Welcome! Please introduce yourself to others by entering your name, title, and campus in the chat window.

If you need to use the telephone for audio only, dial 1-888-337-0215 and enter PIN 4878513
AL$ Webinar Agenda

- Café Learn
  Carrie O’Donnell

- CSU RFP
  Leslie Kennedy

- COOL4Ed
  Leslie Kennedy
CSU RFPs Released February 13th

Request for Proposal: Supporting and Expanding Campus AL$ Projects
Release date: February 13, 2015

Request for Proposal: COOL4Ed OpenTextbook Adoption Project
Release date: February 13, 2015
Sample Grant Activities

- Stipends for faculty
- Library database searches
- Workshops
- Faculty recognition day
- Consultations
- Student Assistants
- Web site resources
- And more …
Possible Documents for Deployment

AL$ Initiative Strategy

Enabling Ecosystems

Developing Demand

Creating Capabilities

Leveraging Content Providers

Getting Started

- Tools and Guidelines to Help You Plan Your Own Campus-Based AL$ Program
  - Project Planning Template
  - Communication Planning Template
  - Guidelines for Planning and Deploying your AL$ Program
Grant Feedback

• Report on current activities and money students saved through your AL$ program.

• Project reports:
  • Dec 1, 2015
  • May 1, 2016
  • August 1, 2016.
<table>
<thead>
<tr>
<th>Campus</th>
<th>Course Name</th>
<th>Date and Semester when Course Taught</th>
<th>Date and Semester when Course Taught with AL$</th>
<th>Previous Textbook &amp; Cost</th>
<th>Next Book &amp; Cost</th>
<th>Course Savings per Student</th>
<th>Overall Book Savings for this course</th>
<th>Instructor Name</th>
<th>Instructor Title</th>
</tr>
</thead>
</table>

Grand Total: $4,500
AL$ RFP
COOL4Ed OpenTextbook Adoption Project

• Goal per campus: 5-10 adoptions/courses at $1,000 each. Limit $10K per campus.

• Stipend stipulations:
  • Faculty adopters utilize textbook for at least one semester or quarter.
  • Faculty report on the textbook adoption/implementation experience.
  • Faculty share their experience to their colleagues in the department and/or discipline-based organizations.
AL$ RFP
COOL4Ed OpenTextbook Adoption Project

• Resources:
  • [COOL4Ed.org](http://COOL4Ed.org)
  • [MERLOT.org](http://MERLOT.org)
  • [Affordable Learning Solutions (AL$) website](http://Affordable Learning Solutions (AL$) website)
  • [Affordable Georgia](http://Affordable Georgia)
  • [CA OERC Textbook List](http://CA OERC Textbook List)
FREE and OPEN eTextbooks
FREE and OPEN Course Materials
FREE and OPEN Online Courses
FREE and OPEN Access Journals and Articles
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- Social Sciences
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<tr>
<th>CID Number</th>
<th>Course</th>
<th>Course Description and Adoption Information</th>
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<tbody>
<tr>
<td>ACCT 110</td>
<td>Financial Accounting</td>
<td>General Course Description and Recommended Free eTextbooks</td>
</tr>
<tr>
<td>BIO 110B, 120B, 115S</td>
<td>Human Anatomy and Physiology</td>
<td>General Course Description and Recommended Free eTextbooks Faculty Showcase for Using Free eTextbooks</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Introduction to Chemistry</td>
<td>General Course Description and Recommended Free eTextbooks</td>
</tr>
<tr>
<td>CDEV 100</td>
<td>Child Growth and Development</td>
<td>General Course Description and Recommended Free eTextbooks</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Public Speaking</td>
<td>General Course Description and Recommended Free eTextbooks Faculty Reviews of Free eTextbooks Faculty Showcase for Using Free eTextbooks</td>
</tr>
</tbody>
</table>
Course Showcase

The California Open Education Resources Council, a collaboration among UC, CSU and CCC faculty, is facilitating the peer review of open educational resources (OER) through the California Open Source Digital Library (COOL4Ed).

The COOL4Ed Course Showcase will be continually updated during the duration of this project (2014 – 2016), and it will feature a number of peer reviewed open textbooks for each course.

<table>
<thead>
<tr>
<th>CID Number</th>
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<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 110</td>
<td>Financial Accounting</td>
<td>123</td>
</tr>
</tbody>
</table>

- Introduction to Chemistry
- Introduction to Statistics
- Principles of Microeconomics
- Public Speaking
- U.S. History to 1877
# Introduction to Chemistry

<table>
<thead>
<tr>
<th>eTextbook</th>
<th>eTextbook Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemwiki from U.C. Davis</td>
<td>Ramesh Arasasingham, UC Faculty</td>
</tr>
<tr>
<td></td>
<td>Jared Ashcroft, CCC Faculty</td>
</tr>
<tr>
<td></td>
<td>Nancy Gerber, CSU Faculty</td>
</tr>
<tr>
<td>Concept Development in Chemistry from BC Campus</td>
<td>Ramesh Arasasingham, UC Faculty</td>
</tr>
<tr>
<td></td>
<td>Jared Ashcroft, CCC Faculty</td>
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</tr>
<tr>
<td></td>
<td>Nancy Gerber, CSU Faculty</td>
</tr>
</tbody>
</table>
Rubric Categories
- Subject Matter
- Instructional Design
- Editorial Aspects
- Access
- Overall Ratings

Faculty Review of Open eTextbooks
Concept Development Studies in Chemistry

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Concept Development Studies in Chemistry by John S. Hutchinson, Rice University is licensed under a Creative Commons Attribution 4.0 International License. except where otherwise noted.

Review Summary

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Instructional Design</th>
<th>Editorial Aspects</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>1.9</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A 0 points</td>
<td>Very weak 1 point</td>
<td>Limited 2 points</td>
<td>Adequate 3 points</td>
</tr>
<tr>
<td>Superior 5 points</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

California OER Council eTextbook Evaluation Rubric

course ID: CHEM 110 or CHEM 1205

<table>
<thead>
<tr>
<th>Subject Matter (30 possible points)</th>
<th>N/A (0 pts)</th>
<th>Very Weak (1pt)</th>
<th>Limited (2 pts)</th>
<th>Adequate (3 pts)</th>
<th>Strong (4 pts)</th>
<th>Superior (5 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the content accurate, error-free, and unbiased?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the content accurately cover the designated course with a sufficient degree of depth and scope?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the textbook use sufficient and relevant examples to present its subject matter?</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the textbook use a clear, consistent terminology to present its subject matter?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the textbook reflect current knowledge of the subject matter?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Does the textbook present its subject matter in a culturally sensitive manner? (e.g., Is the textbook free of offensive and insensitive examples? Does it include examples that are inclusive of a variety of races, ethnicities, and backgrounds?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Total points: 21 out of 30

This book could be used as a supplement to other materials, but it is sufficient by itself to be used as the sole textbook in an introductory chemistry course.
# Rubric Categories

- Subject Matter
- Instructional Design
- Editorial Aspects
- Access
- Overall Ratings

## Access (30 possible points)

<table>
<thead>
<tr>
<th>Category</th>
<th>N/A (0 pts)</th>
<th>Very Weak (1 pt)</th>
<th>Limited (2 pts)</th>
<th>Adequate (3 pts)</th>
<th>Strong (4 pts)</th>
<th>Superior (5 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the textbook compatible with standard and commonly available hardware/software in college/university campus student computer labs?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the textbook accessible in a variety of different electronic formats? (e.g., .txt, .pdf, .epub, etc.)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the textbook be printed easily?</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the user interface implicitly inform the reader how to interact with and navigate the textbook?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How easily can the textbook be annotated by students and instructors?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Total points: 11 out of 30 points

## Overall Ratings (10 possible points)

<table>
<thead>
<tr>
<th>Overall Impression</th>
<th>Not at all (0 pts)</th>
<th>Very Weak (1 pt)</th>
<th>Limited (2 pts)</th>
<th>Adequate (3 pts)</th>
<th>Strong (4 pts)</th>
<th>Enthusiastically willing (5 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

## Overall Comments

If you were to recommend this textbook to colleagues, what merits of the textbook would you highlight? Only useful as a supplement, but the approach is interesting and the reflection questions are an excellent way to approach conceptual knowledge of chemistry.

What areas of this textbook require improvement in order for it to be used in your courses? It could be used as a supplement, but it would need to be expanded enormously to be used as the sole source. There are too many areas that need improvement for it to be a viable textbook.

We invite you to add your feedback on the textbook or the review to the textbook site in MERLOT. (Please register in MERLOT to post your feedback.)

---

For questions or more information, contact the CA Open Educational Resources Council

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FACULTY SHOWCASE

- Business
- Humanities
- Mathematics and Statistics
- Science and Technology
- Social Sciences
Faculty Showcase: Science and Technology

Wendy Riggs from College of the Redwoods, CA
eTextbook: Concepts of Biology by OpenStax College

Course Description:

An introductory course in life science dealing with basic biological concepts including molecular and cell biology, metabolism, heredity, evolution, ecology, natural history, and biodiversity.

Note: This course is designed for non-science majors and nursing/health occupation students. Not open to students who have completed or who are currently enrolled in BIOL-3.

Quote

"With the arrival of Concepts of Biology, it suddenly became much easier to use CER! Once we adopted Concepts of Biology, we were able to create a customized copy of the text and order printed copies. Our bookstore was incredibly supportive of our efforts to reduce student cost."

Learn How I Use This Open Textbook in My Course
Concepts of Biology

CC Instructor Open Textbook Adoption Portrait

Abstract: This open textbook is being utilized in a General Biology course by Wendy Riggs, MS and other biology instructors at College of the Redwoods. It provides interesting applications of biology concepts with rich illustrations. Reducing costs for students particularly as most are non-majors taking it as a science elective or for health careers was very important. Students can access the textbook at the publisher's site in the format that best meets their needs but it also posted in PDF at the college.

About the Textbook

Concepts of Biology

Table of Contents

Description: This textbook is designed for the introductory biology course for nonmajors taught at most two- and four-year colleges. The scope, sequence, and level of the program are designed to match typical course syllabi in the market. The support for Biology includes interesting applications, features a rich art program, and conveys the major themes of biology.

Authors:
Samantha Fowler, Clayton State University
Rebecca Roush, Sandhills Community College
James Wise, Hampton University

Formats: Web, PDF, ePUB, Bookshare, and print versions. Read more about format choices.

Supplemental Resources: Online homework tools and interactive study guides for students and faculty provided. Faculty-only resources such as tests, gradebooks, and syllabi are also available. Access supplementary resources.

Peer Reviews: This textbook was peer reviewed in production. California faculty peer reviews will be available here soon.

Cost Savings: Students can experience significant savings depending on previous textbook selections. Biology: A Guide to the Natural World by David Krogh was the previous course text. This book is currently $125 from Amazon and was more expensive in our bookstore. 9 sections of General Biology are offered each semester and serve over 200 students.

Accessibility and Diversity Statement from Publisher: Not all formats of the textbook have been evaluated but the most recent version of this open textbook is available in Bookshare format which supports Daisy and Braille-Ready Format (BRF).

License:
Except where otherwise noted, Concepts in Biology by OpenStax College is licensed under a Creative Commons Attribution 3.0 Unported License. This license lets others distribute, remix, tweak, and build upon the work, even commercially, as long as they credit the author for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

About the Course

BIOL 1: General Biology

Description: An introductory course in life science dealing with basic biological concepts including molecular and cell biology, metabolism, heredity, evolution, ecology, natural history, and biodiversity.

Note: This course is designed for non-science majors and nursing/health occupation students. Not open to students who have completed or who are currently enrolled in BIOL-3.

Recommended: ENGL-150
GE Credit: 4 units lecture/lab, UC and CSU transfer

Syllabus Available Here

Learning Outcomes:
1. Apply the scientific method to critically evaluate observable phenomena.
2. Describe attributes of life and how cells fulfill these characteristics.
3. Relate the mechanisms of evolutionary change to the production of biological diversity.

Curricular Changes: The only change in this class was the use of a FREE textbook.

Teaching and Learning Impacts:
- More faculty collaboration: Yes
- Wider range of teaching materials: Yes
- Student learning improved: Same
- Student retention improved: Not assessed
- Any unexpected results: None

Our General Biology instructors are definitely collaborating more as they all use the OER course materials that I have put together. There is some evidence that student retention is better with the use of the open materials (from the Kaleidoscope OER grant evaluation), but there has been no institutional assessment of this. There is, however, anecdotal evidence that OER has not decreased student success in the course.

Sample Assignment:
Evolution and Natural Selection Lab
- This lab was put together by Dr. Jeff House, one of our bio instructors.
- The lab has questions that students answer, and we discuss these in class. They also complete a weekly quiz that will have multiple choice questions dealing with the lab experience.

OER Adoption Process

I am VERY interested in reducing textbook costs, especially in a course where most of the students are non-majors. In 2011, I participated in Kaleidoscope (Next Generation Challenge grant) project and worked on a team of Biologists to find OER for our non-majors course. At that time, our options were extremely limited and our group cobbled together a set of resources that we were mediocre happy with. However, within a year, OpenStax College came out with a non-majors biology textbook that is excellent quality. Even though I had been offering a FREE, cobbled together textbook, with the arrival of Concepts of Biology, it suddenly became much easier to use OER!

In my first iteration of OER, we could not offer students a printed copy of the book. However, once we adopted Concepts of Biology, we were able to create a customized copy of the text and order printed copies through Lulu.com. Our bookstore was incredibly supportive of our efforts to reduce student cost.

Student Access: A PDF of the textbook is posted in the course management system. Students are able to purchase the book for about $30 from the bookstore, if they want a printed copy. They are given the OpenStax College website so they can access the text in whatever format works best for them.

Student Feedback or Participation: When students find out they don’t have to pay for the textbook, they throw a little party in our classrooms. THEY LOVE IT.

Wendy Riggs, M.S.

I am a biology instructor at College of the Redwoods in Eureka, CA. I have been teaching at College of the Redwoods for 5 years and have taught Zoology, Human Physiology, Human Biology, and General Biology. I get fired up about active learning and free textbooks.

I have also been coordinating OER for the Biology department as it begins to utilize OER in many of its classes including Cell Biology, Zoology, and General Biology. In spring 2014, I gave a workshop before the school started to share my experiences with open resources more widely.
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Curricular Changes: The only thing that changed in this class was the use of a FREE textbook. Nothing else changed, and although our instructors are interested in innovative pedagogy, this is possible with OER and without it.

Teaching and Learning Impacts:
- More faculty collaboration: Yes
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