OER COMMITTEE MEETING

Date: Thursday, March 3, 2022
Time: 12:45 PM
Location: https://cccconfer.zoom.us/j/98498562512

1. WELCOME AND INTRODUCTIONS
   A. Brown Act - AB 361 – State of Emergency & Teleconferencing
   B. Approval of the Agenda

2. APPROVAL OF THE FEBRUARY 3, 2022, MINUTES

3. COMMITTEE MEMBER UPDATE
   A. Dean of Library and Instructional Support (Mike)
   B. Arts and Cultural Programs (Sheila)
   C. Behavioral and Social Sciences (Lucha)
   D. Business (Shin Liu)
   E. Career and Technical Education (David)
   F. Communications and Languages (Patricia)
   G. Counseling (Delmis)
   H. Kinesiology, Dance, and Athletics (Jessica)
   I. Library (Brian)
   J. Math, Science, and Engineering (Erin)
   K. Health Sciences and Nursing (Karen)
   L. Public Safety and Administrative Justice (Nash)
   M. Classified Representative (Vacant)
   N. ASRHC Representative (Esmeralda)

4. OER BY-LAWS
   A. Draft of Bylaws (Appendix A)

5. QUALITY FOCUS ESSAY
   A. Recap on February 7 meeting (Sheila, Brian, Lucha)
   B. QFE as submitted to ISER June 2021 (Appendix B)

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

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.
Appendix A

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 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: 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.  
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.  

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)

Section 2: Zero Textbook Cost (ZTC)

A. [Definition needed]
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1: Institutionalize OER</strong></td>
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<tr>
<td><strong>Outcome Measure 1a:</strong> # of PD activities offered and participants</td>
<td>• Staff Development Committee</td>
<td>Fall 2021, Spring 2022</td>
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<tr>
<td><strong>Outcome Measure 1b:</strong> Incorporation of OER in the curriculum process and in enrollment management plan</td>
<td>• Curriculum Committee • VPAA</td>
<td>Fall 2022</td>
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<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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<td><strong>Resources:</strong> CCC (state-level) PD offerings; RHC Staff Development Committee; Curriculum Committee; Enrollment Management Task Force.</td>
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<td><strong>Objective 2: Department-Level Adoptions</strong></td>
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<td><strong>Outcome Measure 2a:</strong> # of faculty engaged with developing and using OER materials</td>
<td>• Faculty</td>
<td>Fall 2023 – Spring 2024</td>
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<td><strong>Outcome Measure 2b:</strong> # of CRNs with OER materials</td>
<td>• Faculty</td>
<td>Fall 2023 – Spring 2024</td>
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<td><strong>Outcome Measure 2c:</strong> # 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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<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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<td><strong>Resources:</strong> RTLI; RHC Library; Cal-OER; Vision Resource Center; Curriculum Committee; RHC Staff Development Committee.</td>
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<td><strong>Objective 3: Increase Student Access and Success</strong></td>
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<tr>
<td><strong>Outcome Measure 3a:</strong> % of students enrolling and completing OER sections</td>
<td>• Scheduling Office • Counselors</td>
<td>Fall 2022</td>
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<tr>
<td><strong>Outcome Measure 3b:</strong> 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><strong>Outcome Measure 3c:</strong> 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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