OER COMMITTEE MEETING

Date: Thursday, April 7, 2022
Time: 12:45 PM
Location: https://cccconfer.zoom.us/j/98498562512

In Attendance: Erin Irwin, Lizzette Arevalo, Karissa Rivas, Sheila Lynch, Shin Liu, Mike Garabedian, Nash Flores, Delmis Alvarado, Brian Young

Called to order at 12:50pm

1. WELCOME AND INTRODUCTIONS
   A. Brown Act - AB 361 – State of Emergency & Teleconferencing
      Moved by Sheila, Second by Brian, 8/8 vote yes

2. APPROVAL OF THE MARCH 3, 2022, MINUTES

3. COMMITTEE MEMBER UPDATE
   A. Dean of Library and Instructional Support (Mike) – No update
   B. Arts and Cultural Programs (Sheila) – Art History
      OER lead from ASCCC organizing presentations.
   C. Behavioral and Social Sciences (Lucha) – No Update
   D. Business (Shin Liu) – Department still concerned that technology changes too often to create new OER. They feel they need teamwork from other colleges to get the work done.

Follow-up from Sheila: Is there something specific you want to see happen? Could you and your colleagues come up with something that we can do for them.

Shin Liu: This semester we changed over C++ and Office Suite. She has to re-do her material from 2019 from scratch. She wishes she has a friendly team to work on C++ with and to split the work with. Working within their own department is hard because there aren’t many instructors. Working with other colleges would help lighten the load.

Shin Liu: Commercial texts do a lot of the work for you, but it’s one size fits all. She would like to use something tailored towards Río students, but it’s a lot of work.

Sheila: There are other departments in the same situation. You can’t rely on OER to constantly update.

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 consists of 50% of members plus one.
Shin Liu: The business department feels it can’t do OER, but it would like some support in auto-caption.

Lucha: She was also the only full-time instructor in her department, and that’s why she took advantage of the ASCCC grant so she could work with others.

E. Career and Technical Education (David) – Not present
F. Communications and Languages (Patricia) – Not present
G. Counseling (Delmis) – No report
H. Kinesiology, Dance, and Athletics (Jessica) – No report
I. Library (Brian) – Added accessibility page to our research guide
J. Math, Science, and Engineering (Erin) – No report
K. Health Sciences and Nursing (Karen) – Not present
L. Public Safety and Administrative Justice (Nash) – No report
M. ASRHC Representative (Karissa) – No update

4. NOMINATIONS FOR 2022-2023
Staying: Sheila, Lucha, Mike, Brian, Nash
Not Staying: Erin, Delmis, Shin Liu (?)

Lucha will not be chair

5. OER BY-LAWS
   A. Draft of Bylaws as of 3/24/22 (Appendix A)
      a. Sheila asked a clarifying question about who is updating the glossary in the by-laws. She also notes that we don’t need the full glossary in the by-laws, it could be a separate document.

      Lucha says we will all edit together.

      Sheila says that she will update a lot of it for us to edit.

      b. Lucha suggests we finalize the language in this meeting then have an electronic vote. This means the by-laws could be included in the Senate governance manual that is currently being updated.

5. QUALITY FOCUS ESSAY
   A. QFE as submitted to ISER June 2021 (Appendix B)
      a. Open to more discussion on the QFE. No discussion.

6. OER DEVELOPMENT INITIATIVE (SHEILA)
   A. Update on proposal, reviewer request, and licensing. – No Update
7. **ASCCC OERI (SHEILA)**
   No Update

8. **RHC ACADEMIC SENATE**
   A. ASCCC Spring Plenary OER Related Resolutions (Appendix C)
   B. New ASCCC delegate is Juana Mora. Give your thoughts on the OER related resources to her.

9. **RHC LIBRARY RESEARCH GUIDE (BRIAN)**
   Under the OER Resources tab there is an accessibility page. It outlines the requirements to be accessible, has an introductory video, and many accessibility checkers. Under the resources section there are ebooks and sites that give guidance on accessible digital content. The box underneath that gives tips. This is an introductory page tacked onto our library page.

   This is something to update your division on.

   Lucha suggests adding a glossary to the LibGuide. Brian can take from the glossary this committee is creating. We could even create the glossary in the LibGuide and then link to this in the by-laws instead of having the full glossary in the by-laws.

   Lucha likes that the LibGuide is online and links are live.

   Brian showed us a page on Butte’s website where they show the classes using ZTC. Brian can use create this page if there’s a list of classes. Markelle Stansell can supply a list of ZTC courses, but not OER classes. This could be useful to students and to other faculty and staff who are interested in developing their own OER. We note that this can encourage other faculty that they can do it as well if they see all the other classes that are using ZTC.

   Maybe next year we can get a list of classes that use OER along with the texts they’re using? Lucha says we can make this a goal for the committee for next year.

10. **OPEN FORUM - ANNOUNCEMENTS**

11. **ADJOURNMENT**
   Meeting adjourned at 1:31
Appendix A

Open Education Resources (OER) Committee Bylaws (Draft)

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 Rio 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: ASCC OERI Liaison and ASCCC OERI Faculty Coordinator

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. The committee shall meet once a month during the academic year, or more often as needed.

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 a simple majority (more than 50%) of voting members.

E. Meeting agendas 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, adaptation, creation, and sustainability.

F. Recommend, develop, and implement strategies that increase adoption of OER 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.

Section 5. Secretary Responsibilities:

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

ARTICLE IV. DEFINITIONS

Section 1. Open Educational Resources (OER)

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)

B. All OER must meet Web Content Accessibility Guide (WCAG) standards and comply with the Americans with Disabilities Act (ADA).
Section 2. Zero Textbook Cost (ZTC)

A. [Definition needed]

Section 3. Open Access “Open” in Open Access, Open Content, Open Educational Resources, and Open Data

A. Open Access is the free, immediate, online availability of research articles combined with the rights to use these articles fully in the digital environment. Open Access is the open movement’s response to restrictive and expensive academic journal subscriptions. An Open Access journal has an open license, which means the information can be freely used and shared.

B. The terms “open content” and “Open Educational Resources” describe any copyrightable work (traditionally excluding software, which is described by other terms like “open source”) that is licensed in a manner that provides users with free and perpetual permission to engage in the 5R activities:
   a. retain — the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
   b. reuse — the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
   c. revise — the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
   d. remix — the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
   e. redistribute — the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

C. Open Data are research data that are freely available on the internet permitting any user to download, copy, analyze, re-process, pass to software or use for any other purpose without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. - LA

Section 4. Creative Commons Licenses

Section 5. Public Domain

Section 6. ASCCC OERI Inclusive, Diverse, Equitable, and Anti-Racist (IDEA) Framework

Article V. Institutions

A. OERI
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 impacts 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 perform 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

<table>
<thead>
<tr>
<th>Project Objectives and Performance/Outcome Measures</th>
<th>Responsible Area/Staff</th>
<th>Timeline</th>
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<tbody>
<tr>
<td><strong>Objective 1: Institutionalize OER</strong></td>
<td></td>
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<tr>
<td>Outcome Measure 1a: # of PD activities offered and participants</td>
<td>* Staff Development Committee</td>
<td>Fall 2021, Spring 2022</td>
</tr>
<tr>
<td>Outcome Measure 1b: Incorporation of OER in the curriculum process and in enrollment management plan</td>
<td>* Curriculum Committee, * VPAA</td>
<td>Fall 2022</td>
</tr>
<tr>
<td><strong>Activities:</strong> 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.</td>
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<tr>
<td><strong>Resources:</strong> CCC (state-level) PD offerings, RHC Staff Development Committee, Curriculum Committee, Enrollment Management Task Force.</td>
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<th>Objective 2: Department-Level Adoptions</th>
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<tr>
<td>Outcome Measure 2a: # of faculty engaged with developing and using OER materials</td>
<td>* Faculty</td>
<td>Fall 2023 – Spring 2024</td>
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<tr>
<td>Outcome Measure 2b: # of CRNs with OER materials</td>
<td>* Faculty</td>
<td>Fall 2023 – Spring 2024</td>
</tr>
<tr>
<td>Outcome Measure 2c: # of program plans, reviews, and unit plans identifying OER as a goal</td>
<td>* Faculty, * Deans</td>
<td>Fall 2023 – Spring 2024</td>
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<tr>
<td><strong>Activities:</strong> 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.</td>
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<tr>
<td><strong>Resources:</strong> RTLI, RHC Library, Cal-OER, Vision Resource Center, Curriculum Committee, RHC Staff Development Committee.</td>
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<th>Objective 3: Increase Student Access and Success</th>
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<tr>
<td>Outcome Measure 3a: % of students enrolling and completing OER sections</td>
<td>* Scheduling Office, * Counselors</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Outcome Measure 3b: Decrease overall cost to students to complete a course or program</td>
<td>* IRP Office, * Bookstore</td>
<td>Fall 2021 – Fall 2024</td>
</tr>
<tr>
<td>Outcome Measure 3c: Quality OER materials that support the course and/or program outcomes</td>
<td>* Faculty</td>
<td>Fall 2022</td>
</tr>
<tr>
<td><strong>Activities:</strong> 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.</td>
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<tr>
<td><strong>Resources:</strong> Bookstore, Instructional Operations (Scheduling) Office, Curriculum Committee, Marketing/Communications</td>
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Appendix C

OER- and ZTC-Related Resolutions for Consideration

ASCCC Plenary, Spring 2022

(slightly edited for the sake of brevity)

Resolution Summaries

- 3.03 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost – delineates the requirements of California Education Code §78052 (the law providing the $115 million in ZTC funding) and establishes that the ASCCC supports the law’s intent to achieve ZTC status using sustainable mechanisms (i.e., OER), “while still preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print.”

- 7.02 Ensure the Sustainability of the ZTC Degree Program – a free resource is only sustainable if it is current. This resolution advocates for setting aside some portion of the ZTC funds for updating OER after the funding period has ended.

- 13.01 Ensure the Transparency of Resources Used to Establish ZTC Certificates and Degrees – during the prior round of ZTC funding, no information was provided as to how specific course sections achieved ZTC status. As there is an emphasis in the language of the law on sharing resources, information regarding how each course in a certificate of degree achieved that ZTC status is necessary for colleges to learn from one another. In addition, the resolution proposes the creation of a repository for sharing such information.

- 13.06 Faculty Responsibility for Confirming Course Resource Accuracy – this revised resolution from the prior plenary encourages faculty to make sure that their course resource information – as provided in the schedule of classes (a federal requirement) – is accurate, as well as appropriately marked as no-cost (a state law) or low-cost (if defined and established locally).

- 13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the ZTC Degree Program – proposes that ASCCC advocate for “allocating a portion of the $115 million to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.”

3.03 S22 Oppose Reliance on Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that “It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs,” a goal that can promote student success without impinging on either academic freedom or faculty’s rights to
choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content;
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented;
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was “committed” to addressing the “usurious costs associated with textbooks,” which emphasizes his interest in seeing the state’s substantial financial commitment to ZTC degrees implemented in ways that are consistent with the intent of CEC §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the ASCCC support the stated intent of CEC §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still

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preserving the faculty’s right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

Resolved, That the ASCCC opposes the use of mechanisms to achieve ZTC that are not sustainable and are inconsistent with the intent of CEC §78052.

Contact: ASCCC Executive Committee

7.02 S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts “Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented” and that the CCC Chancellor’s Office ensure that “a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students,” a requirement that can only be met for the ZTCD Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The ASCCC recognizes that open educational resources are “the preferred and most sustainable mechanism for eliminating course costs” (Resolution 03.05 F21);

Whereas, The ASCCC has requested that the CCC Chancellor’s Office, as part of the ZTC Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The ASCCC has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the ASCCC works with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.
Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost (ZTC) Certificates and Degrees

Whereas, The California Community Colleges Chancellor’s Office, in its 2020 Zero-Textbook-Cost Degree Grant Program Legislative Report, has recommended that future ZTC funding should focus on investment priorities, including efforts to do the following:

- Evaluate existing ZTC programs and courses and incorporate culturally relevant content to contribute to advancing equity in teaching and learning;
- Share and adopt existing quality ZTC program and course materials, especially within the same community college district;
- Develop and curate quality ZTC materials for courses that satisfy general education requirements; and
- Post ZTC program courses on the California Virtual Campus Course Exchange and quickly make ZTC programs and courses available to all California community college students;

Whereas, The ASCCC “recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs” (Resolution 3.05 F21);

Whereas, Resources may only be modified, developed, curated, and freely shared when those resources are openly licensed, and the Academic Senate for California Community Colleges “encourage[s] the establishment of support structures for OER development that require developed resources to be openly licensed and made available to expand the diversity of OER resources” (Resolution 9.05 S19); and

Whereas, California Education Code §78052 requires that “All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408,” yet no public-facing information is available that delineates how colleges that established ZTC certificates and degrees did so, and the list of ZTC degrees developed reveals duplication of resources and degree pathways (Zero-Textbook-Cost Degree Grant Program Legislative Report, CCCCOC 2020);

Resolved, That the ASCCC urges the CCC Chancellor’s Office to require that all recipient colleges and districts of Zero-Textbook-Cost (ZTC) funds delineate how ZTC status was achieved for all courses in a given pathway in a designated public-facing location and ensure that openly-licensed resources are shared as required by law; and
Resolved, That the ASCCC encourages the California Community Colleges Chancellor’s Office to support the development of a repository for the sharing of open educational resources used to establish Zero-Textbook-Cost certificates and degrees that can be searched by specific course parameters as defined by faculty.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

13.06 S22 Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to “disclose, on the institution’s Internet course schedule and in a manner of the institution’s choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule;

Whereas, The ASCCC encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the ASCCC encourage local academic senates to urge faculty to regularly check the online class schedule to ensure their textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see Resolution 13.01 R F21).

13.08 S22 The Open Educational Resources Initiative and Technical Assistance for the Zero-Textbook-Cost Degree Program
Whereas, The ASCCC Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) “to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges” and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts, but the funding for the OERI was scheduled to end in 2023, thereby dramatically curtailing or ending the statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI;

Whereas, The OERI, in helping to unlock the potential of faculty to create innovative learning experiences for students through the development of new content, has a proven track record of meeting the OER needs of faculty and students across the state, and, as reported in the ASCCC OERI Department of Finance Progress Report in February, 2022, accomplishments of the OERI since its inception include the following:

- Facilitated the awareness, adoption, and adaptation of OER through the hosting of over 135 general, discipline-specific, and tool-specific webinars that have been attended by over 2100 faculty. In addition, 56 webinars were hosted for local OER advocates or OER liaisons,
- Identified—and supported—OER liaisons at each of the colleges to ensure ongoing communication between the OERI and local faculty and college colleagues,
- Created a website—asccc-oeri.org—to promote OER and simplify the identification of available OER by providing easy access to OER resources organized by 27 comprehensive discipline collections, general education area, and 25 transfer model curricula,
- Established a team of over 30 discipline leads to curate existing OER and facilitate OER awareness and adoption,
- Initiated the formation of discipline-specific communities of practice to support faculty OER efforts,
- Developed a wide array of resources to support OER-related work, including two self-paced courses (OER Basics and Accessibility Basics), a series of OER “Quick Guides” on OER-related topics that can be accessed online or printed for local use, a variety of resources for OER developers, and an ever-expanding collection of resources to support local OER advocacy,
- Supported the creation of 63 new OER over three competitive funding cycles, with an emphasis on collaboration, meeting state-wide needs, and sustainability,
- Developed the ASCCC OERI IDEA Framework for reviewing and revising OER and other course resources to ensure that they are inclusive, diverse, equitable, and antiracist, which will be integrated into future OERI supported projects and used to review and modify existing resources, and
Collaborated with representatives from the California State University and the University of California to host Cal OER, a free OER conference intended to highlight the state’s OER/ZTC work and attended by over 400 faculty;

Whereas, In the 2021-2022 Budget Act, the California Legislature and Governor Gavin Newsom designated $115 million for investment in the expansion of zero-textbook-cost (ZTC) degrees and open educational resources at the state’s community colleges, and in Resolution 3.05 F21, “the Academic Senate for California Community Colleges recognized open educational resources as the preferred and most sustainable mechanism for eliminating course costs unless where instances will arise in which eliminating costs is not possible”; and

Whereas, Education Code §78052 states “that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs” and “to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content,” indicating the legislative intent of the use of OER in ZTC degrees and the need for collaboration with established initiatives such as OERI;

Resolved, That the ASCCC advocates to the California Community Colleges Chancellor’s Office and system partners for allocating a portion of the $115 million to fund the work of the OERI to reduce duplication and guarantee usability in OER development and implementation as well as ensure a statewide approach and promote sustainability in ZTC degrees.

Contact: Josh Franco, Cuyamaca College, Area D