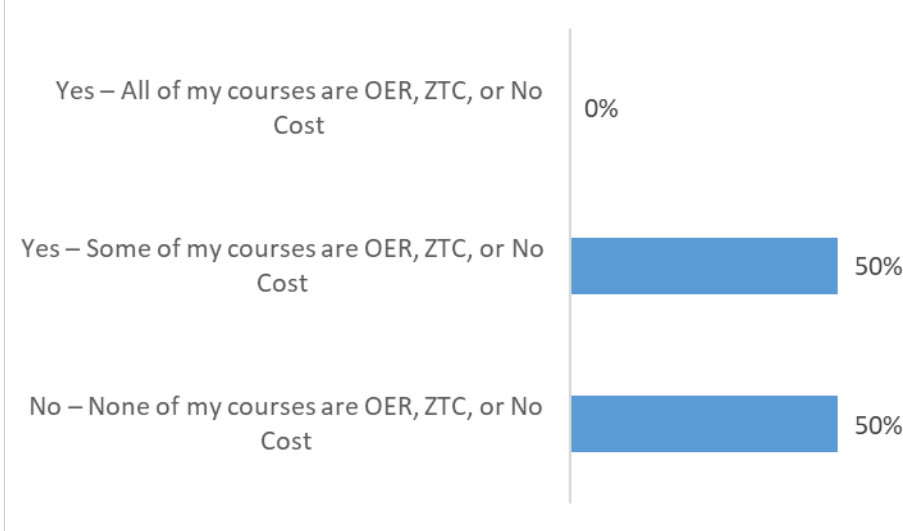
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Environmental Health and Safety Management (EHSM)

Does at least one of your classes require a textbook?

Yes	50%	1
No	50%	1

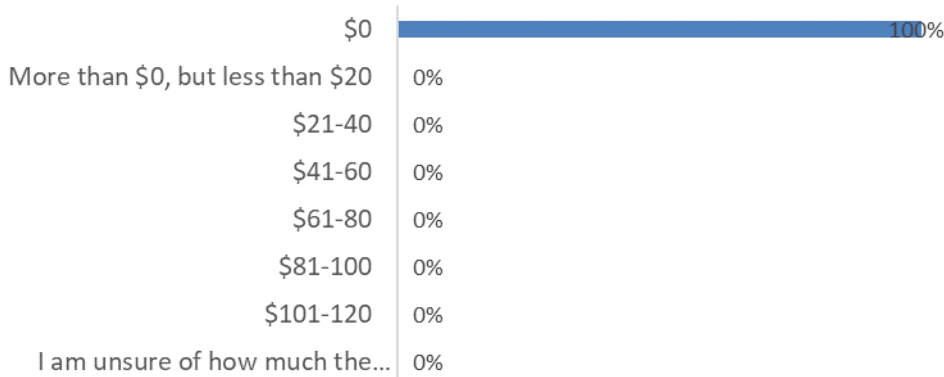
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=2)



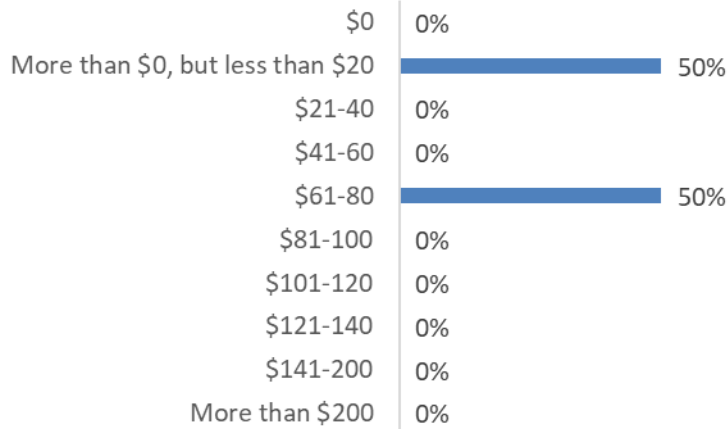
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Impacts are seen when a book is required that costs money. Students with financial issues don't purchase books or purchase older editions and then struggle with the content or assignments that are expected to come from the book. Students without these requirements have a higher success rate and tend to complete work in a timely manner.

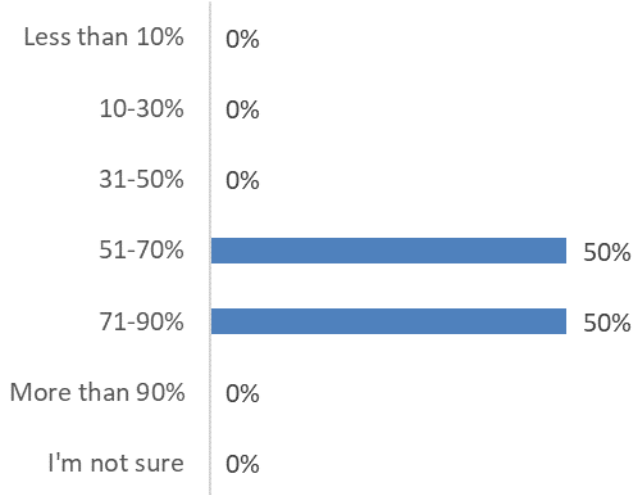
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=2)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=2)



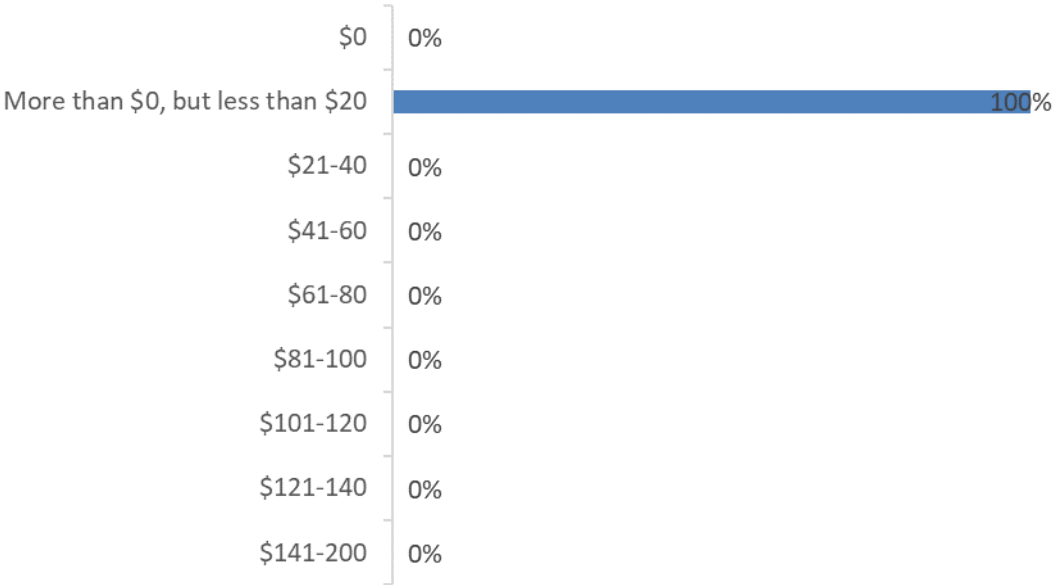
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=2)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Instead of using text books, we create a collection of documents that can be accessed online through websites or by downloading files from canvas.

What do you consider “low-cost” for your discipline? (n=2)



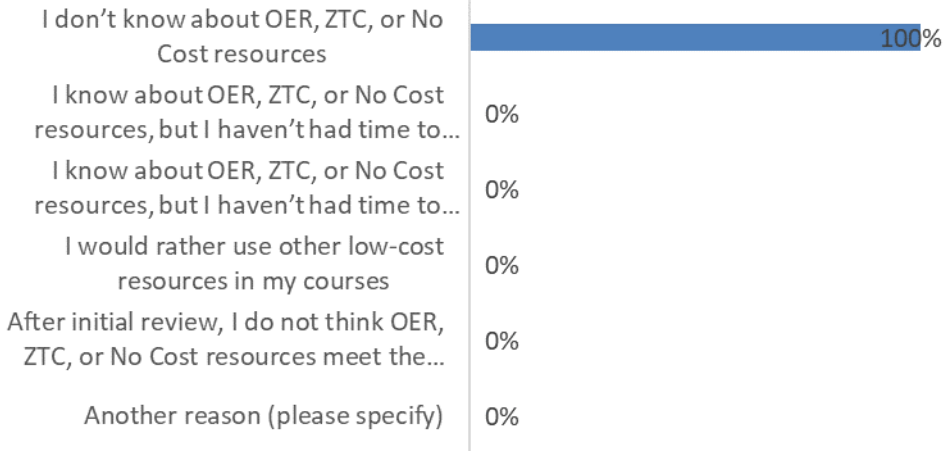
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Some students need print materials. Printing formats don’t always work once downloaded or printing is expensive and required many pages.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Students could print materials and then leave for use in the department when no longer needed. I encourage students to share resources. Also making sure that the materials are Title V accessible and if not, helping us convert them.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



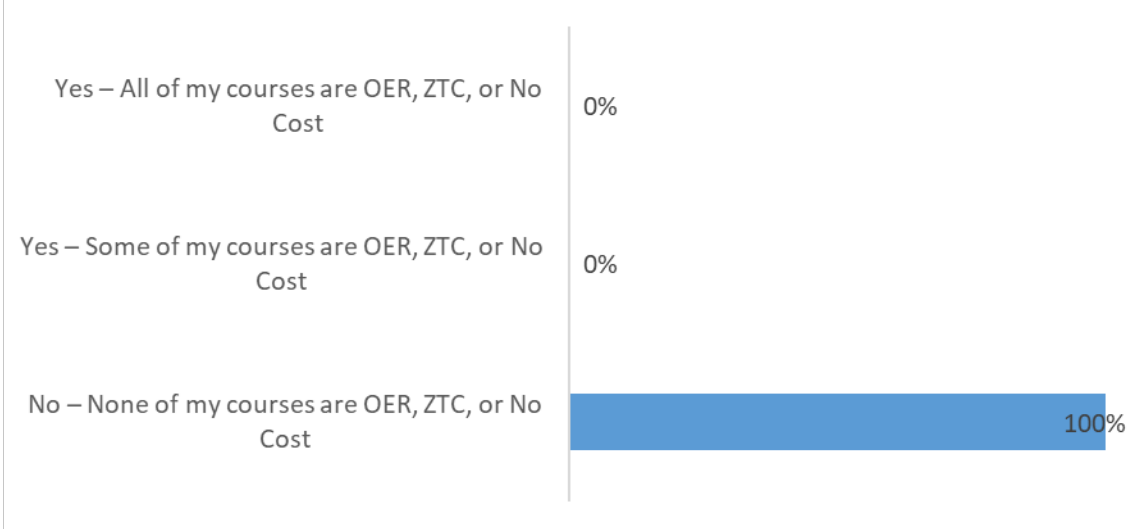
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Real Estate

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)

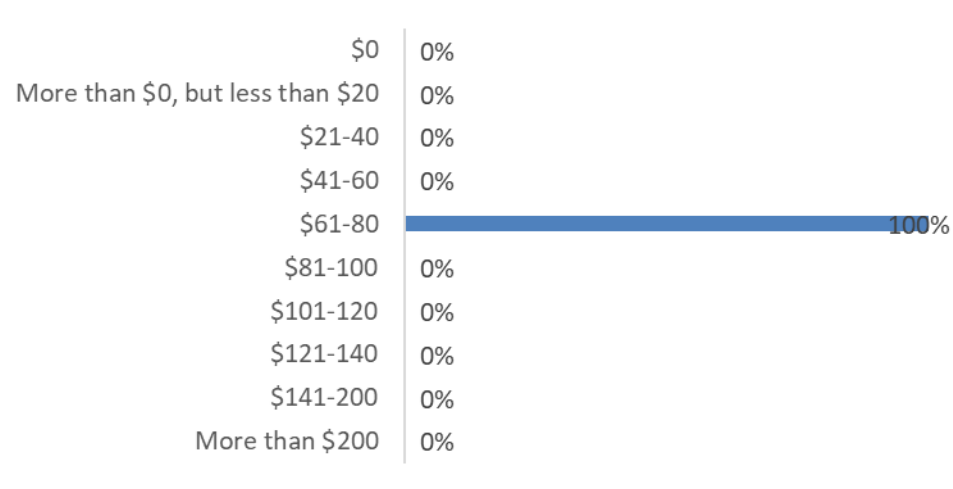


If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

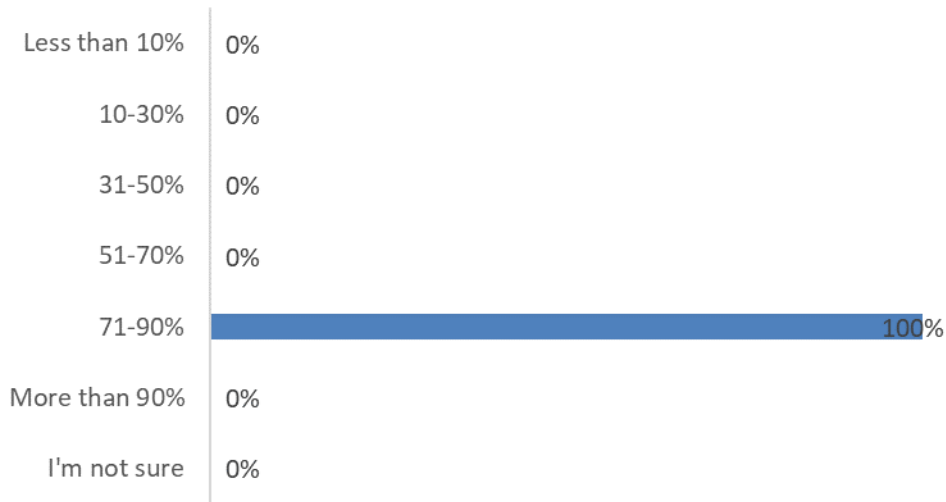
- No comment

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)

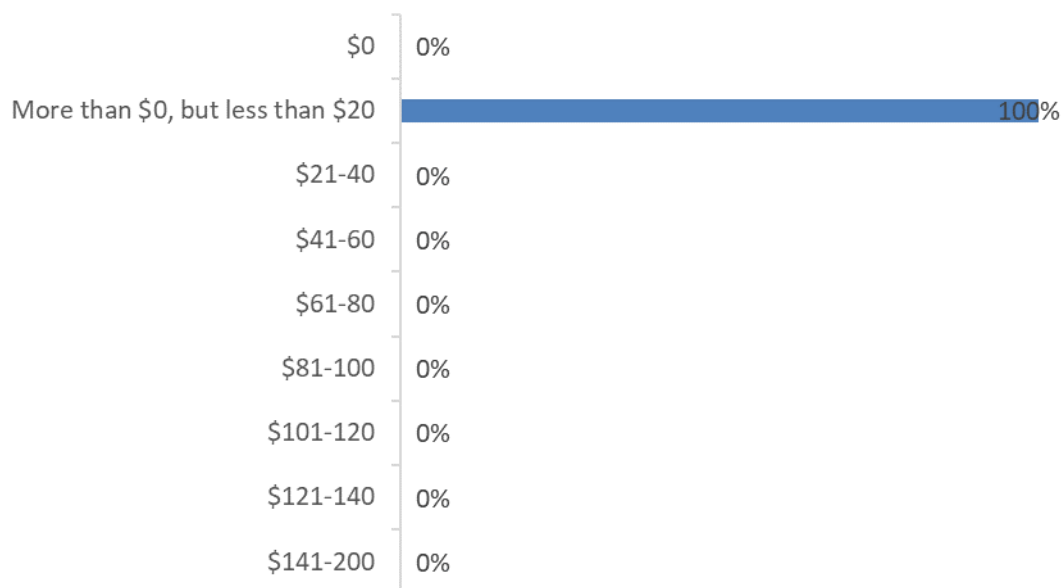


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

What do you consider “low-cost” for your discipline? (n=1)



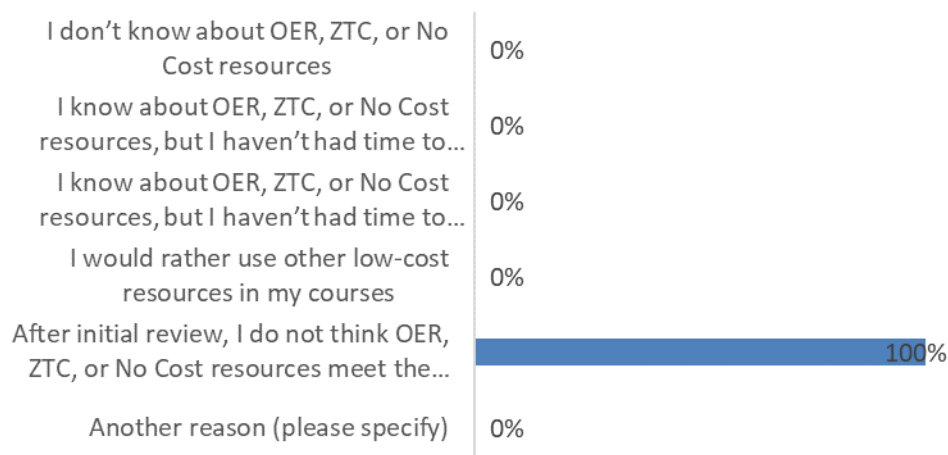
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- The entire idea of OER is to reduce or eliminate textbook costs, while we all agree that textbooks are too expensive, they are a part of being enrolled in a college class. Without textbooks, we are short-changing the full learning experience of our students. I am not in favor of multiple required textbooks as in years past, one is enough. In addition, it seems that students have money for other luxuries such as expensive autos and electronic devices, but not textbooks, puzzling.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Have a profession development workshop on the subject.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=1)

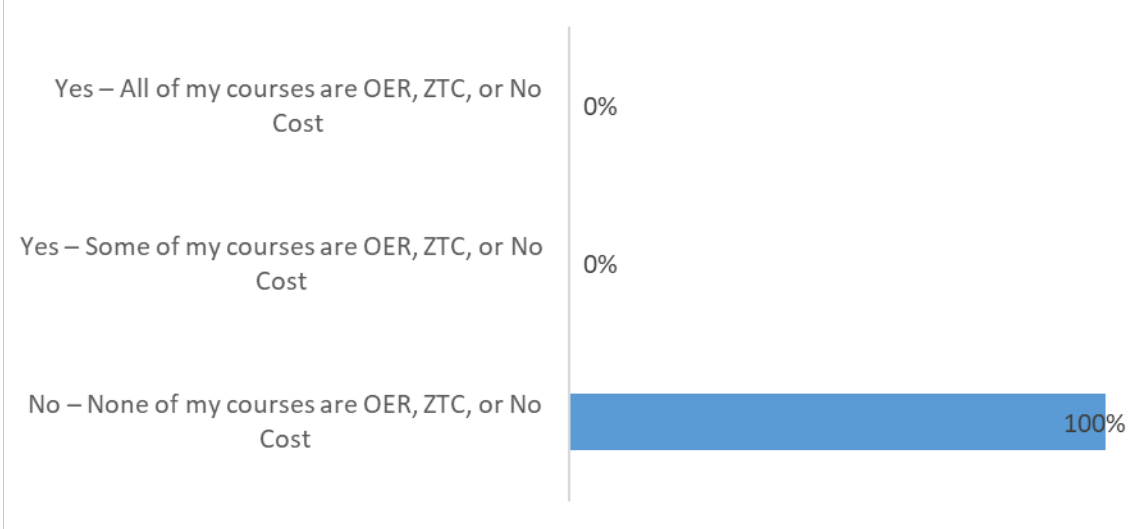
- My classes have state required topics that textbooks best cover

Communication

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

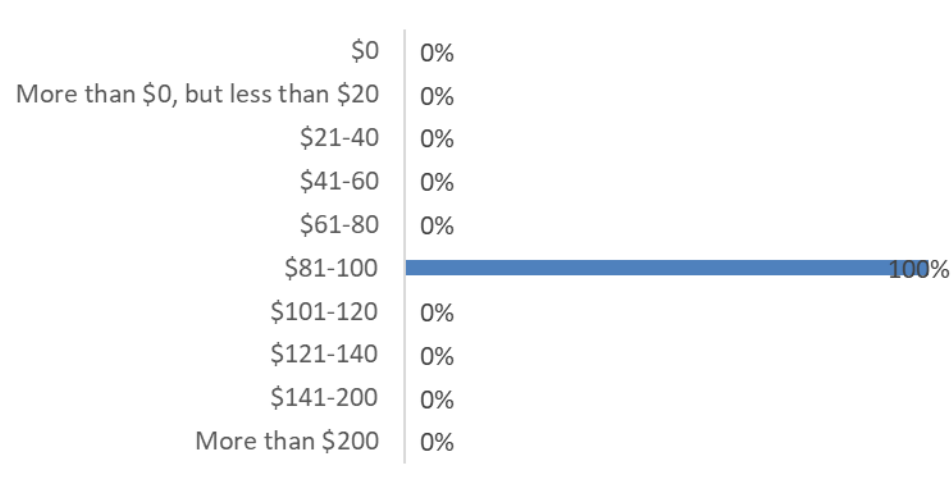
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



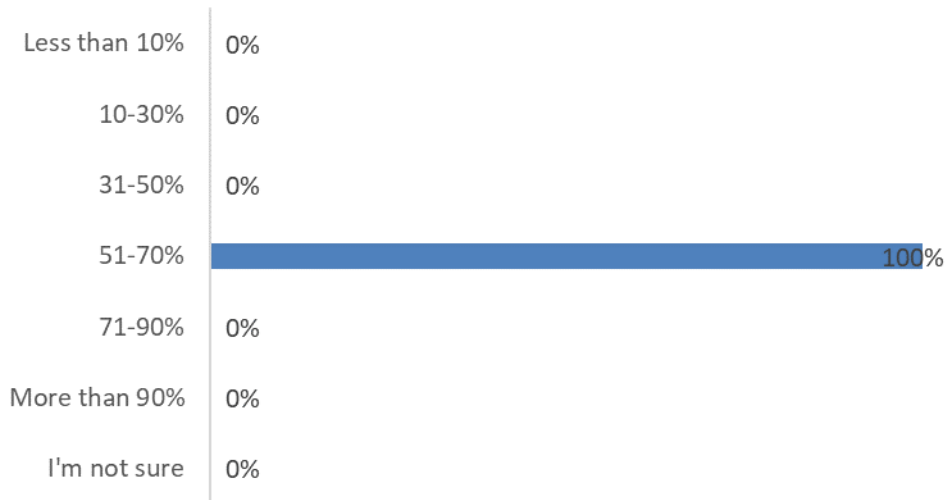
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)

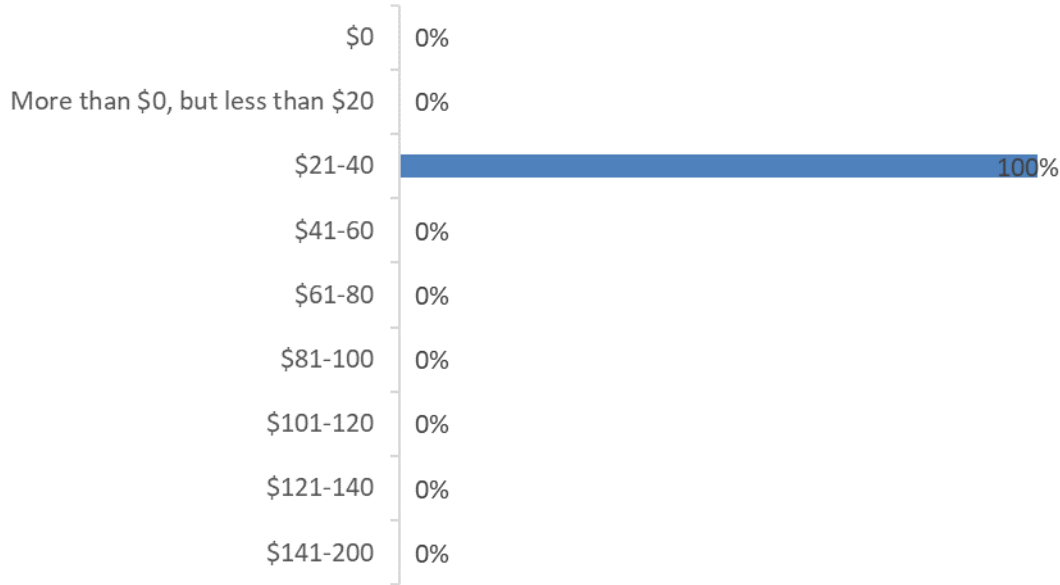


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

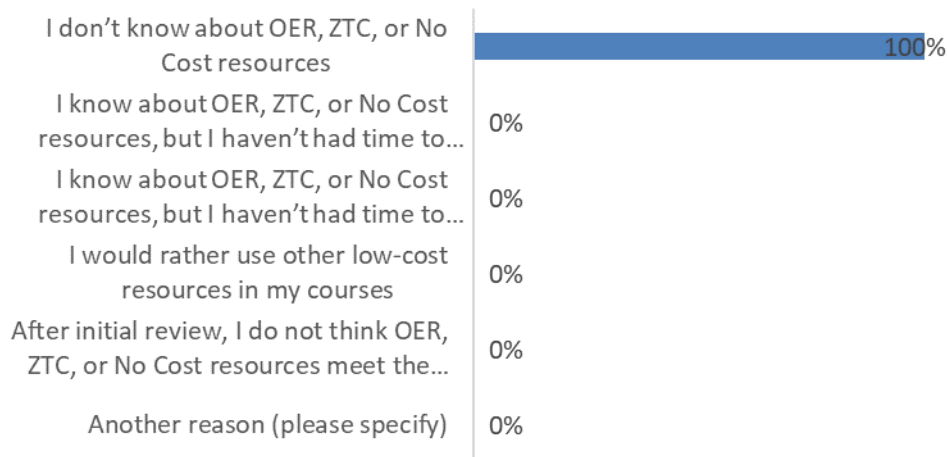
What do you consider “low-cost” for your discipline? (n=1)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials? (n=0)

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials? (n=0)

Why are you currently not using OER, ZTC, or No Cost? (n=1)



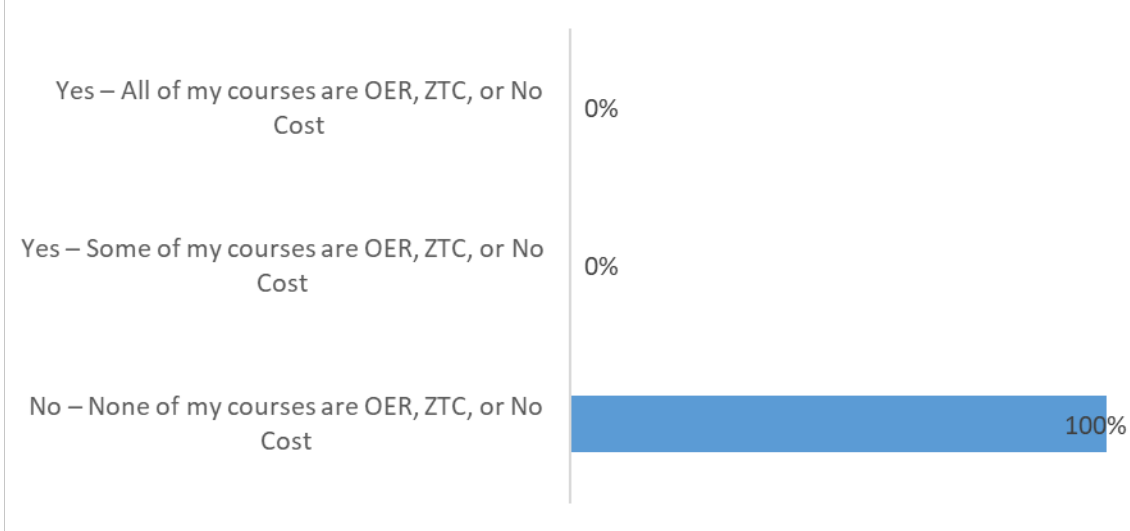
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

CADD Technology

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

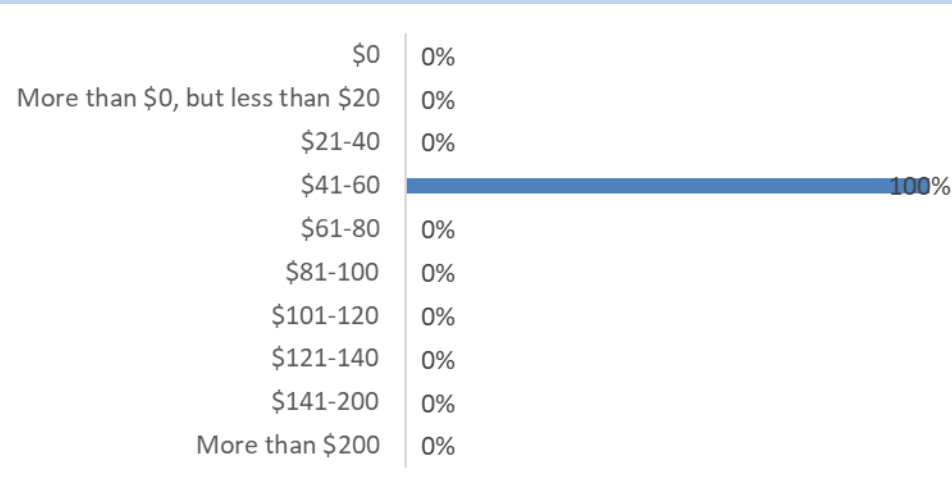
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



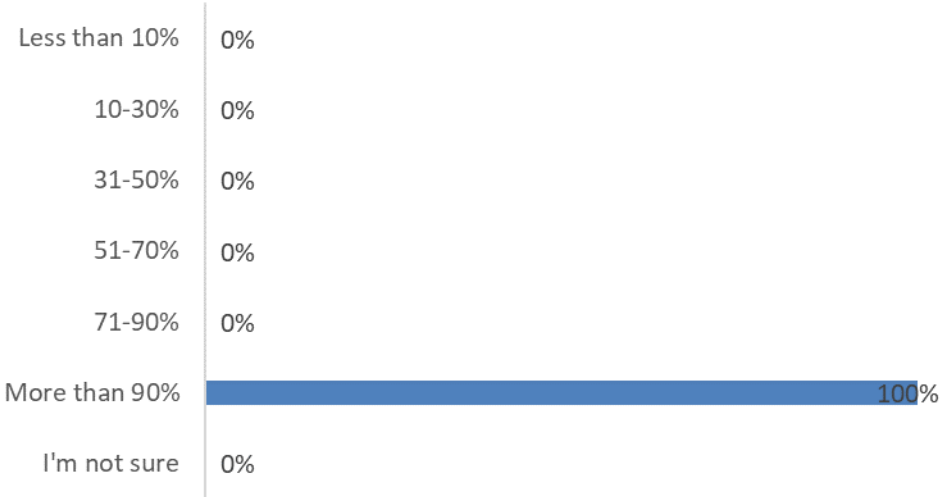
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)

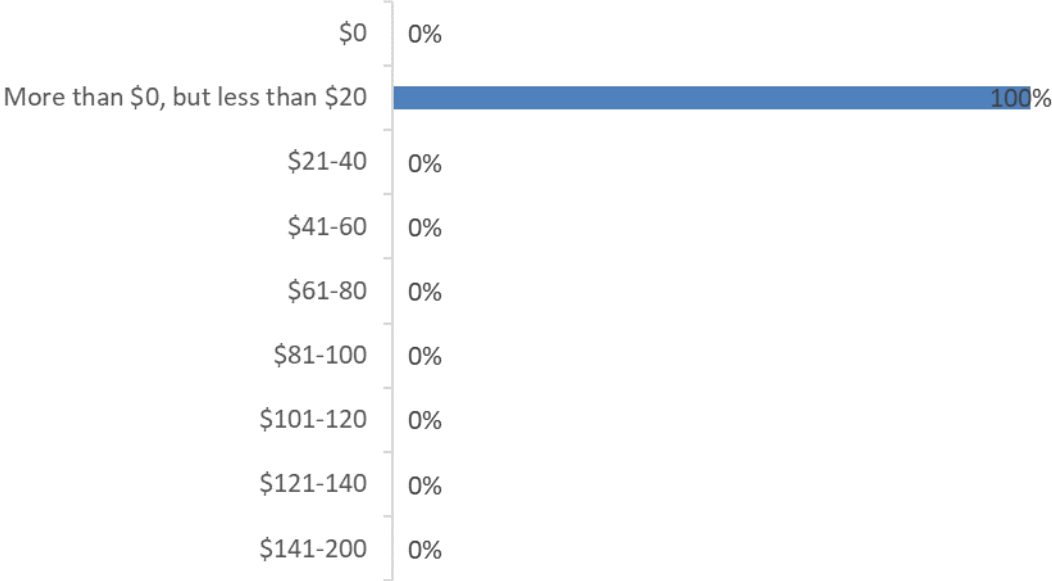


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

What do you consider “low-cost” for your discipline? (n=1)



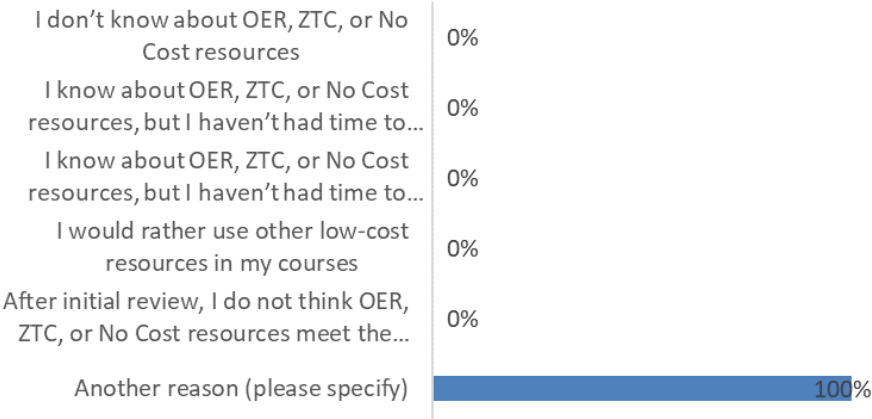
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- I'm not familiar with this.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- I don't know.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



Other reasons respondents are not using these resources:

- I don't think is practical to not have a book for CAD131 or 133 because Students have only 1 monitor and would be hard to split 1 monitor to have the digital version of the book plus the program they are learning.

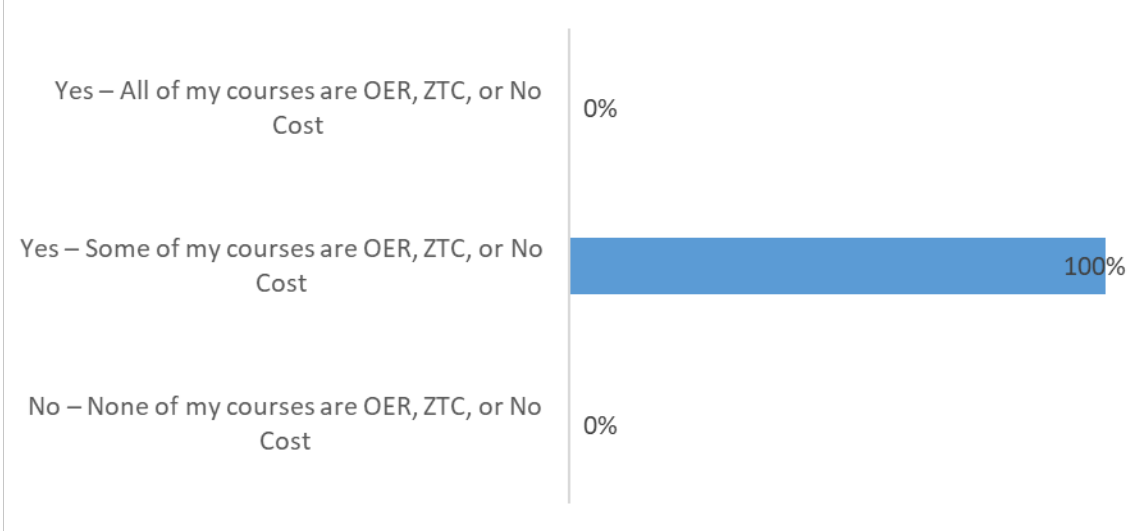
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Paralegal Studies

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

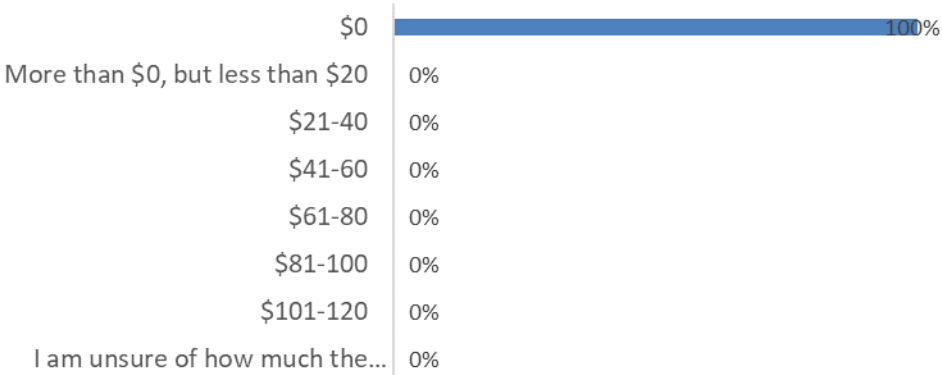
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



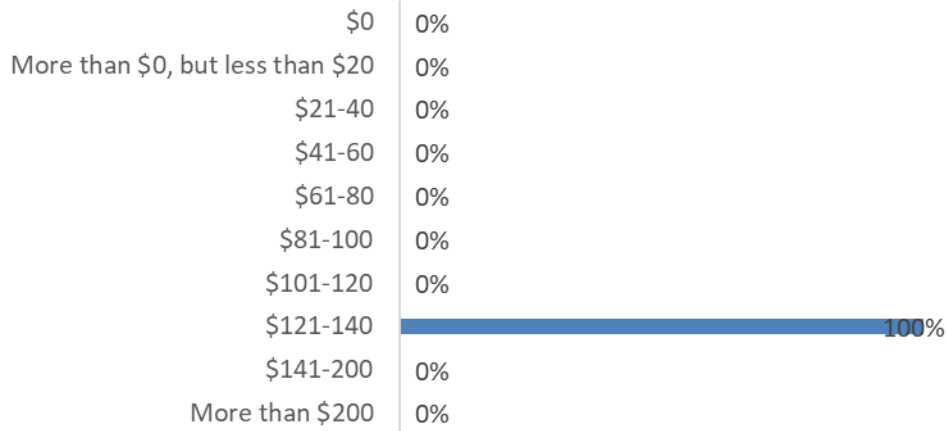
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Love it. Much more current information

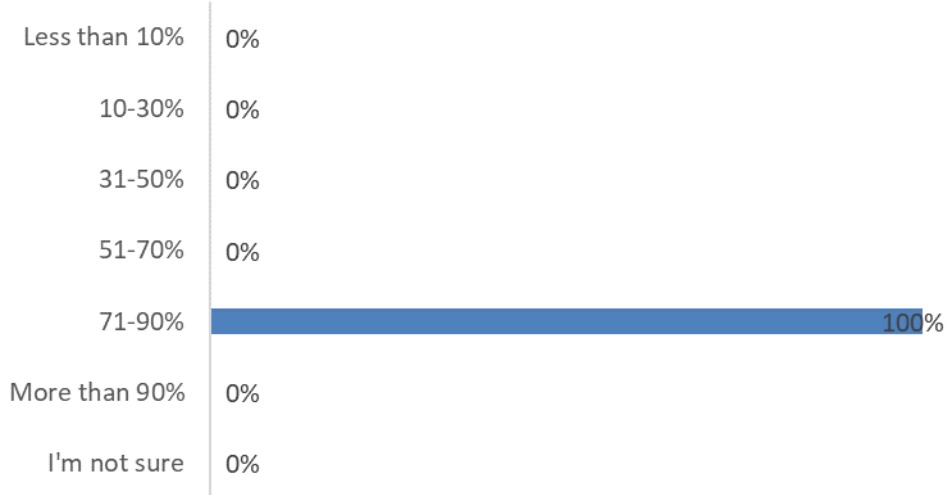
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)



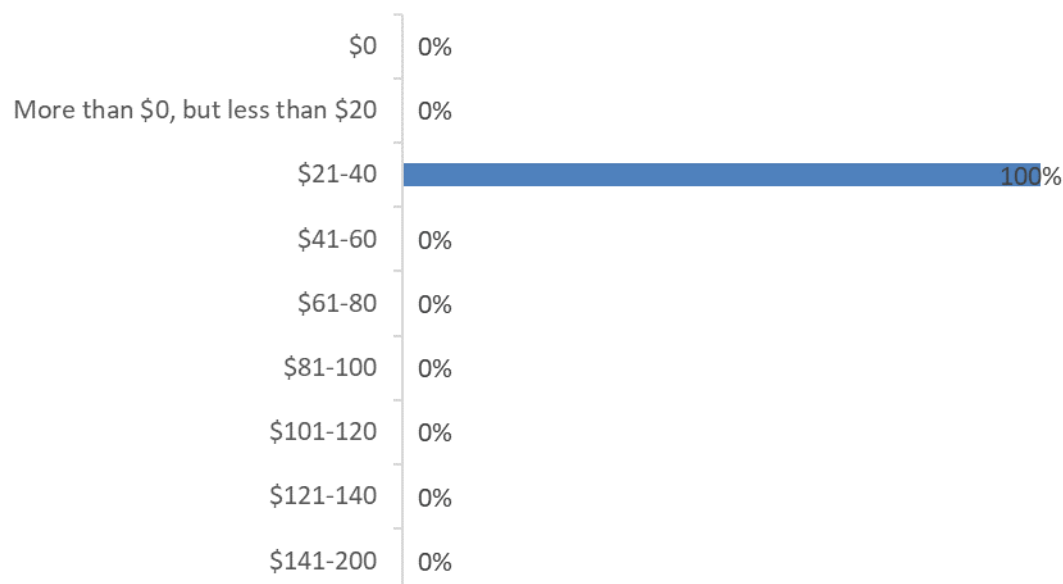
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Allow use of previous editions

What do you consider “low-cost” for your discipline? (n=1)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Keeping all materials current

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Nothing I can think of

Why are you currently not using OER, ZTC, or No Cost? (n=0)

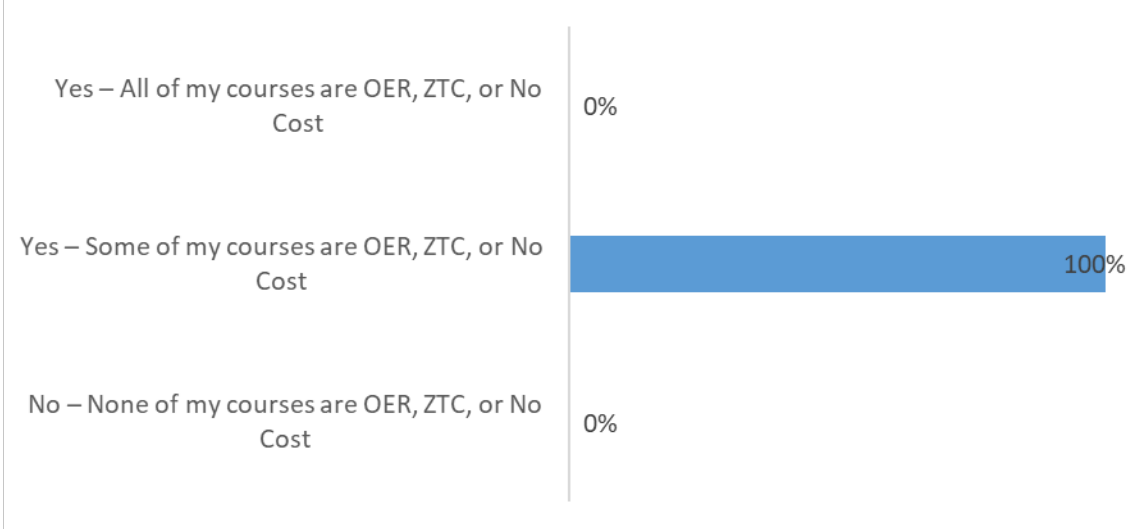
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Psychology

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

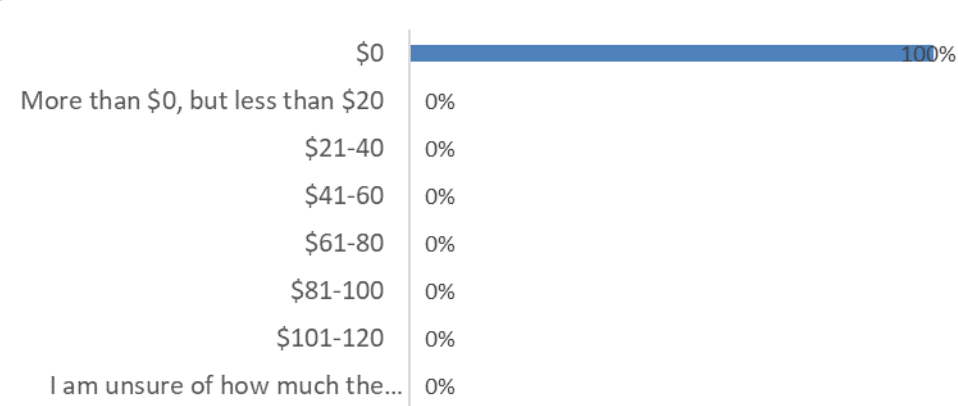
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

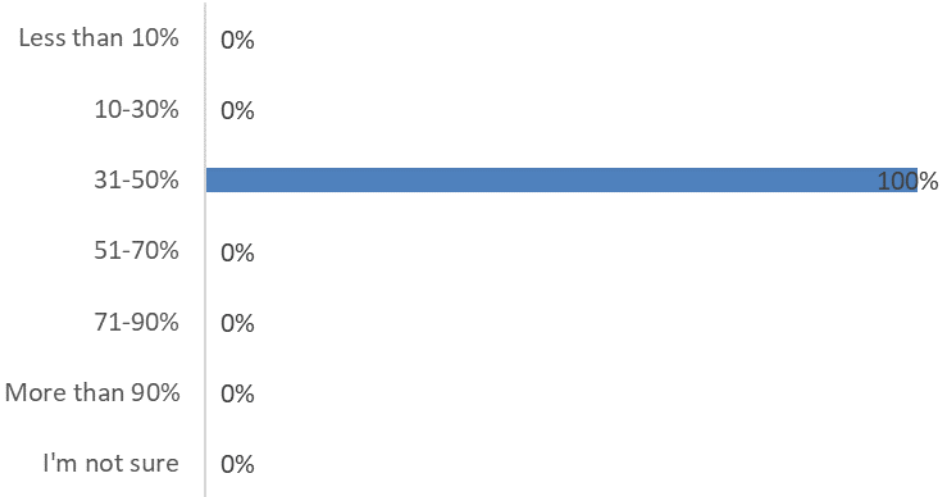
- Yes - it took a few semester to get students to use the book - and it took a while for me to adapt to the book - so now I (and the book) are on the same page and my students are doing very well!!

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)



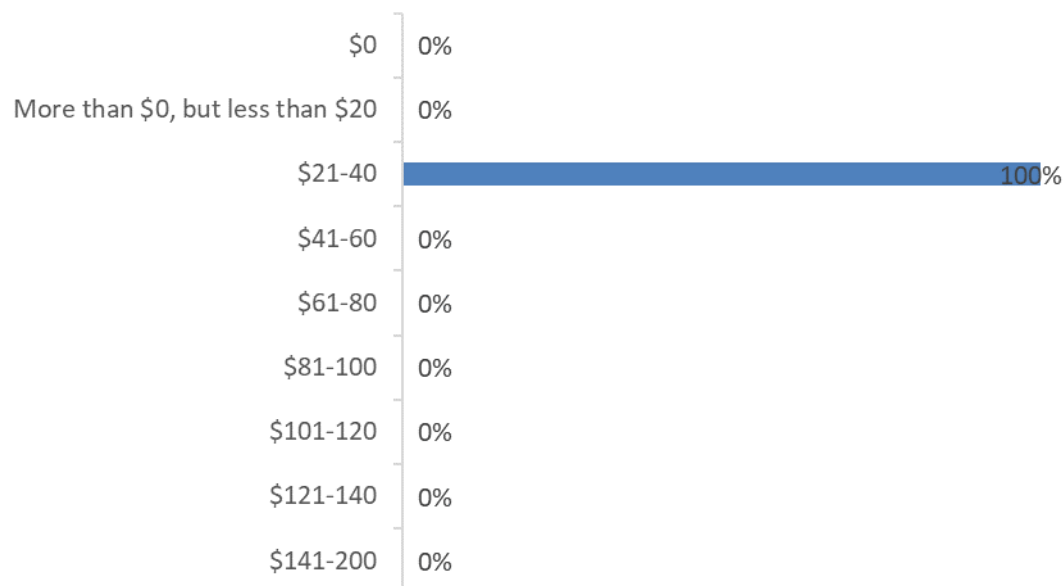
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- My classes do not require extra materials.

What do you consider “low-cost” for your discipline? (n=1)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Testing material - it takes me a long time to write good questions and most of the publisher generated material is already published online so it is not worth much.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Maybe getting together with English or other faculty to produce materials for open sourced books - like release time to develop OER for students. We all do it but it take so much time compared to publisher generated content.

Why are you currently not using OER, ZTC, or No Cost? (n=0)

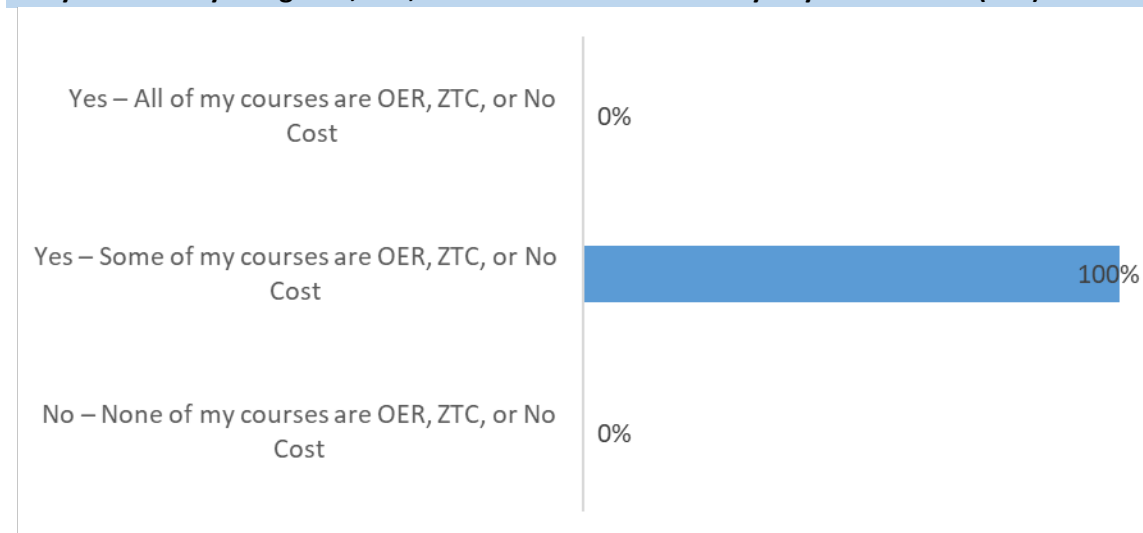
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Astronomy

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

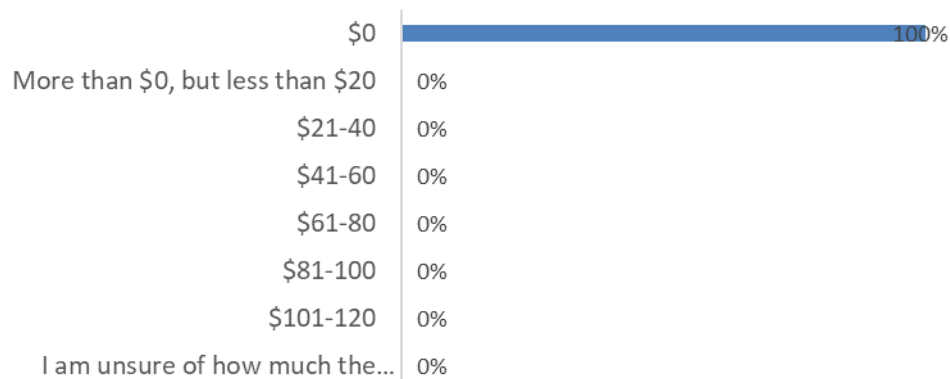
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



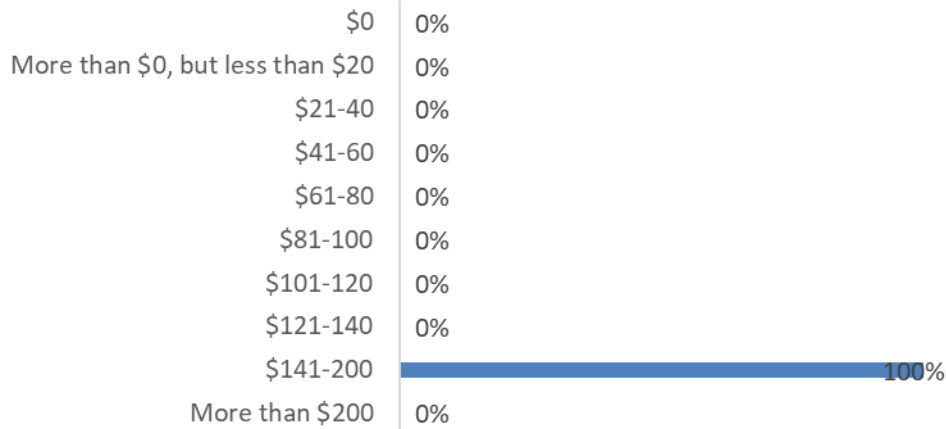
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- The students can access the material 24/7 and usually on their cell phone. I have discovered that many students only have their cell phone and no computer type device. I look to see if there is any additional material available on the text book publishers website, and if there is any informational material on a company/manufacture of product or technology associated with the material covered in class. This also helps students with learning how to use the internet to research product or technology information they previously would not have know about.

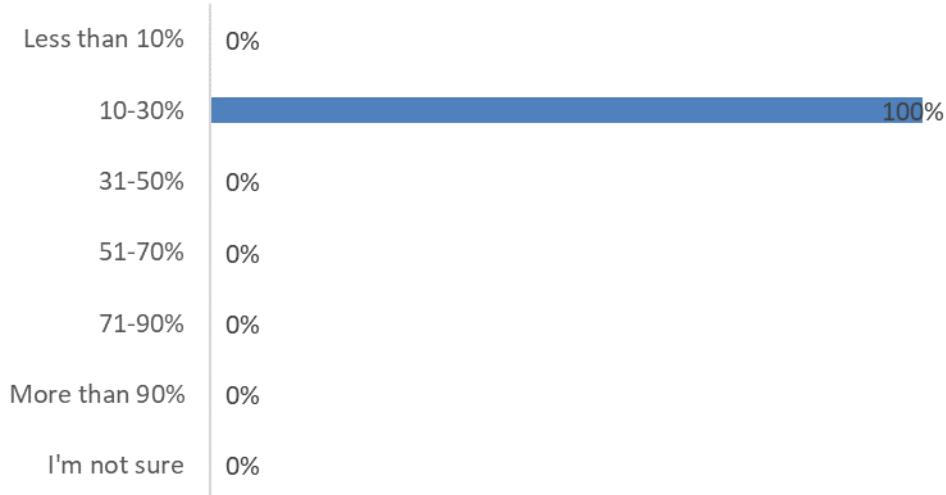
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)



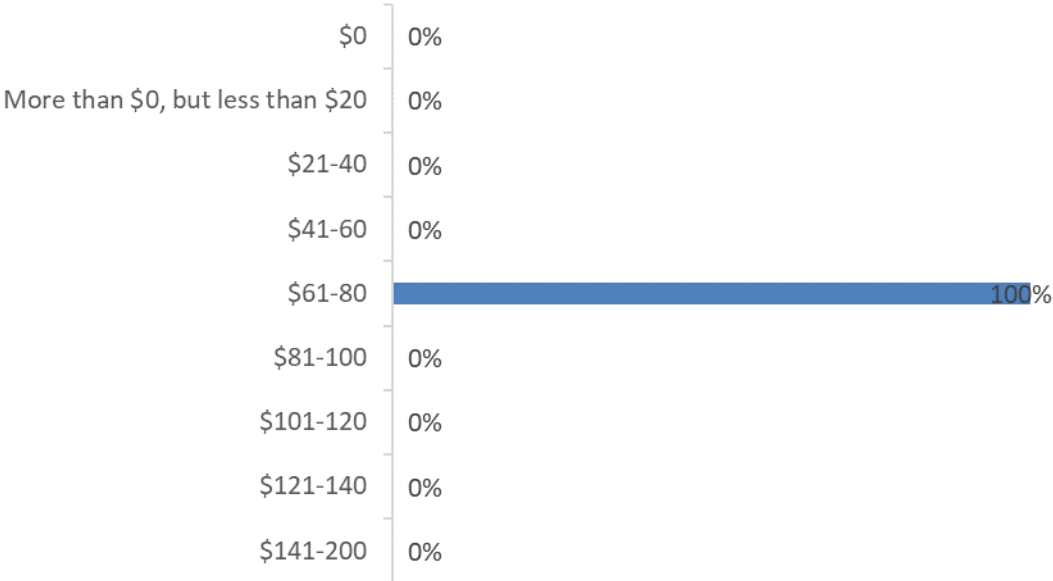
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- The ability to review PowerPoints supplied by the publisher on Canvas. The ability to view additional material if available on the publishers website. Online videos created and openly available by companies or manufactures of products or technology covered in class.

What do you consider “low-cost” for your discipline? (n=1)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- I find that I need to create quizzes on the material to encourage students to review the material, even if its free.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- I have been gather material through students.I have them research and find information from outside sources related to the material covered in class.

Why are you currently not using OER, ZTC, or No Cost? (n=0)

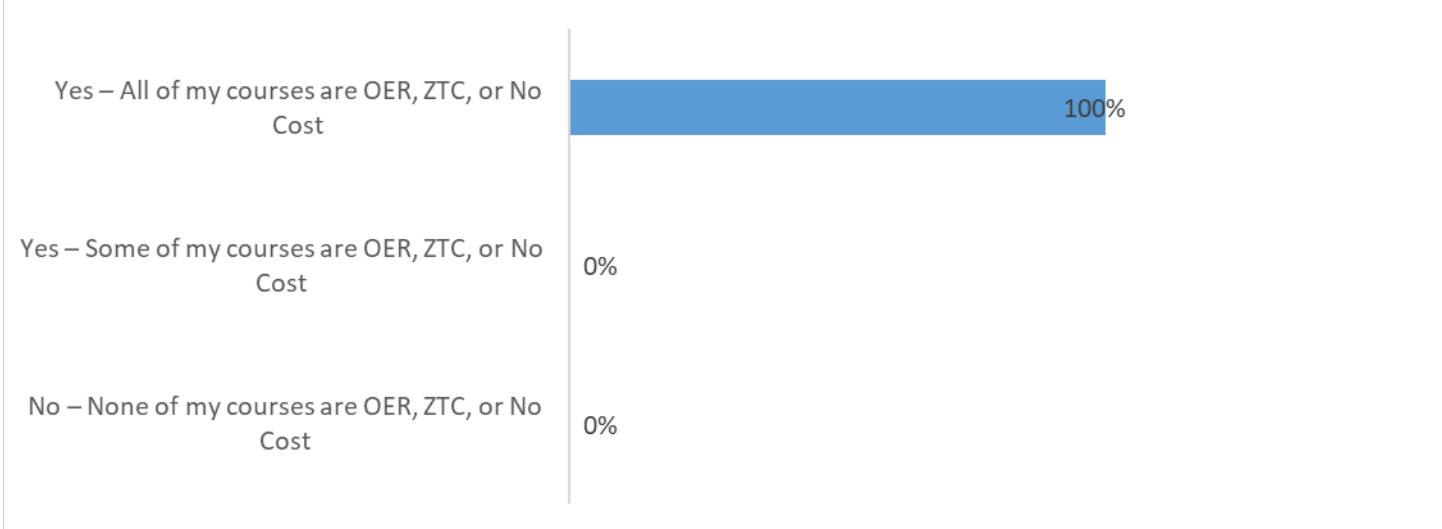
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Sociology

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- Students save by not having to purchase a textbook. The response has been positive. Students are able to start work immediately without waiting for a textbook voucher to clear or financial aid to be distributed. It makes for less stress for the students.

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=0)

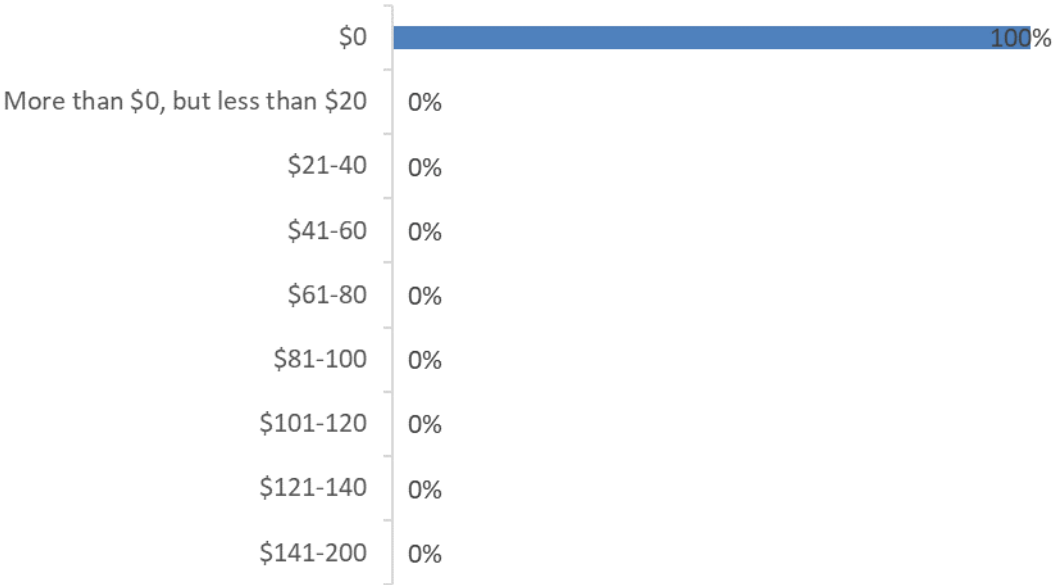
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Our textbook is available free online in multiple formats. Supplemental articles are always made available free online to my students.

What do you consider “low-cost” for your discipline? (n=1)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- None. I have been doing this for years and have not had any hitches. Actually it has only improved over the years because better options are available and they are updated more frequently.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Let us know what is available as they learn about it, and not just for textbooks but course cartridges too.

Why are you currently not using OER, ZTC, or No Cost? (n=0)

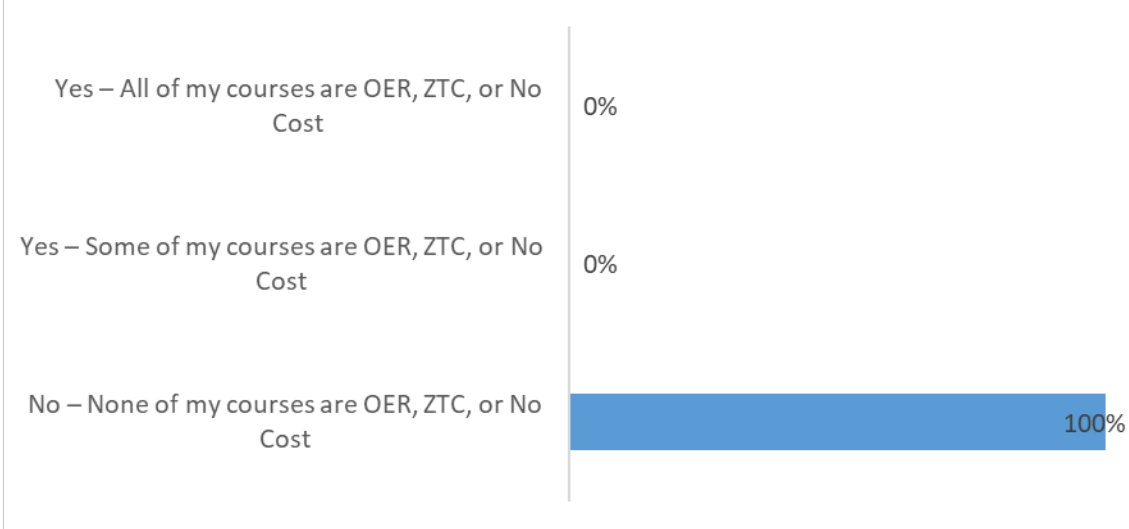
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Business Office Technology (BOT)

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

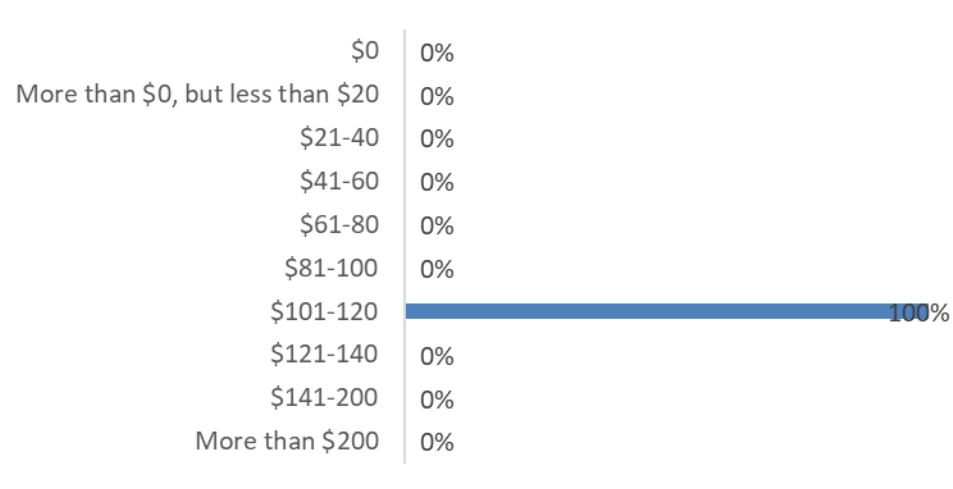
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



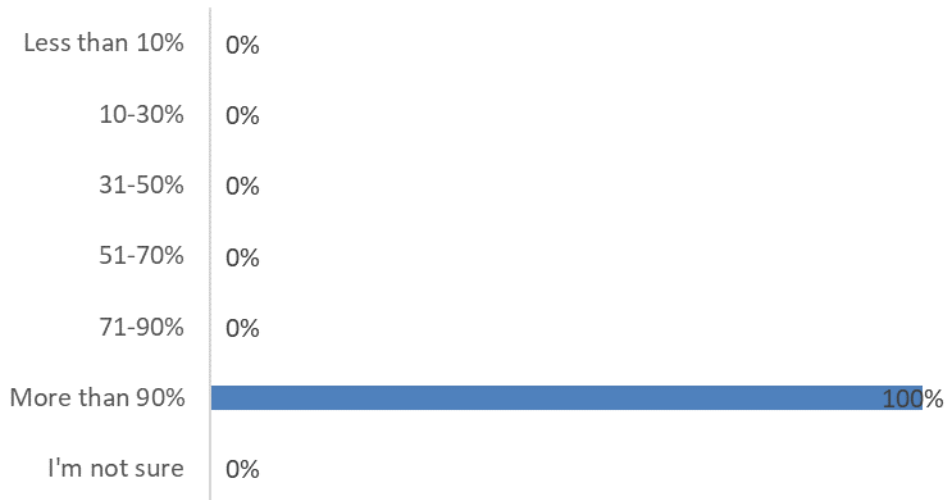
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)



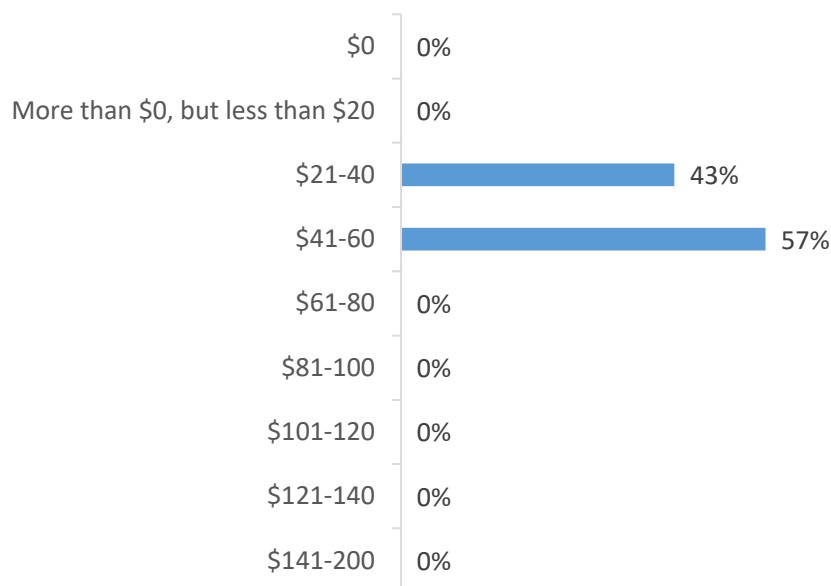
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- I point them to websites that offer textbook and software for less money.

What do you consider “low-cost” for your discipline? (n=1)



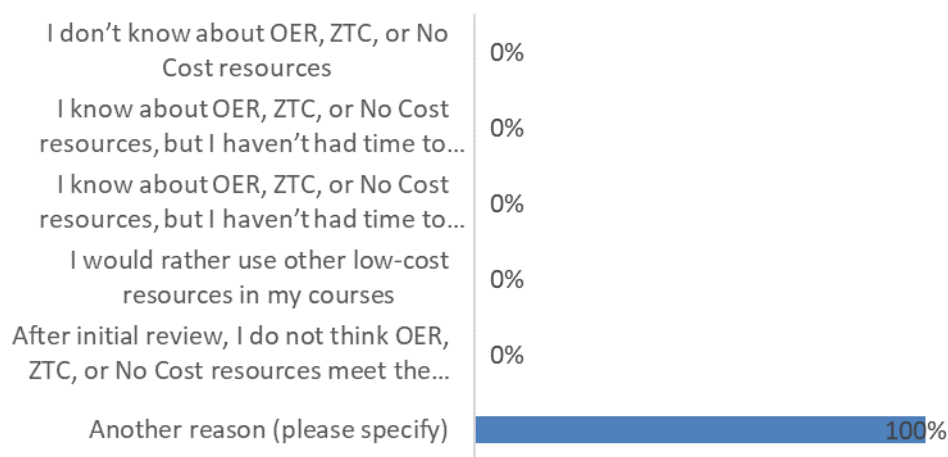
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Not having supplemental simulated software/assignments similar to ones that come with our McGraw Hill products. Another concern is not enough material for testing and assessment.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Create supplemental simulated software/assignments and enough material for testing and assessment.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



- Other reasons respondents are not using these resources:
- Someone else in the department makes the textbook buying decisions

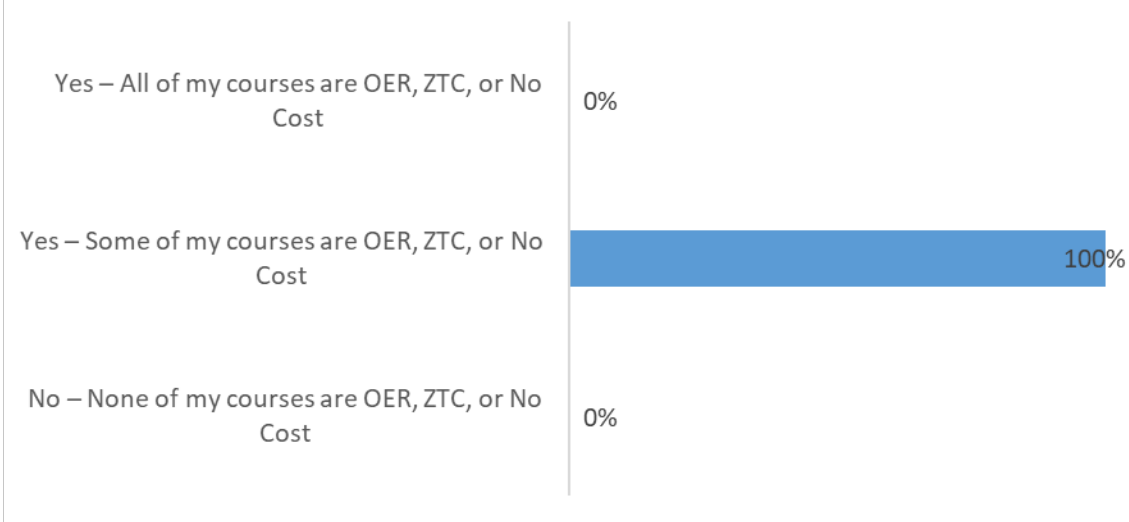
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Geography

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

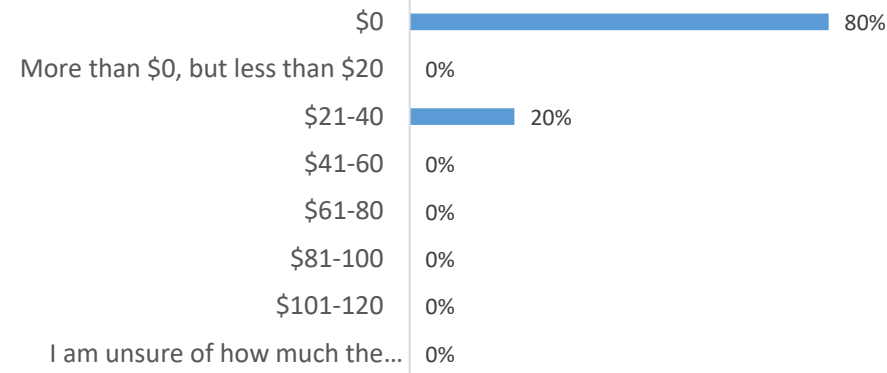
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



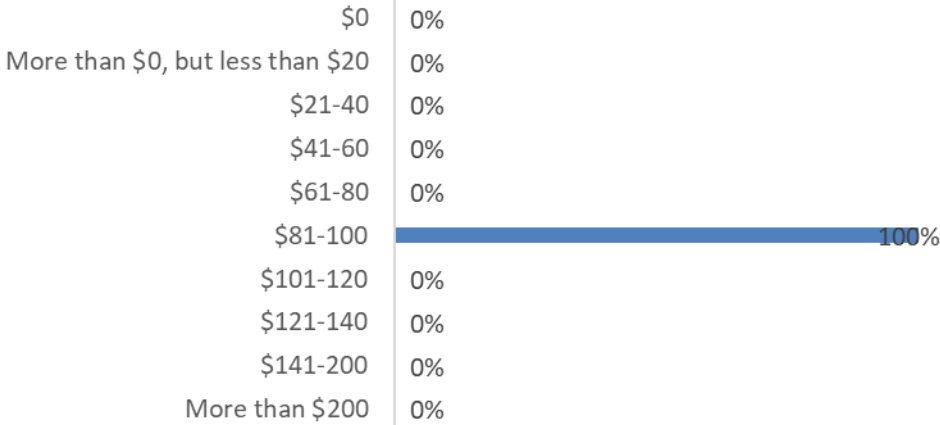
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- They don't buy the book

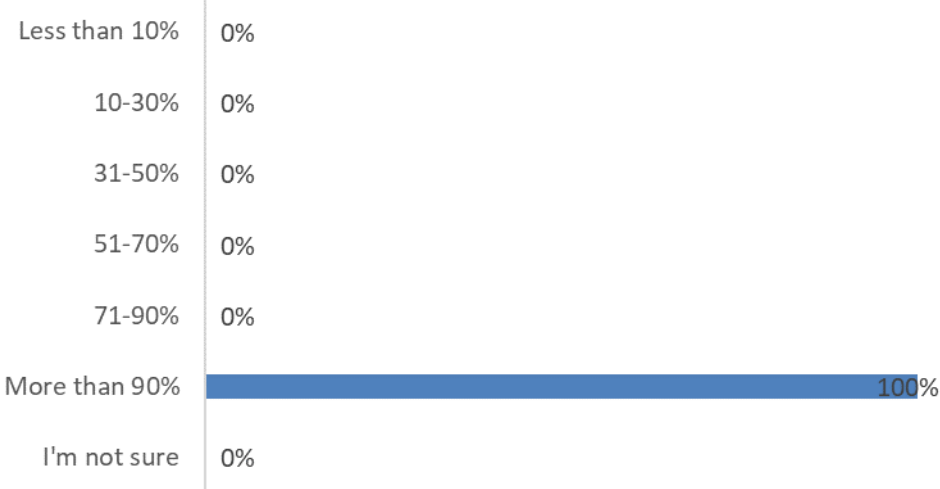
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)



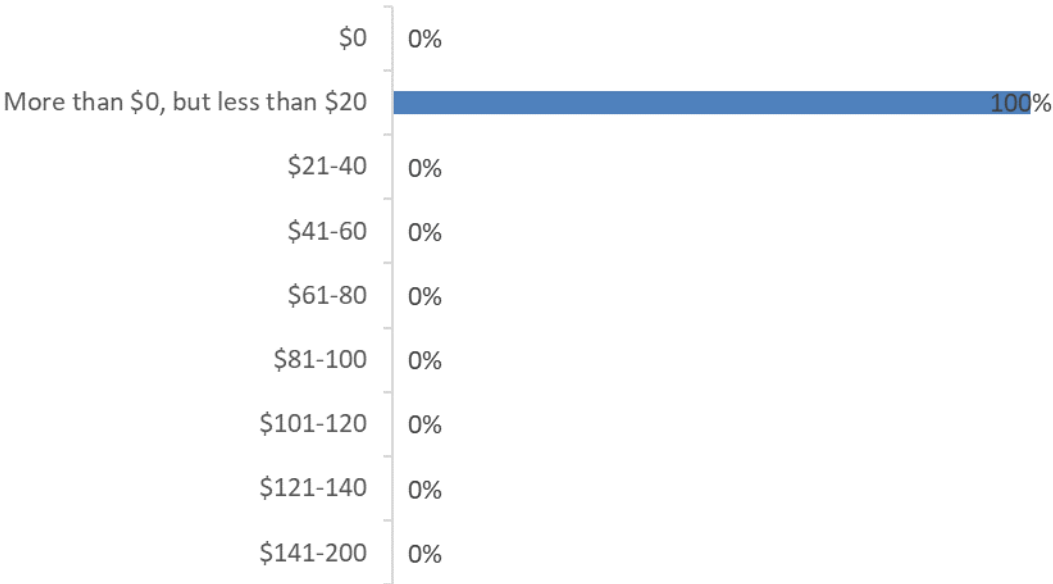
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Older editions of texts accepted and copies on hold in Irc

What do you consider “low-cost” for your discipline? (n=1)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials? (n=0)

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials? (n=0)

Why are you currently not using OER, ZTC, or No Cost? (n=0)

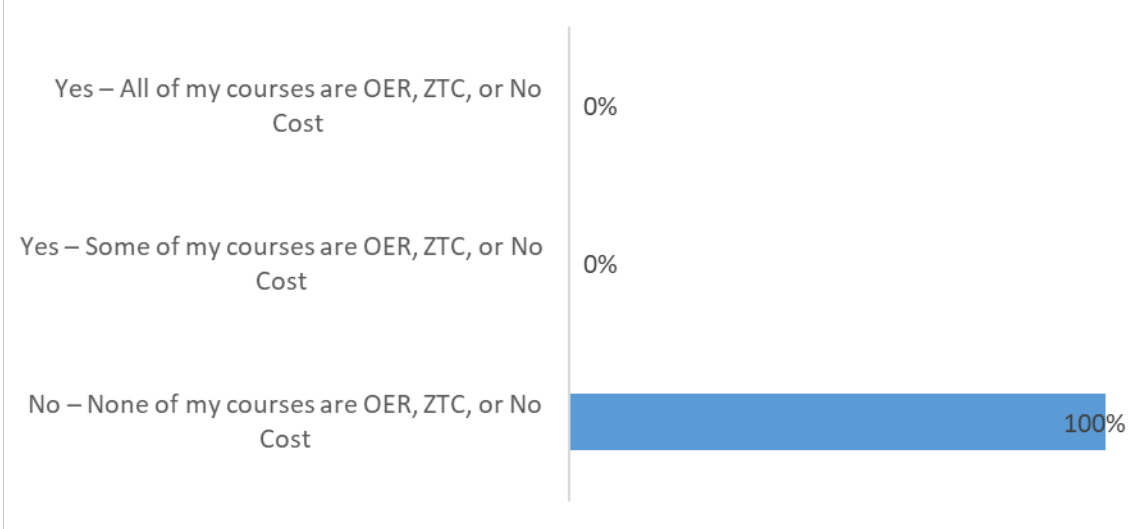
Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Physics

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

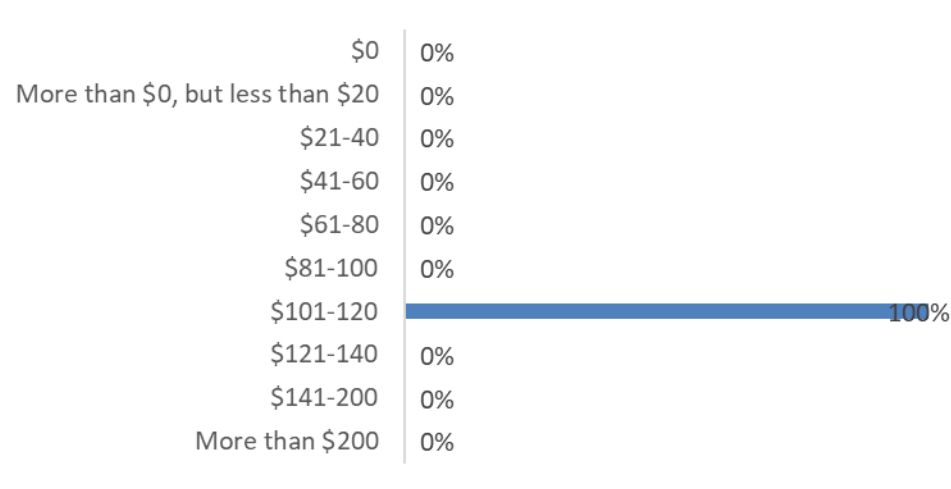
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



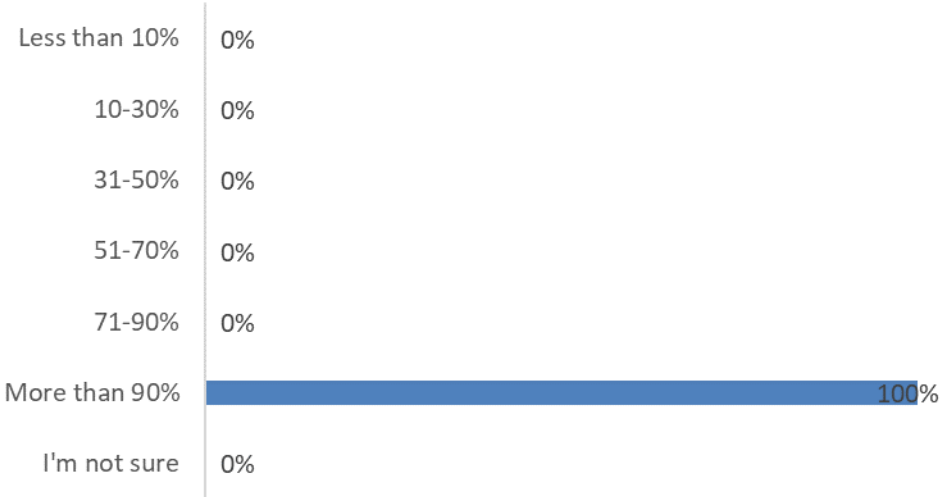
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students? (n=0)

In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=0)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)



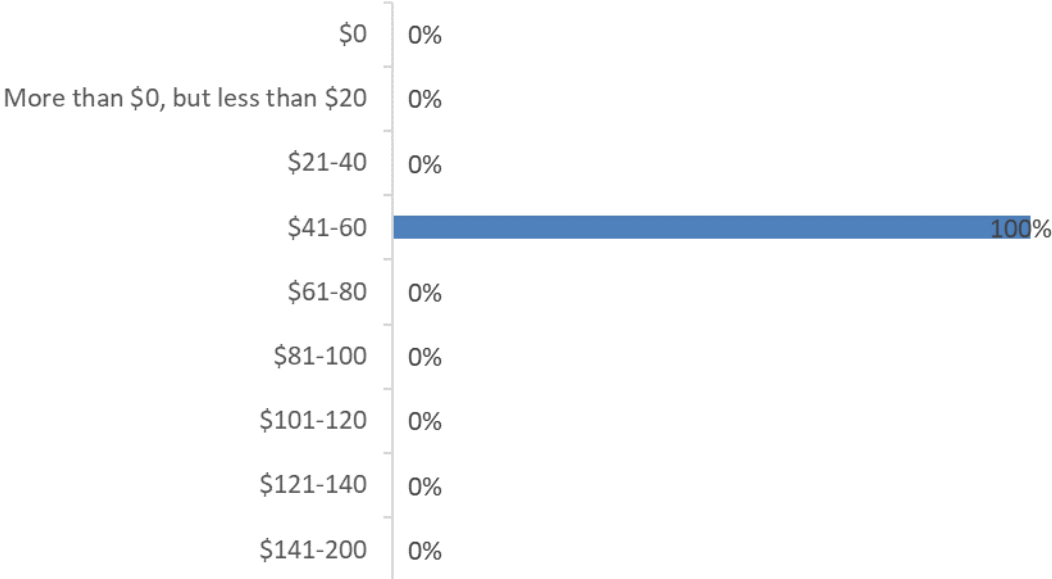
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- I provide students with PDFs of supplemental texts and make videos that are free for them to use.

What do you consider “low-cost” for your discipline? (n=1)



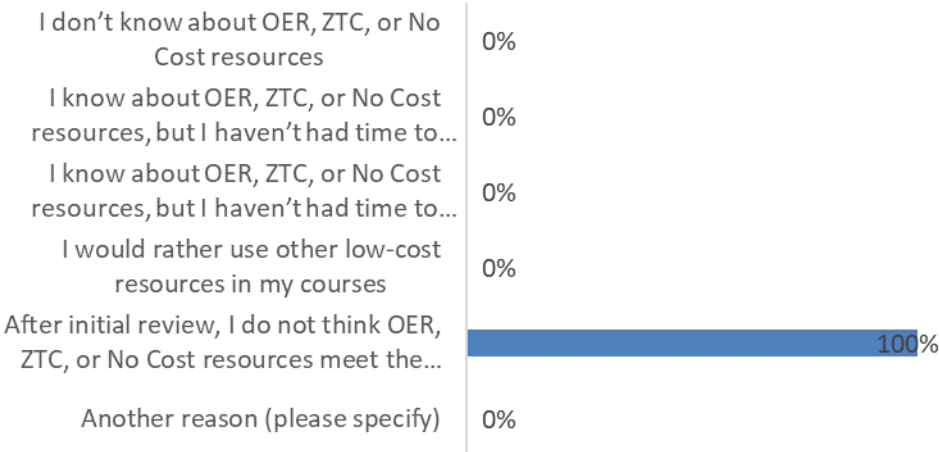
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- Students hated it.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- I could be paid to investigate or create low or no cost material.

Why are you currently not using OER, ZTC, or No Cost? (n=1)



Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=1)

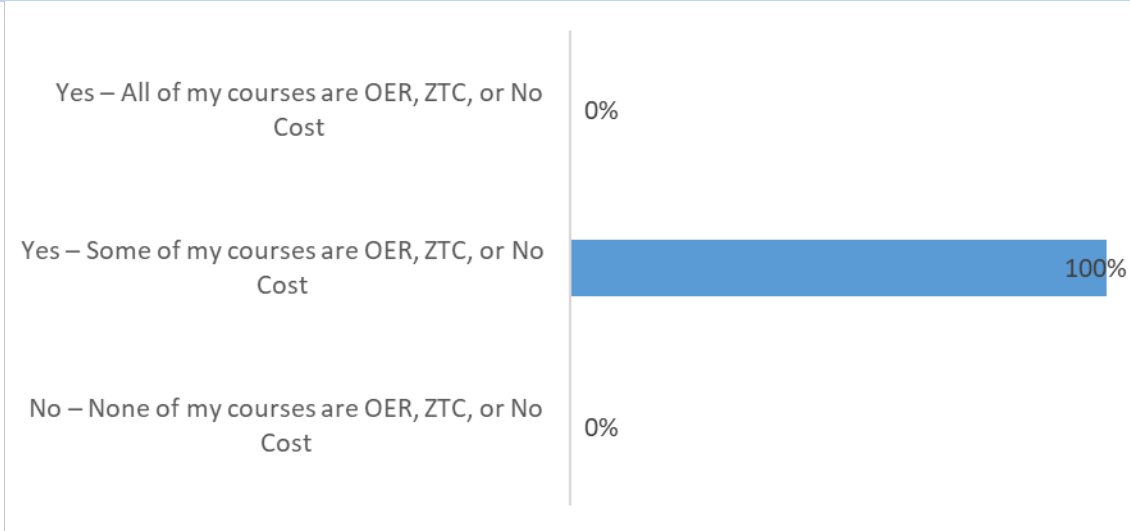
- In my discipline the open source textbooks are not as polished or user friendly as the ones that you pay for. I did implement them one semester and the students complained so much about the book that we ended up switching to a regular textbook partway through the semester. Since then I have kept tabs on the free materials, and they have improved, but are not yet good enough to replace the traditional textbooks. Additionally, since this is a relatively common course, students have very little trouble finding the current book for cheap (used or rented) or *free* (pirated)

Political Science

Does at least one of your classes require a textbook?

Yes	100%	1
No	0%	

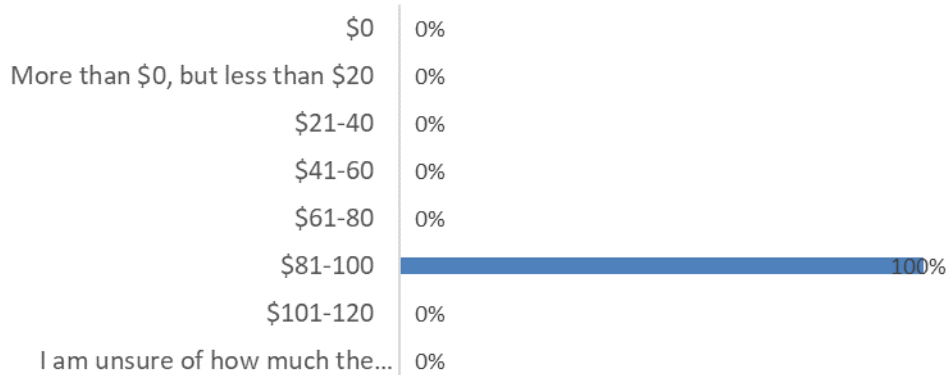
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=1)



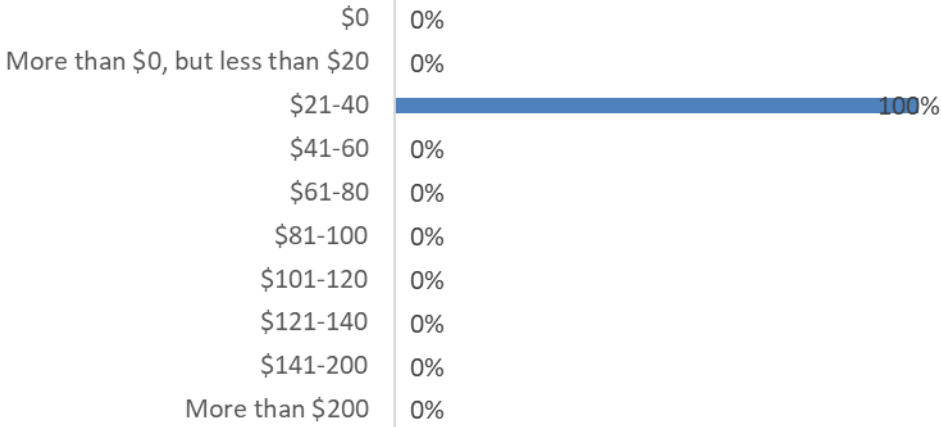
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- I used OER for POSC 121. I had about 75 students enrolled fall 2019. Instead of them spending \$85 on a book, they spent zero, collectively saving \$6375 for students this semester.

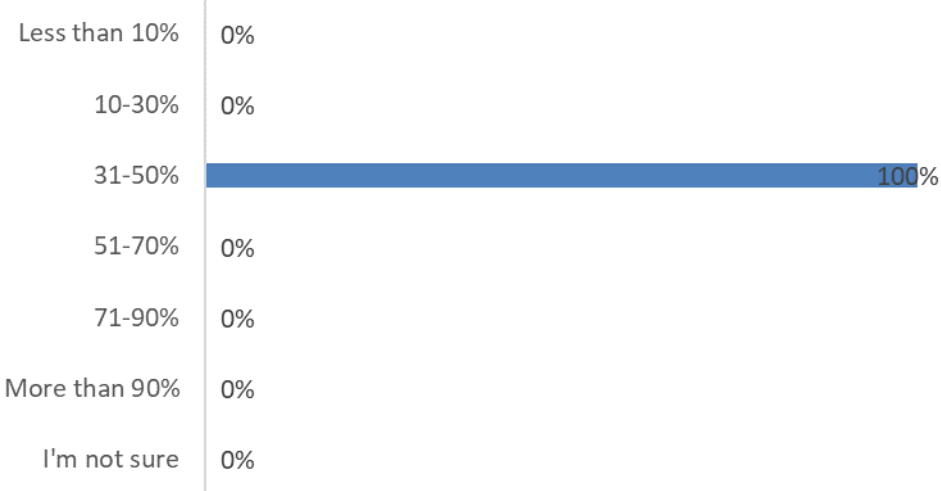
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=1)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=1)

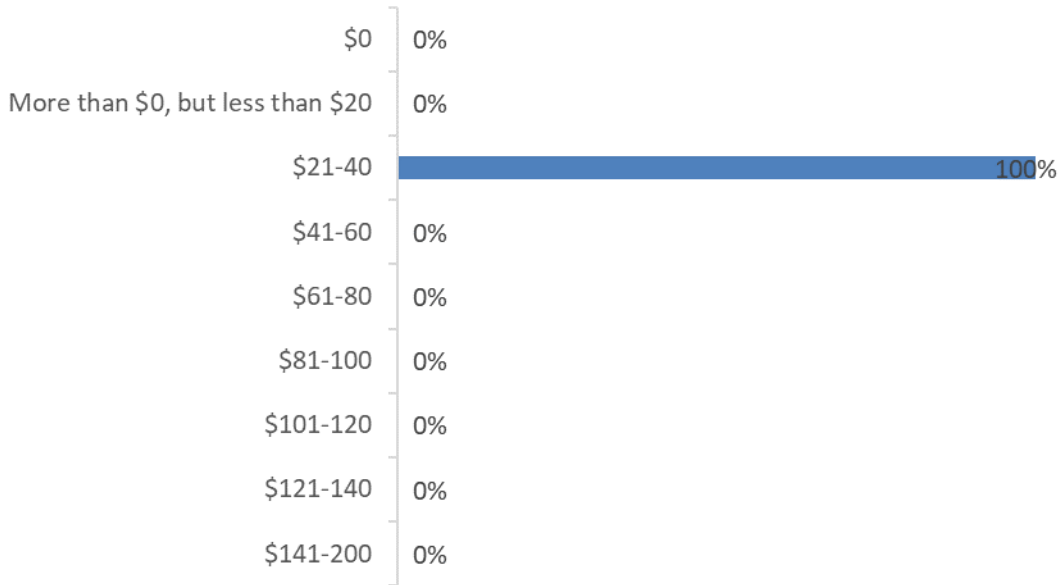


Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=1)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials. (n=0)

What do you consider "low-cost" for your discipline? (n=1)



What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- -Availability of comprehensive OERs that are textbook (as opposed to a collection of materials); -Quiz questions for OERs; -Lecture slides for OERs

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Reassign time to write OER with ASCCC support. For example, I secured an ASCCC OERI grant for \$20,000 to write OER textbook for POSC 170. I am doing this on top of my normal load. I am sure the ASCCC would be supportive of RFPs that mention funding from my home college in form of re-assign time to write OER.

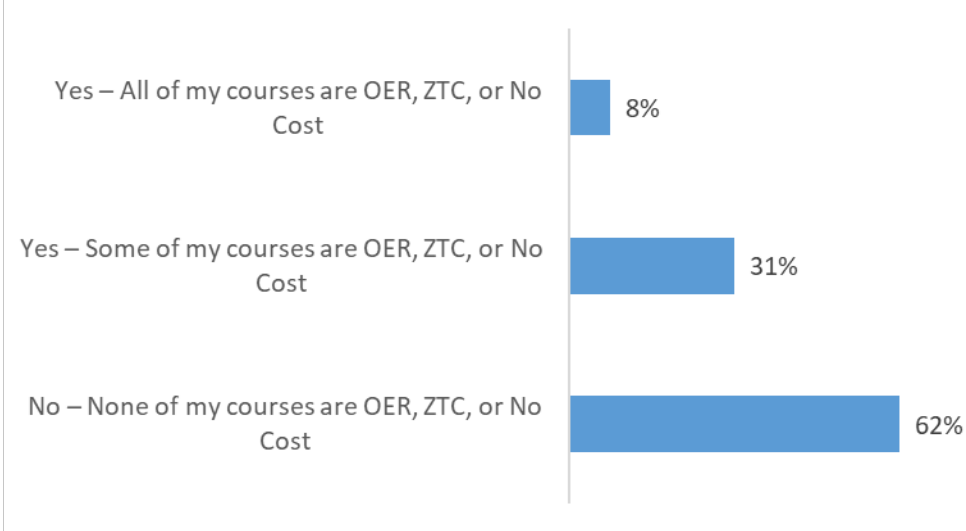
Why are you currently not using OER, ZTC, or No Cost? (n=0)**Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)**

Unspecified

Does at least one of your classes require a textbook?

Yes	69%	9
No	31%	4

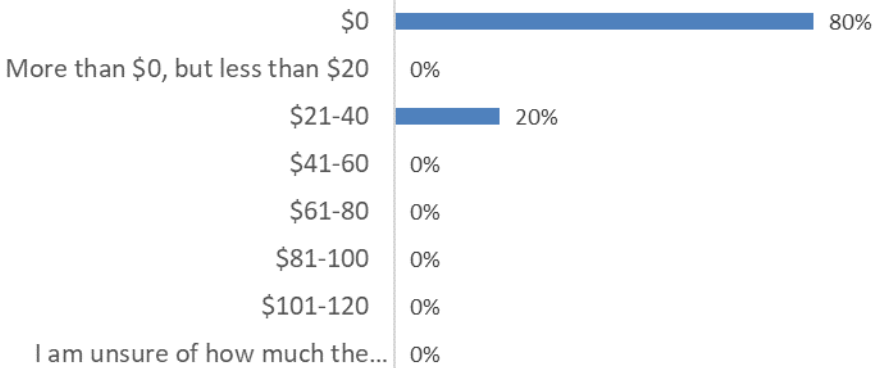
Are you currently using OER, ZTC, or No-Cost Resources in any of your courses? (n=13)



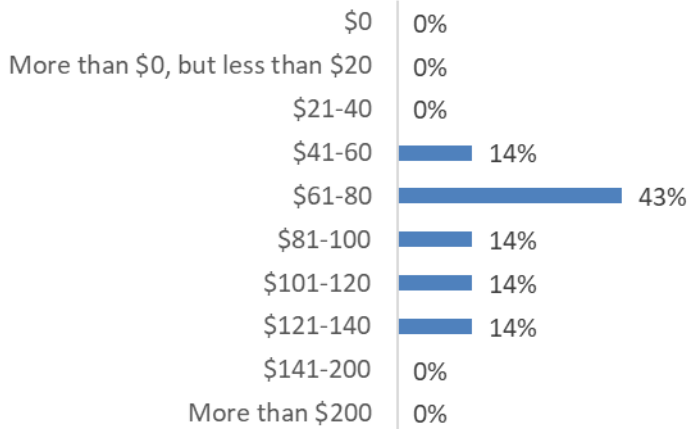
If you are currently using OER, ZTC, or No-Cost Resources in all or some of your courses, what has been the impact on students?

- I find that the course where a text is not required to be purchased by students and the materials are provided for free is the least successful of my classes in terms of retention and success.
- Material immediately accessible and obviously and huge benefit.
- Most of the assignments (e.g. class worksheets, assessments, etc) I use for my students are from a No-Cost resources or assignments I create. I am planning on moving to an OER text book soon.
- No discernible impact

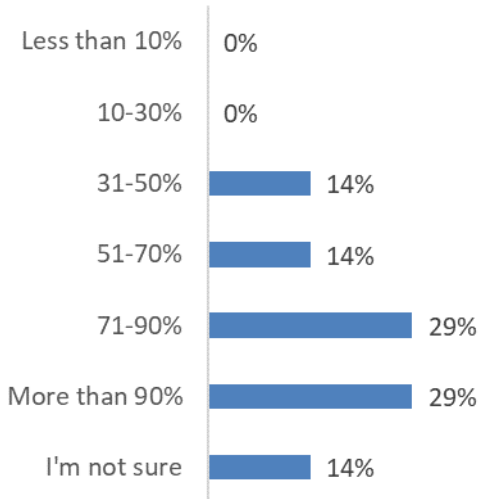
In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=5)



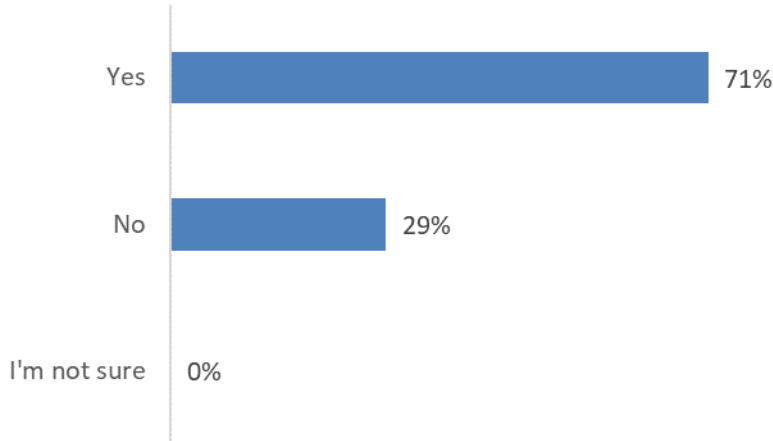
In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student? (n=7)



In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)? (n=7)



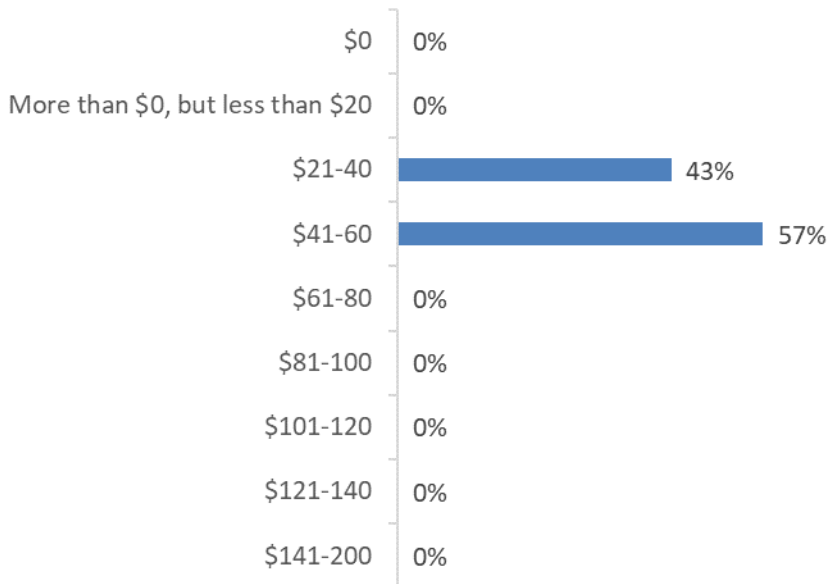
Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students? (n=7)



If you currently make low-cost options for course materials available to students, please describe those low-cost course materials.

- Course book on reserve. I also have a few copies of the text book I let students struggling financially borrow for the semester.
- etext is lower cost than regular.
- Film streaming, library resources including textbooks, reading materials
- Textbook available in the library.

What do you consider “low-cost” for your discipline? (n=7)



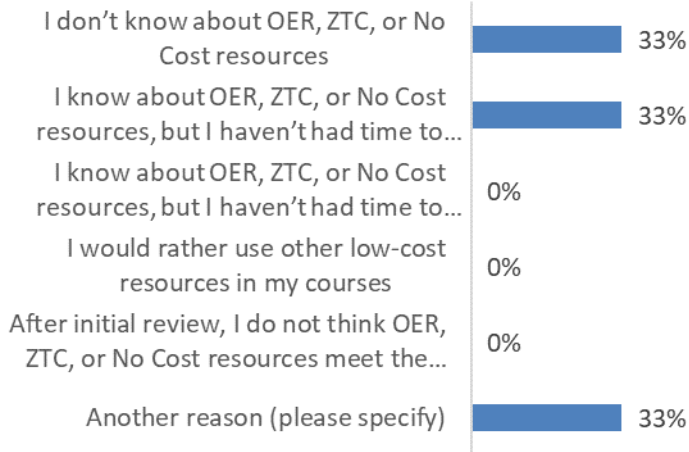
What challenges do you anticipate (or have you experience) in implementing OER, ZTC, and/or No-Cost course materials?

- I have been exploring OER material. The challenge I have come across is finding material that relates to the student population I work with. Also with so much material on the websites, I find myself spending a lot of my own time doing research and redesigning some material to fit my students/class.
- Instructor takes on all of the responsibilities that had been handled by the publisher.
- It appears, in my experience, that when students do not purchase materials or a text there is less incentive to finish the course. If you fail to complete the course you have only lost the cost of the class IF you had to pay for it. This has been my experience with the course with no required materials or text required when I compare it to the other courses where materials and a text are required.
- It is dependent on publisher.
- Potential for students to not take materials seriously since there is little or no cost for them.
- Student access to the materials and understanding of what those materials actually are. I have helped students trying to find their textbooks because they did not understand that the textbooks were only available as an eBook/electronic format. Not all of our students can easily access an eBook/electronic format. Some students still need a print version to use because they have a harder time with an electronic version.

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course Materials?

- Faculty should be paid extra for taking on the added responsibility. The set-up and individual course design requires extensive work to individualize the container. Material in the course must be updated each semester. Students in the class thousands of dollars, collectively. The college boosts enrollment. The additional work that benefits the students and the college should be compensated.
- I provide many supplemental materials in all my courses. I do not need assistance exploring these options. I would like to hear if others have similar outcomes when a text is not required.
- Maybe pre-filtering material by course content or providing some workshops for colleagues in the same discipline to share material/info. If possible creating a designated space (e.g. online link) for subject material used to be easily accessible.
- yes

Why are you currently not using OER, ZTC, or No Cost? (n=6)



Other reasons respondents are not using these resources:

Please describe how OER/ZTC/No-Cost Resources did not meet the requirements for your discipline. (n=0)

Appendix

Survey Instrument

Cuyamaca's Open Educational Resources (OER) Faculty Survey

Welcome to the Cuyamaca College Open Educational Resources (OER) Faculty Survey! The Academic Senate, in collaboration with the Institutional Effectiveness Council and Student Success and Equity Council, is conducting a survey of faculty to gather baseline information on the implementation of OER, Zero-Textbook Cost (ZTC), and No-Cost course materials across the College. The results of the survey will be used to identify the support and resources needed to expand OER, ZTC, and No-Cost course materials for Cuyamaca students.

When responding to the survey items, please refer to the following definitions:

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have an open license that permit users to retain, reuse, revise, remix, and redistribute for free.

Zero Textbook Cost (ZTC) courses do not require students to purchase or rent textbooks. The assigned texts may be optional or available for free (for example, as an OER). However, ZTC courses may carry other costs, such as fees for lab materials or supplies.

No-Cost (defined by SB1359) courses exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.

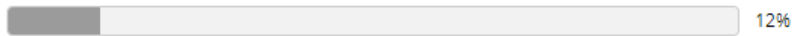
* Does at least one of your classes require a textbook?

- Yes
- No

* Are you currently using OER, ZTC, or No-Cost resources in any of your courses?

- Yes – All of my courses are OER, ZTC, or No Cost
- Yes – Some of my courses are OER, ZTC, or No Cost
- No – None of my courses are OER, ZTC, or No Cost

If you are currently using OER, ZTC, or No-Cost resources in all or some of your courses, what has been the impact on students?

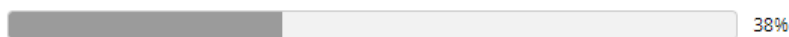


Next

“Yes – All of my courses are OER, ZTC, or No Cost”

* In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student?

- \$0
- More than \$0, but less than \$20
- \$21-40
- \$41-60
- \$61-80
- \$81-100
- \$101-120
- \$121-140
- \$141-200
- More than \$200
- I am unsure of how much the textbook and materials cost for my courses

[Prev](#)[Next](#)

Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students?

- Yes
- No
- I'm not sure

If you responded "Yes" to the previous question, please describe the low-cost course materials you make available to students.

What do you consider "low-cost" for your discipline?

- \$0
- More than \$0, but less than \$20
- \$21-40
- \$41-60
- \$61-80
- \$81-100
- \$101-120
- \$121-140
- \$141-200
- More than \$200

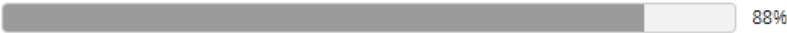


Prev

Next

What challenges do you anticipate (or have you experienced) in implementing OER, ZTC, and/or No-Cost course materials?

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course materials?



Prev Next

Are you a part-time or full-time faculty member at Cuyamaca College?

- Part-time faculty
- Full-time faculty

Please select your primary discipline from the drop-down menu below:

Would you be willing to serve on a taskforce/committee to help the college advance OER/ZTC/low-cost efforts?

- No
- Yes; please enter your email address:

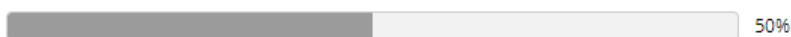


Prev Done

“Yes – Some of my courses are OER, ZTC, or No Cost”

* In your OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student?

- \$0
- More than \$0, but less than \$20
- \$21-40
- \$41-60
- \$61-80
- \$81-100
- \$101-120
- \$121-140
- \$141-200
- More than \$200
- I am unsure of how much the textbook and materials cost for my courses

[Prev](#)[Next](#)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student?

- \$0
- More than \$0, but less than \$20
- \$21-40
- \$41-60
- \$61-80
- \$81-100
- \$101-120
- \$121-140
- \$141-200
- More than \$200
- I am unsure of how much the textbook and materials cost for my courses

In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)?

- Less than 10%
- 10-30%
- 31-50%
- 51-70%
- 71-90%
- More than 90%
- I'm not sure

[Prev](#)[Next](#)

Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students?

- Yes
- No
- I'm not sure

If you responded "Yes" to the previous question, please describe the low-cost course materials you make available to students.

What do you consider "low-cost" for your discipline?

- \$0
- More than \$0, but less than \$20
- \$21-40
- \$41-60
- \$61-80
- \$81-100
- \$101-120
- \$121-140
- \$141-200
- More than \$200



Prev

Next

What challenges do you anticipate (or have you experienced) in implementing OER, ZTC, and/or No-Cost course materials?

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course materials?



Prev Next

Are you a part-time or full-time faculty member at Cuyamaca College?

- Part-time faculty
- Full-time faculty

Please select your primary discipline from the drop-down menu below:

Would you be willing to serve on a taskforce/committee to help the college advance OER/ZTC/low-cost efforts?

- No
- Yes; please enter your email address:



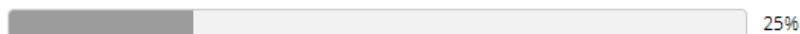
Prev Done

"No – None of my courses are OER, ZTC, or No Cost"

* Why are you currently not using OER, ZTC, or No Cost?

- I don't know about OER, ZTC, or No Cost resources
- I know about OER, ZTC, or No Cost resources, but I haven't had time to explore these for my courses
- I know about OER, ZTC, or No Cost resources, but I haven't had time to develop these for my courses
- I would rather use other low-cost resources in my courses
- After initial review, I do not think OER, ZTC, or No Cost resources meet the requirements for my discipline
- Another reason (please specify)

If you indicated "After initial review, I do not think OER, ZTC, or No Cost resources meet the requirements for my discipline," please describe how, in your initial review, OER/ZTC/No Cost resources did not meet the requirements for your discipline.

[Prev](#)[Next](#)

In your non-OER/ZTC/No Cost course(s), about how much do your course materials (including textbooks and other materials) cost for each student?

- \$0
- More than \$0, but less than \$20
- \$21-40
- \$41-60
- \$61-80
- \$81-100
- \$101-120
- \$121-140
- \$141-200
- More than \$200
- I am unsure of how much the textbook and materials cost for my courses

In your non-OER/ZTC/No Cost course(s), what percent of students do you think purchase the required course materials (including textbooks and other materials)?

- Less than 10%
- 10-30%
- 31-50%
- 51-70%
- 71-90%
- More than 90%
- I'm not sure

[Prev](#)[Next](#)

Do you currently make low-cost options for course materials (e.g., calculators, supplies, textbooks) available to students?

- Yes
- No
- I'm not sure

If you responded "Yes" to the previous question, please describe the low-cost course materials you make available to students.

What do you consider "low-cost" for your discipline?

- \$0
- More than \$0, but less than \$20
- \$21-40
- \$41-60
- \$61-80
- \$81-100
- \$101-120
- \$121-140
- \$141-200
- More than \$200



Prev

Next

What challenges do you anticipate (or have you experienced) in implementing OER, ZTC, and/or No-Cost course materials?

What support could the college provide to help you explore, use, or continue to use OER, ZTC, and/or No-Cost course materials?



Prev Next