

OER COMMITTEE MEETING

Date: Thursday, March 3, 2022

Time: 12:45 PM

Called to order at 12:48

Present: Sheila Lynch, Lucha Arevalo, Erin Irwin, Mike Garabedian, David Lindy, Robert Graham, Patricia Hughes, Delmis Alvarado, Brian Young

Location: <https://cccconfer.zoom.us/j/98498562512>

1. WELCOME AND INTRODUCTIONS

- A. Brown Act - AB 361 – State of Emergency & Teleconferencing – moved by David Lindy, Second by Sheila Lynch, Approved unanimously

2. APPROVAL OF THE FEBRUARY 3, 2022, MINUTES

Wait until later

3. COMMITTEE MEMBER UPDATE

- A. Dean of Library and Instructional Support (Mike) – No update, unofficially: Mike's official title is Dean of Library and Instructional Support. He is now chair of former Basic Skills committee and he might be consolidating tutoring centers. If this moves forward, he will be looking for all basic skills resources to be OER.
- B. Arts and Cultural Programs (Sheila) – No update
- C. Behavioral and Social Sciences (Lucha) – Lucha and Chicano studies department plus other colleges were approved to create the first OER for Chicana studies.

Review: ASCCC has made a call for proposals that create teams across campuses to create OER. That's how Lucha's team is getting funded.

- D. Business (Shin Liu) – From Sheila: Last time Shin expressed how hard it is for her division to use OER. Sheila sent her all the resources that ASCCC for the relevant courses along with the name of the liaison for the relevant areas. Sheila offers to send similar information to anyone else who needs it for their division.



CHARGE

The purpose of this committee is to discuss current trends in higher education of utilizing Open Educational Resources (OER), to keep abreast of California legislation regarding the use of OER, to encourage faculty on this campus to explore and adopt OER, to monitor and recommend best practices of OER, and to inform the campus of its findings through the Academic Senate.

OER BY-LAW

A quorum of the OER Committee shall consist of 50% of members plus one.

- E. Career and Technical Education (David) – No update
- F. Communications and Languages (Patricia) – No update. Question: How can we build a bridge between OER and our school bookstore? Can we as a committee work on building that bridge?

From Sheila: Michelle Pilati and Sheila Lynch have been working with the bookstore, but we could possibly work on a resolution to bring to Senate on the topic. There is a bookstore subcommittee of Senate. Print-on-demand doesn't work in their pricing structure, but we can advertise within the bookstore.

From Mike: One of the tabs on the guide at a different institution listed all the courses that uses OER. That might dovetail with Patricia's suggestion. The guide also explained ZTC v. OER. Libguides are open-access and intended to be copy-and-pasted, so we should reach out to Brian to add to what we have.

Robert and Brian will discuss the relevant LibGuide.

From Sheila: Some of the websites that list classes with OER list the specific textbook. This list will need to be vetted carefully to be up to date and to make sure it's not listing an out-of-date copyrighted text. We also don't know which text people are using when they have the ZTC symbol. If we could find out what everyone was using, that would help a posted list.

Sheila and others are working on the new ZTC form. Lucha asks if we can have instructors add the material they're using. Sheila says there's already something similar being added to the form (add the link to the OER you're using). Mike says the php form can generate a column in a .csv that will contain the OER.

From Lucha: We need to clarify the difference between using OER and having a class that doesn't have a textbook (it's free to students, but has no real OER). Sheila notes that on our campus has this distinction, but some instructors may not understand the difference still.

Lucha notes that ZTC means something different at Cal State's than at Community Colleges. This can be confusing for instructors who are at different campuses.

If a division decided to buy the textbooks for an entire class, you can list the class as ZTC because it would be free to students. That is allowed.

Sheila suggests bringing Gary Van Vhooris (or other representative?) to explain the new ZTC form.

- G. Counseling (Delmis) – There was a drop of 50% of ZTC in counseling classes. The drop was due to a drop in counseling sections or the adjuncts that were using OER before were not teaching this semester. People were not switching from OER to something else.
- H. Kinesiology, Dance, and Athletics (Jessica) – Not present
- I. Library (Brian) – No update

- J. Math, Science, and Engineering (Erin) – No Update
- K. Health Sciences and Nursing (Karen) – Not present
- L. Public Safety and Administrative Justice (Nash) – Not present (Congratulations on being awarded funding for an OER for Homeland Security)
- M. Classified Representative (Robert) – He personally is researching OER and finding it fascinating.
- N. ASRHC Representative (Esmeralda) – Need a new ASRHC Rep

4. OER BY-LAWS

- A. Draft of Bylaws (Appendix A)

Article 4: We only have one definition (for OER).

Section 2: Definition of ZTC. Sheila is in agreement that defining this is important. The ZTC form quotes the legislation that defines ZTC, we should put that in this definition.

Mike suggests defining Open Access. Sheila suggests listing CC licenses and explaining public domain. Delmis suggests defining OERI. Sheila suggests an edit to defining OERI – we might want a section describing Institutions that support OER. We decide to make “Institutions” its own article. OERI would go under this article.

Erin adds that accessibility was the other big part of our OER projects besides licensing. This is not strictly under OER, but it’s important. Lucha and Sheila suggest adding Article IV, Section 1, part B: “All OER must meet WCAG standards and comply with ADA.” Mike notes that we should spell out all acronyms the first time it’s used in a document. WCAG = Web Content Accessibility Guide, ADA = Americans with Disabilities Act.

Add Article IV, Section 6: ASCCC OERI IDEA Framework. IDEA = Inclusivity, Diversity, Equity, and Anti-Racism.

Homework: Have the definitions added today ready to add next time.

Sheila asks if we should add things directly to SharePoint? Lucha clarifies to bring the definitions to the next meeting and we will add it together.

Patricia notes that in organizing their OER, they suggested edits instead of actually changing things. This means we still have the old material then we can make the edit together. Highlighting will be important. Brian agrees that we should add things outside of the meetings then decide in the meetings. Lucha suggests each of us using different colors. Erin suggests cleaning up the draft after each meeting by taking out the highlighting after each edit is approved.

We agree to approve the edits that are currently in the draft presented with small edits.

Final decision: We add to the draft outside the meeting then approve in meeting.

5. QUALITY FOCUS ESSAY

- A. Recap on February 7 meeting (Sheila, Brian, Lucha) – They met and had a really productive discussion. Review: The QFE was submitted last year in June. The ISER is submitted for accreditation and has two Quality Focused Essays. Our two are Aspen and OER. Mike wrote the QFE. The committee used the document to structure their intentions, but it had to be turned in before it was completed. Right now it serves two purposes: for accreditation and IRP and also an aspirational document for the OER Committee.

What they (Lucha, Sheila, Mike) talked about all the places in the QFE where it lists the responsible parties as "faculty." They turned these places into questions. How should these tasks happen? These may be turned into a resolution of how we imagine they will be accomplished.

Another thing that needs to be updated is the placeholders for appropriate numbers. Right now they are just "#." IRP is responsible for turning the data into appropriate goals (for example, how many CRN's should have OER in Fall 2022?).

Point of Question from Robert: Has anyone seen the ACCJC rubric for creating OER? Sheila answers that we're using funding to create OER and Brian brought up the ACHIEVE rubric. We decided to be less demanding on our first grant.

As part of our plan for OER, we should include a rubric of what is expected when a faculty member creates OER at Rio Hondo.

B. QFE as submitted to ISER June 2021 (Appendix B)

2. APPROVAL OF THE FEBRUARY 3, 2022, MINUTES REVISITED

Moved by Sheila, second by Mike – approved unanimously

6. OER DEVELOPMENT INITIATIVE (SHEILA)

A. Update on proposal, reviewer request, and licensing

7. ASCCC OERI (SHEILA)

8. RHC ACADEMIC SENATE

9. RHC LIBRARY RESEARCH GUIDE (BRIAN)

10. OPEN FORUM - ANNOUNCEMENTS

11. ADJOURNMENT

Adjourned at 2:02

Appendix A

1 of 2

Open Education Resources (OER) Committee Bylaws**Draft – February 3, 2022**

ARTICLE I. MISSION

The Open Educational Resources Committee, a committee of the Academic Senate, meets to discuss current trends in higher education of utilizing open educational resources (OER), Zero Textbook Cost (ZTC) resources, and Low Textbook Cost (LTC) resources; to keep abreast of California legislation regarding the use of OER; to encourage faculty in the awareness, adoption, adaption, creation, and exploration of OER; to monitor and recommend best practices of OER; and to inform the Río Hondo College campus of its findings through the Academic Senate.

ARTICLE II. MEMBERSHIP

Section 1. Committee Membership:

- A. Management Representative (1)
 - a. Dean, Library and Instructional Support
- B. Faculty Division Representatives (11)
 - a. Arts and Cultural Programs
 - b. Behavioral and Social Sciences
 - c. Business
 - d. Career and Technical Education
 - e. Communications and Languages
 - f. Counseling
 - g. Kinesiology, Dance, and Athletics
 - h. Library
 - i. Math, Science, and Engineering
 - j. Health Sciences and Nursing
 - k. Public Safety and Administrative Justice
- C. Classified Representative (1) (Appointed by CSEA)
- D. ASRHC Representative (1) (Appointed by ASRHC)
- E. Committee Resources: ASCCC OERI Representatives – suggested by Sheila

Section 2. Voting and Term Length:

- A. All voting members of the OER Committee shall be faculty.
- B. Faculty chairs of committees shall be selected by majority vote from the membership of the committee.
- C. Non-voting membership will include students, classified staff, and administration.
- D. Term length shall be one academic year.

ARTICLE III. MEETINGS AND RESPONSIBILITIES

Section 1: Meetings:

- ~~A. Committees shall meet, at a minimum, once a month during the academic year. The committee shall meet once a month during the academic year, or more often as needed. - suggested by Sheila~~
- B. Meeting dates must align with the RHC calendar.
- C. Meetings and agendas shall be announced to committee members no later than 72 hours prior.
- ~~D. A quorum of the OER Committee shall consist of 50% of members plus one. A quorum of the OER Committee shall consist of a simple majority (more than 50%) of voting members. - suggested by Sheila, Lucha, Erin~~
- E. Meeting agenda ~~and minutes~~ shall be posted on the committee website no later than 72 hours prior.

Section 3. Committee Responsibilities:

- A. Submit actions related to academic and professional matters for Academic Senate review and approval.
- B. Uphold the Academic Senate Constitution and Bylaws.
- C. Stay current and support compliance with legislation related to the use of OER and OER-related materials.
- D. Participate in the review and awarding of grant funds to faculty for OER creation, as appropriate.
- E. Explore funding sources for OER awareness, adoption, adaption, and creation. -SL
- F. Recommend, develop, and implement strategies that increase adoption of OER resources by faculty at RHC in lieu of commercially published resources.
- G. Leverage OER to reduce the cost of textbooks and other course materials for students while maintaining or improving the quality of learning.

Section 4. Chair Responsibilities:

- A. Plan and schedule committee meetings.
- B. Facilitate committee meetings.
- C. Distribute material to the committee to keep members informed.
- D. Update the committee website in a timely manner.
- E. Report to the Academic Senate on behalf of the committee. If the chairperson cannot report to the Academic Senate, a written report may be submitted ~~and/or~~ a committee member may make the report. -SL

Section 5. Secretary Responsibilities:

- A. The secretary will prepare and distribute minutes of meetings.

ARTICLE IV. DEFINITIONS

Section 1. Open Educational Resources (OER)

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- A. Open Educational Resources are high-quality teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. (Source: William and Flora Hewlett Foundation)

Section 2. Zero Textbook Cost (ZTC)

- A. [Definition needed]

DRAFT

Appendix B

In several of the recently published QFEs I have read, a general introduction that includes the intended outcomes and the anticipated impact on student learning/achievement precedes descriptions of the several projects and project timelines themselves. In the following draft, in addition to the OER project description/narrative, I've included the hoped-for outcomes and impacts of the project; if our QFE also will have a general introduction, then these outcomes and incomes could be incorporated there, and of course I am happy to help with this portion of the essay once others begin writing it. (BTW, special thanks to Alice, who helped me tremendously with the matrix and shared some observations that I shamelessly lifted nearly verbatim and plugged in below.) —MG

Project Description: OER

Rio Hondo College will continue recent, RHC Academic Senate- and student government-endorsed efforts to increase faculty adoption/creation of and student access to high-quality, low- or no-cost open educational resources (OER) to reduce the cost of textbooks and instructional materials. Driven by Rio Hondo's OER Committee, the College's 2020–21, CARES Act-funded initiative to expand and increase OER utilization via stipends awarded to faculty adopters will serve as a foundation to these efforts, as the project will seek to continue and expand upon activities first undertaken as part of this action.

Keeping in mind the ways in which reducing or eliminating costs associated with commercial textbooks and instructional materials can help bring down barriers to student enrollment, access, and success—and the potential OER have to represent more focused, topical, local, and/or culturally relevant material that aligns with the Rio Hondo's mission and values—activities will include communicating to current and potential students via the College schedule and the bookstore those course sections that utilize OER; investing in marketing and outreach to current and potential students that takes up low- or zero-cost programs; and ensuring quality and appropriateness of OER (as is done for commercial textbooks and instructional materials). The College will also seek to increase department-level adoptions, and to institutionalize processes by which awareness about and the adoption/creation of OER is encouraged and supported. To these ends, efforts will include selecting OER as a core professional development theme for the campus, and offering ongoing, OER-related professional development; training RHC librarians to support faculty in the discovery and/or adoption/creation of OER; updating the curriculum process to include OER; implementing OER as a way to support enrollment management; and providing District funds and resources to support OER institutionalization as needed.

While, again, the main or immediate “point” of OER is—as the College Textbook Affordability Act of 2015 (AB 798, Bonilla) has it—“to reduce costs for college students,” given the high percentage of RHC students who live at or below the poverty level, the intended impacts of the activities that comprise the OER project are to increase access, and the likelihood of success and achievement, by telegraphing to current and potential students low- or no-cost options to join course sections and programs that utilize OER. (The idea is if instructional materials costs are obviated by OER, students needn't worry about how they will afford to join a given course; they are therefore less likely to drop out and more likely to complete, and this change has the potential

to increase FTEs.) Measuring the efficacy of project efforts will perforce include help from the Offices of Instructional Research and Planning with information provided by Instructional Operations (i.e. Scheduling) and counselors, and student surveys and focus groups.

Responsible Parties: Bookstore and Office of Marketing and Communications; Department of Instructional Operations in collaboration with the Office of Instructional Research and Planning; Staff Development, OER, and Curriculum Committees; VPAA and academic deans.

Timeline: Fall 2021 – Spring 2024

Project Outcomes: OER

The proposed OER project is intended to achieve these outcomes:

- Institutionalize OER via (a) District-funded, campus-wide professional development; (b) a modification of the curriculum process to include OER; and (c) the incorporation or implementation of OER to support enrollment management. The College will consider this outcome successful if [x] of professional development activities are offered to at least [x] participants in Fall 2021 and Spring 2022, and if by Fall 2022 OER has become part of the curriculum process and RHC's enrollment management plan.
- From Fall 2023 until the conclusion of the Spring 2024 semester, ensure department-level OER adoption by seeking an [x%] increase in the number of faculty engaged with developing and using OER; (b) an [x%] increase in the number of CRNs that utilize OER materials; and (c) an [x%] increase in the number of unit and program plans and program reviews identifying increased OER offerings as a goal.
- Improve student access and success through the provision of OER—and by communicating to students via the bookstore and schedule which courses and programs have low- and no-cost materials—measured by the percentage of students enrolling and completing OER sections (to be determined via survey) and decreasing overall cost to students to complete a course or program (to be determined by comparing pre- to post-OER material costs in select courses/programs).

Impact on Student Learning/Achievement: OER

Rio Hondo College expects that increasing the number of course sections and programs that utilize OER—and increasing potential and current student awareness about what OER is and which sections and programs utilize low- and no-cost OER—will increase enrollment, retention, and completion of those low-income students for whom instructional materials are cost-prohibitive.

Rio Hondo College Accreditation 2022: QFE Project Matrix

Project Objectives and Performance/Outcome Measures	Responsible Area/Staff	Timeline
Objective 1: Institutionalize OER		
Outcome Measure 1a: # of PD activities offered and participants	• Staff Development Committee	Fall 2021, Spring 2022
Outcome Measure 1b: Incorporation of OER in the curriculum process and in enrollment management plan	• Curriculum Committee • VPAA	Fall 2022
<i>Activities:</i> Select OER as a core professional development theme for the campus; Update or modify the curriculum process to include OER, and implement OER as a way to support enrollment management; Provide budget and resources to support OER institutionalization as needed.		
<i>Resources:</i> CCC (state-level) PD offerings; RHC Staff Development Committee; Curriculum Committee, Enrollment Management Task Force.		
Objective 2: Department-Level Adoptions		
Outcome Measure 2a: # of faculty engaged with developing and using OER materials	• Faculty	Fall 2023 – Spring 2024
Outcome Measure 2b: # of CRNs with OER materials	• Faculty	Fall 2023 – Spring 2024
Outcome Measure 2c: # of program plans, reviews, and unit plans identifying OER as a goal	• Faculty • Deans	Fall 2023 – Spring 2024
<i>Activities:</i> Offer ongoing professional development in OER (equity benefits, discovery, and adoption of materials); Train librarians to support faculty with OER; Senate resolution to support faculty use of OER.		
<i>Resources:</i> RTLI; RHC Library; Cal-OER; Vision Resource Center; Curriculum Committee; RHC Staff Development Committee.		
Objective 3: Increase Student Access and Success		
Outcome Measure 3a: % of students enrolling and completing OER sections	• Scheduling Office • Counselors	Fall 2022
Outcome Measure 3b: Decrease overall cost to students to complete a course or program	• IRP Office • Bookstore	Fall 2021 – Fall 2024
Outcome Measure 3c: Quality OER materials that support the course and/or program outcomes	• Faculty	Fall 2022
<i>Activities:</i> Clearly communicate OER sections to students (i.e., via the schedule and at the bookstore); Ensure quality and appropriateness of OER materials as is done for commercial textbooks; Marketing and outreach to students for low- or zero-cost programs.		
<i>Resources:</i> Bookstore; Instructional Operations (Scheduling) Office; Curriculum Committee; Marketing/Communications		