



FOOTHILL COLLEGE

Institutional Research and Planning

DATE: March 18, 2011

TO: Judy Baker
Dean of Technology and Innovation, Foothill Global Access, CTIS Division

FROM: Elaine Kuo, College Researcher
Nergal Issaie, Student Assistant

RE: Open Educational Resources (OER) Survey Results

Overview

The OER survey was developed by Dean Baker, and Institutional Research & Planning assisted with the formatting, administration, and analysis of the online survey and its results. An email invite with a link to the web survey was sent to full-time and part-time faculty at De Anza and Foothill Colleges soliciting their participation. The survey was available online for a week, from March 4-11, 2011. Announcements publicizing the survey were made at Academic Senate meetings at both institutions. A reminder email was sent on March 8, 2011. There were 791 and 579 faculty at De Anza and Foothill respectively, and a total of 84 faculty responded to the survey.

Highlights

- A majority of the respondents are full-time faculty (67%).
- Sixty percent of the respondents are employed at Foothill College.
- Biology, CIS, Health/PE, and PSME faculty represent 36% of total respondents.
- Respondents are evenly divided about whether they are aware of free and open textbooks in their discipline (50% aware and 50% not aware).
- The open textbooks currently being used by faculty include:
 - Collaborative Statistics
 - Finite Mathematics
 - Exploring Business
 - American Red Cross First Aid/CPR/AED
- Over two-thirds of respondents are “very likely” or “somewhat likely” to include open textbooks for review if these types of textbooks are available (67%).
- Respondents would be more willing to use open textbooks if:
 - Open textbooks remain a faculty decision and is not mandated (15%),
 - Options for shipping printed copies to students are affordable (14%), and
 - A printed and bound instructor’s copy of the open textbook is available (14%).

Highlights (continued)

- Slightly more than half the respondents indicate a strong or possible interest in helping to develop, customize, and/or identify open textbooks for their classes (54%).
- The top three types of support and resources that may facilitate development, customization, and/or identification of open textbooks include:
 - Training (18%),
 - Paid compensation or stipend (16%), and
 - A development team to work with (16%).

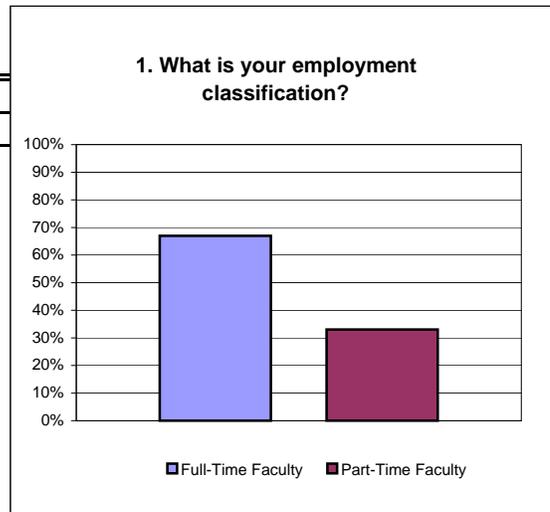
Sources

The CCCCO website [http://employeedata.cccco.edu/eeo6_09.pdf] provided the faculty counts (as of Fall 2009) and the survey email invites were sent through a distribution list from the MyPortal system.

FHDA Open Educational Resources Survey, Winter 2011

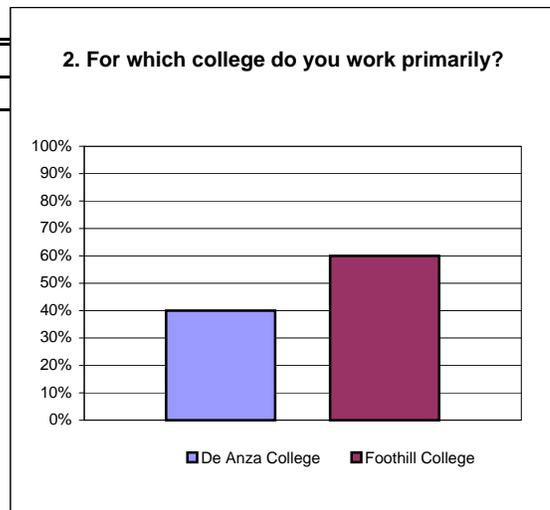
1. What is your employment classification?

Response	N	%
Full-Time Faculty	56	67%
Part-Time Faculty	28	33%
Total	84	100%



2. For which college do you work primarily?

Response	N	%
De Anza College	34	40%
Foothill College	50	60%
Total	84	100%



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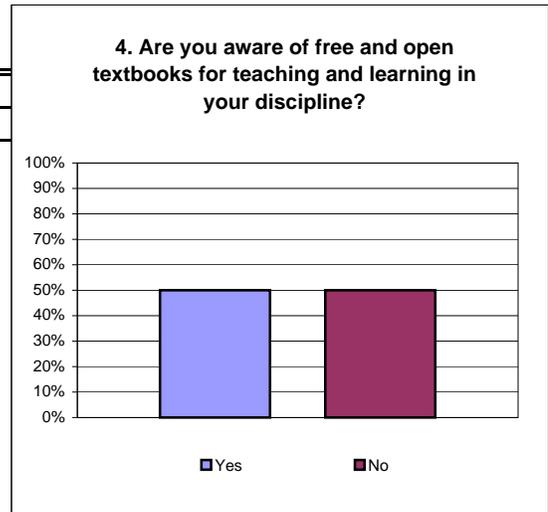
3. In what department(s) do you teach?

Response	N	%
Adaptative Learning	3	4%
Anthropology	1	1%
Arts	3	4%
Automotive Technology	2	3%
Biology	8	10%
Business	2	3%
CBAL	1	1%
CDI	1	1%
Chemistry	4	5%
Child Development	1	1%
CIS	5	6%
Counseling	2	3%
CTIS	1	1%
English	4	5%
Environmental Studies	1	1%
ESL	3	4%
Fine Arts	1	1%
Graphics/Design/Photography	2	3%
Health/PE	6	8%
History/Political Science	4	5%
IIS	1	1%
Library Science	1	1%
LINC	1	1%
Nursing	2	3%
PSME	10	13%
psychology	1	1%
Sociology	2	3%
Spanish	1	1%
Speech/Communication	4	5%
Veterinary Technology	2	3%
Total	80	100%

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4. Are you aware of free and open textbooks for teaching and learning in your discipline?

Response	N	%
Yes	42	50%
No	42	50%
Total	84	100%



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5. Please list the title(s) and author(s) of current textbooks you most commonly use in your classes along with the title of the course. (5 Rows of Text boxes: Title, Author, Course)

Response

Row 1: Textbook 1		
Title	Author	Course
Automotive Engines and Machining	Gary Lewius	Auto 94A-F
Collaborative Statistics	Illowsky/Dean	Math10: Statistics
Exploring Business	Karen Collins	BUS 10: Intro to Business
Principles of Human Anatomy and Physiology	Tortora Derrickson	Biol 40A
A Concise Public Speaking Handbook	Steven A. Beebe and Susan J. Beebe	Speech 1 - Public Speaking
Vistas: introduccion a la lengua espanola	Blanco & Donley	SPAN 1-2-3
Elementary Statistics	Larson	Statistics
Re-Mix	Latterell	English 1A
Native North American Art	BERLO & PHILLIPS	ICS 45
Emergency Medicine	Brady	Paramedic
General, Organic & Biological Chemistry, 6th ed, custom ed for FH College	McMurry, Castellion, Ballantine, Hoeger, Peterson	Chem 30A
literature the human experience	abcarian and klotz	ewrt 1b
Entrepreneurial Small Business	Katz/Green	
They Say/I Say	Gerald Graff	English 110, English 1A
The Wadsworth Anthology of Drama	W.B. Worthen	Dramatic Literature, DRAM 2BS
Understanding and Using English Grammar	Betty Azar	ESLL 236
Theatrical Design and Production	J Michael Gillette	THTR 21 ABC
Biology	Campbell	Biol1A
Introduction to Java Programming	Y Daniel Liang	CIs 27a and CIS 27B
Principles of Anatomy and Physiology	Tortora	Biol 40
Essentials of Biology	Sylvia Mader	Biology 10
A Pocket Guide to Public Speaking	Beebe and Beebe	SPCH01
Career Fitness Program	Sukiennik	CRLP 70
Pro/ENGINEER	Me	CDI 70 and 71
Human Biology	Mader	Bio 11 (human biology)
PRINCIPLES OF HUMAN ANATOMY & PHYSIOLOGY	TORTORA & DERRICKSON	BIOL 40A-C
Beginning Perl - first edition	Simon Cozens	CIS 33 (spring 2011)
The West in the World	Sherman and Salisbury	Western Civ
Medicala Surgical Nursing	Lewis and Heitkemper	Nurs 85
Handouts - self made	me	Huma 10
Automatic Transmission	Jack Erjavic	Auto 63, 63D, 93 C,D,E,F

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Fit and Well	Thomas Fahey	All Physical Education Classes
Special Education in Contemporary Society	Gargiulo	Intro to Disability
Collaborative Statistics	Illowsky & Dean	math 10
Healing ADD	Daniel G. Amen, M.D.	Fundamentals of Attention Deficit Disorders - SPED 65
Microbiology	Bauman	Bio 41
Major Problems in California History	Sucheng Chan and Spencer Olin	HIST 10
Nutrition for Health, Fitness, and Sport 9th edition	Melvin Williams	Nutrition for Sports and Fitness
Learning Perl	Randal L. Schwartz, Tom Phoenix, brian d foy	PROGRAMMING IN PERL
Adult Development and Aging	Hoyer and Roodin	GERn 51
Graphic Design Solutions		
Nanotechnology	Wikibooks	NANO51
Calculus: Concepts and Contexts	Stewart	Math 1A, Math 1B, Math 1C
Calculus: Concepts and Contexts	Stewart	Math 1A, Math 1B, Math 1C
Essential for Understanding Psychology	Feldman	General Psychology
Trigonometry	Lial, Hornsby, Schneider	Math 51 Trigonometry
Understandable Statistics	Brase and Brase	Math 10, Statistics
Western Civ	Spielvogel	
varies with course		
Fundamentals of General, Organic, and Biological Chemistry	McMurry/Castellion et al	Chemistry 30A and B
SHORT COURSE IN PHOTOGRAPHY Edition/Ed.Status: 7TH 09 / New Edition ISBN: 9780136031871	Author: LONDON	Photo 001
Gardner's Art Through the Ages	Kleiner and Mamiya	Art 2A, 2B, 2C
Graphic Design Solutions	Robin Landa	GID 50
Trigonometry, 3rd Edition	Mark Dugopolski	Math 51 - Trigonometry
The Developing Person through Childhood and Adolescence	Kathleen Stassen Berger	CHLD55 - Child Growth & Development
Microbiology with Diseases by Taxonomy	Bauman	Microbiology- BIO 41
Nursing Now	Joseph T. Catalano	Nursing 50
Understanding Society	Margaret L. Anderson and Howard F. Taylor	Introduction to Sociology
Computer Science, A Structured Programming Approach Using C, Third Edition	Forouzan	CIS 15AG
The Creative Spirit		Humi 1
Organic Chemistry	Janice Smith	Chemistry 12ABC
Organic Chemistry	Smith	Chem 12

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The Real World	Ferris and Stein	Soc 1
But, there are currently no open textbook titles available in Political Science.		
American Red Cross First Aid/CPR/AED for the Schools and Community	Red Cross	HLTH 57A

Response

Row 2: Textbook 2		
Title	Author	Course
Finite Mathematics	Sekhon	Math 11: Finite Mathematics
Marketing: Real People, Real Choices	Solomon, et al	BUS 90: Principles of Marketing
Principles of Human Anatomy and Physiology	Tortora Derrickson	Biol 40B
Barron's 501 Spanish Verbs	Christopher and Theodore	SPAN 4-5-6
My Year of Meats	Ozeki	EWRT 2
Weaving the Dream	Sarris	ICS 44
writers presence	atwan and mcquade	ewrt 1a
Exploring Business	Collins	
Discovering the Humanities	Henry Sayre	Humanities 1B
Theatre: Brief Version	Robert Cohen	THTR 1
JavaScript & AJAX	Negrino and Smith	COIN 70A
Visualizing Human Biology	Ireland	Biol 11
A Concise Guide to Public speaking	Dan O'Hair	SPCH01 and SPCH10
E-Learning Companion	Watkins	CNSL 90
Pro/ENGINEER	Smith (CADQUEST)	CDI 72 and 79
Campbell Essential Biology	Simon et al	Bio 10
A History of Russia	Riasanovsky	Russian History
Nursing and Pharmacology	Lilley	Nurs 81P
Handouts - self made	me	PE 99
Manual Transmissions	Jack Erjavic	Auto 63A, 93 A,B
Special Education Law	Murdick	Disability and the Law
Counseling 50: Introduction to College	Foothill College Counseling Division	Introduction to College - CNSL 50
Contemporary Nutrition	Wardlaw	Bio 8
Competing Visions	Robert Cherny et. al	HIST 10
Health in Later Years	Ferrini and Ferrini	GERN 56
Energy Portal	Wikipedia	Clean Technology
Understanding Statistics	Brase and Brase	Math 10
Understanding Statistics	Brase and Brase	Math 10
Social Psychology	David Myers	
Functions Modeling Change	Connally, Hughes-Hallett	Math 49 PreCalculus
Calculus: Concepts and Contexts	Stewart	Calculus series, Math A and Math B
Introductory Chemistry	Tro	Chemistry 25

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STARTING PHOTOGRAPHY Edition/Ed.Status: 6TH 08 / ISBN: 9780240521107	Author: LANGFORD	Photo 005
Exploring Art; A Global and Thematic Approach	Lazzari and Schlesier	Art 1
Graphic Design Solutions	Robin Landa	GID 51
Child, Family, School, Community: Socialization and	Berg	Child, Family & Community
Microbiology Lab: Theory and Applications	LeBoffe	Microbiology
Sociology: The Essentials	Margaret L. Anderson, Kim Logio, and Howard F. Taylor	Introduction to Sociology
Computer Science, A Structured Programming Approach Using C, Third Edition	Forouzan	CIS 15BG
Creativity	Csikszentmyhaly (may be spelled wrong, sorry)	Humi 1
Organic Chemistry Laboratory Experiments	Mohrig	Chem 12
Mapping the Social Landscape	Ferguson	Soc 1
American Red Cross CPR & AED	Red Cross	HLTH 57E

Response

Row 3: Textbook 3		
Title	Author	Course
Essentails of Contemporary Advertising	Arens, et al	BUS 89: Advertising
Principles of Human Anatomy and Physiology	Tortora Derrickson	Bio 40C
Manual de gramatica: Grammar Reference for Students of Spanish	Eleanor Dozier & Zulma Iguina	SPAN 4-5-6
Becoming a Critical Thinker	Diestler	EWRT 2
Native American Religious Traditions	S Crawford	ICS 44
current issues and enduring questions	bedau and barnet	ewrt 2
Wadswotrth Anthology of Drama	W.B. Worhten	THTR 2ABC
XHTML	Patrick Carey	COIN 61
Communication Package	Dan O'Hair	SPCH10
The Modern Middle East	Gelvin	Middle East
Automotive Chassis systems	James Halderman	Auto 61 A,B
Coubnseling 50: Introduction to College	Foothill Counseling Division	SPED 80 - Intro to College and Accommodations
Perspectives in Nutrition	Wardlaw	Bio 45

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American Colonies	Alan Taylor	HIST 17A
Calculus	Stewart	Math 1A Calculus
ART/WORK Edition/Ed.Status: 09 / ISBN: 9781416572336	Author: BHANDARI	Photo 57b
History of Modern Art	Arnason	Art 3
Graphic Design Solutions	Robin Landa	GID 52
Early Childhood Experiences in Language Arts	Jeanne Machado	CHLD 72 Language Development & CHLD85 Literacy & Language Activities
Racial and Ethnic Relation	Joe Feagin	Race and Ethnic Relations
Introduction to Java Programming (Brief Version) 7th Edition	Liang	CIS 35A
Humanities through the Arts		Humi 15
Organic Chemistry Laboratory Techniques	Mohrig	Chem 12
Families and their Social Worlds	Seccombe	Soc 40
American Red Cross Lifeguarding	Red Cross	PE 28A

Response

Row 4: Textbook 4		
Title	Author	Course
Human Biology	Sylvia Mader	Bio 11
Perspolis	Satrapi	EWRT 1A
Lame Deer Seeker of Visions	Erdoes	ICS 44
america now	mcquade	ewrt 211
Women's Realities, Women's Choices	The Hunter College Women's Collective	Intro to Women's Studies
New Spirits	Rebecca Edwards	HIST 17B
Far Eastern Art	lee	Art 12
Foundations in Early Childhood Education	Janet Gonzalez-Mena	Intro to ECE
Dance Kinesiology	Sally Fitt	
Popping Culture	Pomerance and Sakeris	Soc 8
Fit and Well, Core Concepts and Labs in Physical Fitness and Wellness, brief edition	Fahey, Insel and Roth	P.E. 26A, P.E. 26B, P.E, 26C, P.E. 26D, P.E. 6G

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Response

Row 5: Textbook 5		
Title	Author	Course
Laboratory manual of Human Anatomy and Physiology	Elaine Marieb	BIOL 40A, BIOL 40B, BIOL 40C
Pedro and Me	Winick	EWRT 211
Racial and Ethnic Relations	Joe Feagin	ICS 9
Thiel	Crossroads	EWRT 30
Freedom Just Around the Corner	Walter McDougall	HIST 17A
ANATOMY OF MOVEMENT	CALIS-GERMAIN	

6. Of those textbooks you've listed, please indicate by title and author which ones, if any, are open textbooks for each course.

(4 Rows of Text boxes: Title)

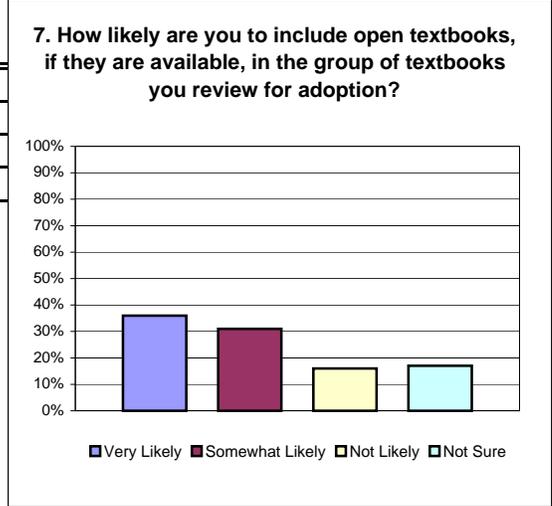
Response

Title of Textbook	
Row 1	Row 2
Collaborative Statistics	Finite Mathematics
Exploring Business	American Red Cross CPR & AED for the Professional Rescuer
Exploring Business	
Collaborative Statistics	
Barbara Illowsky's textbook for statistics	
American Red Cross	
American Red Cross First Aid/CPR/AED for the Schools and Community	

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7. How likely are you to include open textbooks, if they are available, in the group of textbooks you review for adoption?

Response	N	%
Very Likely	27	36%
Somewhat Likely	23	31%
Not Likely	12	16%
Not Sure	13	17%
Total	75	100%



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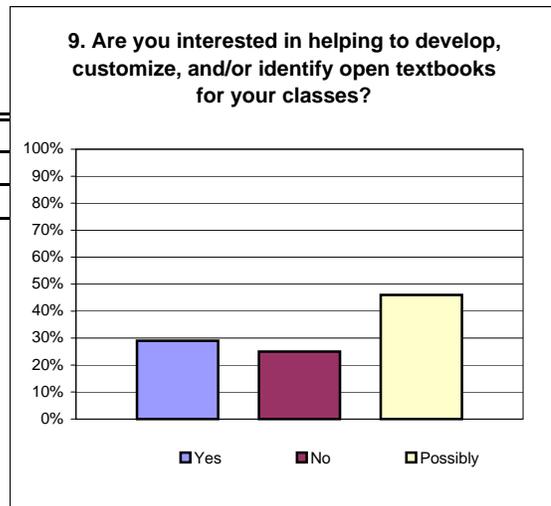
8. What would facilitate your willingness to use open textbooks in your classes? (Check your top 3 choices).

- 1= Assurances that adoption of open textbooks will remain a faculty decision and will not become mandated
- 2= Affordable print-on-demand options for shipping printed copies to students
- 3= A printed and bound instructor's copy of the open textbook
- 4= Expert content reviews of the open textbook
- 5= Workshop on the nature, availability, and accessibility of open textbooks
- 6= Sufficient supplemental materials
- 7= Stipend for reviewing and/or customizing the open textbook
- 8= A faculty team on my campus to review and/or customize the open textbook
- 9= Release time for reviewing and/or customizing the open textbook
- 10= Established criteria for identification and selection of materials developed on my campus

Response	N	%
1	36	15%
2	34	14%
3	32	14%
4	28	12%
5	26	11%
6	25	11%
7	16	7%
8	13	6%
9	13	6%
10	9	4%
Total	232	100%

9. Are you interested in helping to develop, customize, and/or identify open textbooks for your classes?

Response	N	%
Yes	22	29%
No	19	25%
Possibly	35	46%
Total	76	100%



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10. What support or resources would facilitate your development, customization, and/or identification of open textbooks? (Check your top 3 choices).

- 1= Training
- 2= Paid compensation or stipend
- 3= A development team to work with
- 4= Release time for development
- 5= Guidelines and/or templates
- 6= Established criteria for identification and selection of materials
- 7= Expert content reviewers
- 8= Workshop on copyright or intellectual property issues

Response	N	%
1	30	18%
2	27	16%
3	26	16%
4	24	15%
5	17	10%
6	17	10%
7	15	9%
8	10	6%
Total	166	100%

11. What questions or comments do you have about open textbooks?

Comments

I speak with this author often and he is looking into open textbooks

I already have a wide array of materials that I normally email my students to accompany copyrighted readings (e.g., short stories), namely, glossaries, reading comprehension exercises, translation exercises, grammar worksheets. In fact, I don't use a textbook in Span 4-5-6. For Span 4, for instance, the bookstore puts together for me a short packet of these copy righted texts. I'd be interested in seeing how this could be improved by learning more about open textbooks.

I am using a Standard Text Book because the explanations are more thorough. There are problems with answers in the back and a student solution manual. The book also describes how to use the TI-83 to do problems. I found this lacking in the open source book I looked at. If an open source book had these things, then I would use it.

Can we get up-to-date content? How fast can we get the up-to-date content?

My concerns about adoption of such materials are: 1) Assurance that the subject matter is found to be accurate & factual by chemistry educators/chemistry faculty/practicing chemists. 2) Costs for students & instructors are low compared to what is used now. 3) No loss of content quality. If there is interest I would be willing to work with a chemistry faculty team to pursue the matter.

Open textbooks sound like a very interesting idea - I am not familiar with them but I think I'd like to check them out to see if there's anything that would work for my classes. I think it would be extremely helpful if there were a workshop for faculty on using and finding open textbooks, since I do not know anything about them.

FHDA Open Educational Resources Survey, Winter 2011

It is questionable to use the 'word' textbooks in 'open textbooks', as essentially, most of these materials are at best, supplementary pieces and not turn key ready - by using 'textbooks', it suggests a misunderstanding of what these 'sources' are in practical, applied terms. This survey, unfortunately, reinforces the idea that these 'open textbooks' are ready to use, out of the box, which they are not (review the URL included in the survey and access several disciplines at that site to validate the above). "Open source" was the initial and original concept before appending 'textbooks' to 'open' and still (open source) is a more genuine presentation of such - while 'textbook' has perhaps an added cache, it also misrepresents the actual utility of these online materials. The 'change in name' was primarily motivated by the escalating prices of traditional textbooks and offering (as a tag) what in theory, might be a viable alternative - it is the viable part of the question that is still in its infancy.

3 questions: 1. Currently they are a lot of trouble to look for/find, preview, check copyrights fully and know how to use them, find out how to use them in live and online classes, and how/if students are going to use them -- any shortcuts to match course objectives to book contents/depth of coverage? 2. What about 'generic' lower-priced copies of 'regular' textbooks that contain almost identical material (i.e., there are international editions of books that are printed in another country and sold over there, but are available on the Net for us to buy instead of the more expensive 'local' editions? 3. Are we dumbing down our materials/course content support for the sake of 'free' or 'lower cost' use, just because we think it is more convenient to today's students?

Very few available in Theatre, especially the design and production end.

I have looked but have not found any for Java. It is may be partial because the material would need to be updated every couple of years as the technology changes I would be interested in knowing if any were available in my field The classes I have taught all these years don't really rely on a textbook as much as experience, practice and classroom discussion. I would love to use materials to support our classes, but not sure how productive it would be.

I feel somewhat ignorant in saying this, but I'm not even sure what they are or how they work! However, if there's any way to keep textbook costs down for students, I'm in favor of it! Thank you for this survey!

I have written 40 textbooks with every major publisher on earth in the since 1978. There is little money in it- but great satisfaction and learning.

I am interested in creating digital books like the ones on the CAST website that support differentiated learning. I have gone to several trainings on my own- but really lack the TIME to take on this project. This feels like something I can only take on during a sabbatical- although I wish I could do it right now.

I've specifically looked for college-level nutrition OERs (about a year ago) and wasn't able to locate any that were appropriate. One from K-State looked promising but it was still under development. Have not invested the time yet to look for an OER for microbiology.

I like the idea of open textbooks, but I have found better written alternatives that are reasonably priced for U.S. History. I would be interested in finding open texts for California History.

FYI - <http://greenteapress.com/> I used <http://greenteapress.com/thinkpython/thinkCSpy> for CIS 68K - INTRODUCTION TO PYTHON PROGRAMMING ... a class I created and taught in Winter 2006.

Use wiki resources in all my classes. Faculty need to respect these as high quality resources. Not perfect, but what is?

My main issue with open textbooks is the quality -- this is not one of the choices listed for my willingness to use open textbooks. Frankly, you get what you pay for. A colleague in this dept did a PDL on this issue and the bottom line was that there aren't any good quality open textbooks out there. The textbooks that are published and for sale are the best ones out there and there's a reason for this. Time is invested in the writing and the development of topics in these textbooks. You might be able to find "good" material on one section of the curriculum, but not in its entirety.

I know that Barbara Illowsky has written an open textbook for statistics. Initially this book was not free and now there is no cost attached. Have you actually seen this book? Have you actually looked at the quality of this book? Compare this to any published textbook and you can see why this is free.

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This survey is not especially objective. It assumes that open textbooks are good, and faculty just need help to come to the same conclusion. But in my field, the open textbooks that are available are QUITE BAD, and of such low quality that they would be a serious disservice to the students. There is a reason textbooks cost money. Good people rarely work for free and it takes very good people to synthesize the information in an entire field of knowledge so that beginning students can be introduced to that field effectively. The people who do it for free are usually not especially good and have various issues which leads them down this path. As is often true, you get what you pay for. Please make this an option in your poll.

Do open textbooks contain 3-D animation and short video clips in each chapter?

It sounds like a great idea for making college more affordable. One concern is that it might be a sacrifice in quality of our textbooks. Another concern is whether these textbooks are supported by online homework, through Course Compass or another website.

I would be open to adopting open textbooks if they are superior to the textbooks I already use. That is the first and foremost criteria and I did not see that among these options.

Please keep in mind that there are still students attending the College that are not computer literate and do not have personal Internet access.

WHAT ARE OPEN TEXTBOOKS? SHOULD HAVE TOLD ME THIS 1ST. WHICH BOOKS ARE USED? WE SHOULD HAVE INTERNET ACCESS TO THE ANSWERS TO THE ABOVE 2 QUESTIONS. ONLY I WILL EVER PICK MY OWN TEXT...CRITICAL!

No where in the survey is there discussion about the quality of open textbooks. Until a high quality open textbook is available, nothing will facilitate my willingness to adopt them. There's a reason why they're free.

I've looked over them, maybe they have changed since I last looked, but the content just isn't as good as the publisher's products. So they may be free, but if the content isn't there, I just won't choose them. I would like to know more and am wondering if you could come to one of our division meetings or hold an information session during one of the opening days?

I want to find open textbooks for all of my classes. There currently are none. Any assistance in locating open source textbooks in American, Comparative, IR, and Theory would be much appreciated.

[http://faculty.deanza.edu/donahuemary/stories/storyReader\\$4066](http://faculty.deanza.edu/donahuemary/stories/storyReader$4066) is an example of one of the Red Cross open textbooks I use. Students can buy a copy at the bookstore or download it for free to their laptop. Faculty are all "expert content reviewers.



FOOTHILL COLLEGE

Date: March 4, 2011

From: Judy Baker
Dean of Technology and Innovation
Foothill Global Access
CTIS Division
Foothill College

To: Foothill Faculty

Subject: Open Educational Resources (OER) survey

The Foothill-De Anza Community College District would like to know about faculty familiarity with and use of open textbooks, which are available for free or very low cost for students to view and download from the Internet. Additionally, open textbooks have a license that allows for others to reuse, modify, and share its contents. Your feedback is important and will help inform us on the use of OER. The results will be presented to the Board of Trustees at their April 2011 meeting. For further explanation of open textbooks:

<http://collegeopentextbooks.org/>

The survey will be available through Friday, March 11, 2011. It should take you 5-10 minutes to complete. Your responses are anonymous, confidential, and will only be reported in the aggregate. Participation is not mandatory and you may skip questions you do not feel comfortable answering.

You will find the survey at the link listed below:

http://www.research.fhda.edu/cgi-bin/rws3.pl?FORM=OER_Survey

If you have any questions please do not hesitate to contact Judy Baker at bakerjudy@foothill.edu.

Thank you in advance for your participation in this very important survey.

Open Education Resources Survey Winter 2011

The purpose of this survey is to determine the use of open textbooks: how they are used and what resources are needed to make use of open textbooks. The results of this survey will be used to design professional development workshops regarding open textbooks and inform administrators about the allocation of resources for open textbooks.

Thank you for your time.

Foothill-De Anza Office of Institutional Research and Planning

Background

1. What is your employment classification?

- Full-Time Faculty
- Part-Time Faculty

2. Where do you primarily work?

- De Anza College
- Foothill College

3. In what department(s) do you teach? (please fill in the blank)

Open Textbooks

4. Are you aware of free and open textbooks for teaching and learning in your discipline?

- Yes
- No

5. Please list the title(s) and author(s) of current textbooks you most commonly use in your classes along with the course title.

a. Title:

a. Author:

a. Course:

b. Title:

b. Author:

b. Course:

c. Title:

c. Author:

c. Course:

d. Title:

d. Author:

d. Course:

e. Title:

e. Author:

e. Course:

6. Of those textbooks you've listed, please indicate if any are open textbooks.

a. Title:

b. Title:

c. Title:

d. Title:

7. How likely are you to include open textbooks, if they are available, in the group of textbooks you review for adoption?

Very Likely

Somewhat Likely

Not Likely

Not Sure

8. What would facilitate your willingness to use open textbooks in your classes? Check your top 3 choices.

- Workshop on the nature, availability, and accessibility of open textbooks
- A faculty team on my campus to review and/or customize the open textbook
- Assurances that adoption of open textbooks will remain a faculty decision and will not be mandated
- Affordable print-on-demand options for shipping printed copies to students
- A printed and bound instructor's copy of the open textbook
- Expert content reviews of the open textbook
- Established criteria for identification and selection of materials development on my campus
- Sufficient supplemental materials
- Stipend for reviewing and/or customizing the open textbook
- Release time for reviewing and/or customizing the open textbook

9. Are you interested in helping to develop, customize, and/or identify open textbooks for your classes?

- Yes
- No
- Possibly

10. What support or resources would facilitate your development, customization, and/or identification of open textbooks? Check your top three choices.

- Training
- A development team to work with
- Workshop on copyright or intellectual property issues
- Release time for development
- Paid compensation or stipend
- Guidelines and/or templates
- Established criteria for identification and selection of materials
- Expert content reviewers

11. Do you have any questions or comments about open textbooks?

12. If you are interested in learning more about open textbooks and/or you are using an open textbook and would like to identify yourself, please provide your name and email address.

Name

Email Address

Thank you for your participation!