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

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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.

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HOW TO CITE

Teachers and students involved in a large-scale OER initiative at eight community colleges across the United States were given a detailed questionnaire aimed at uncovering their perceptions of the cost, outcomes, uses and perceptions of quality of the OER used in their courses. Teachers and students alike reported significant cost savings and various pedagogical and learning impacts due to the implementation of OER in the classroom. The adoption of open educational resources by one community college math department. John Hilton III, Brigham Young University; Donna Gaudet & Phil Clark, Scottsdale Community College; Jared Robinson & David Wiley, BYU.