The adoption of open educational resources by one community college math department

John Levi Hilton III  
Brigham Young University

Donna Gaudet  
Scottsdale Community College

Phil Clark  
Scottsdale Community College

Jared Robinson  
BYU
Abstract

The high cost of textbooks is of concern not only to college students but also to society as a whole. Open textbooks promise the same educational benefits as traditional textbooks; however, their efficacy remains largely untested. We report on one community college’s adoption of a collection of open resources across five different mathematics classes. During the 2012 fall semester, 2,043 students in five different courses used these open access resources. We present a comparison between the previous two years in terms of the number of students who withdrew from the courses and the number that completed the courses with a C grade or better. Our analysis suggests that while there was likely no change in these educational outcomes, students who have access to open access materials collectively saved a significant amount of money. Students and faculty were surveyed as to their perceptions of these materials and the results were generally favorable.

Author Biography

John Levi Hilton III, Brigham Young University

John Hilton III is a Assistant Professor of Ancient Scripture at Brigham Young University.

HOW TO CITE


More Citation Formats
The high cost of textbooks is of concern not only to college students but also to society as a whole. We report on one community college's adoption of a collection of open resources across five different mathematics classes. During the 2012 fall semester, 2,043 students in five different classes at Houston Community College's adoption of an open textbook for a psychology class. During the fall semester of 2011, 690 students used this open textbook. They stated that:

Students at Pierce College promote open educational resources. West estimated. Over three years, she said, more than 23,000 students took courses built on entirely free educational resources, saving them an estimated $2 million. The other major budget hit taken on by Pierce in wide adoption of OER is in stipends ($1,500) to instructors to develop open courses and materials. Like most colleges, Pierce recognizes that creating a new curriculum using open educational materials takes significant time and effort to either hunt down or create such materials, and that many time-starved professors need incentives. Open Educational Resources (OER) have been lauded for their ability to reduce student costs and improve equity in higher education. Research examining whether OER provides learning benefits have produced mixed results, with most studies showing null effects. We argue that the common methods used to examine OER efficacy are unlikely to detect positive effects based on predictions of the access hypothesis. 11.