



**OPEN EDUCATIONAL RESOURCES COMMITTEE
MINUTES
SEPTEMBER 2, 2021
1:00 PM-2:00 PM
ZOOM**

Link: <https://cccconfer.zoom.us/j/94986727372>

Mtg ID # 949 8672 7372

- I. Approval of OER minutes for May 6, 2021 (Wendy Carrera)
 - a. Approved with modifications
- II. Fall 2021 OER Committee “Welcome” (Wendy Carrera)
 - a.
- III. OER Meeting Time - Proposal by Sheila Lynch to add 15 minutes to end meetings at 2:15pm
 - a. Committee undecided on the extension
 - b. Lucha Arevalo proposed another option 12:45 pm – 2:00 pm.
 - c. October will remain 1:00 pm-2:00 pm because some committee members have courses that conflict with new proposed start time.
- IV. IRP Quality Focused Essay update (Mike Garabedian) (See addendum.)
 - a. Mike Garabedian was assisted by interim VPAA Alice Mecom in completing the QFE and met the June 9th deadline.
 - b. [QFE Draft Narrative](#) (see attachment)
 - i. Due to time constraints with meeting the accreditation timeline, the draft did not include a lot of faculty input and revisions. However, the committee agreed to independently review and discuss at the next meeting.
 - c. Mike G suggested to notify him with any egregious changes given that IRP is extremely busy.
 - d. Delmis suggested faculty input is always a good idea following their guidelines.
 - e. This item will be revisited in October’s meeting.
- V. OER Development Initiative update (Sheila Lynch)
 - a. The nine teams created under the CARES Act created OER material for specific courses. The list is by division followed by the course, and faculty working collaboratively to create a book.
 - i. CTE
 1. Architecture 102: Maurice Hernandez, Sean Hughes, Joe Millan, Farrah Nakatani
 - ii. Communications & Languages
 1. Reading 101: Gina Bove, Nancy Gallagher, Jasmine Rodriguez
 2. English 101: Gina Bove, Tyler Okamoto, Anglea Rhodes
 3. Speech 101: Libby Curiel, Patricia Hughes, Wendy Lai
 - iii. Mathematics, Science and Engineering (MSE)

1. Mathematics 130: Fendi He, Erin Irwin, Jupei Hsaio,
 2. Mathematics 150: Marissa Berru-Licon, Nancy Garcia, Veronica Holbrook, Johnny Johnson, Leah Griffith
 3. Mathematics 175: Nancy Garcia, Kevin Ryan, Mutsuno Ryan
- iv. BSS
1. Sociology 114: Rebecca Green and Aditi Sapra
 2. Child Development 106: Miachelle Andrade and Shanthi Tharuvai
- VI. RHC Library OER update (Brian Young & Mike Garabedian)
- a. No update; OER [OER LibGuide](#) is still available to access
 - b. Brian Young met with Tyler regarding English OER all is good.
 - c. Brian Young will do a “little show and tell” on the next meeting.
- VII. OER Committee Members’ FLEX “Challenge” (Sheila Lynch)
- a. Flex credit available for OER related professional development and activities.
 - b. ASCCC OERI weekly webinars- Fridays, 11:30-12:30 are eligible for flex credit.
 - c. Committee may also view archived OER webinars.
- VIII. ASCCC OERI update (Sheila Lynch)
- a. \$115 million from the California State Legislature for California community colleges for Zero Textbook Cost (ZTC) and OER
 - i. (OERI webinar - Fri **Sept 10, 11:30am-12:30 pm**: specifically addressing opportunities & questions about this funding)- Michelle Pilati is the ASCCC OERI Coordinator
 - b. Call for Discipline Leads, especially needed in 13 named disciplines. There is a \$500 stipend per term/semester. Visit the ASCCC-OERI website for details on min qualifications, expectations, and how to apply. There is no deadline, originally it was in May, but now it’s open.
 - i. Biology
 - ii. Biotechnology
 - iii. Business
 - iv. Film, Television, and Electronic Media
 - v. Geology
 - vi. HSP
 - vii. Journalism/Mass Media
 - viii. Kinesiology
 - ix. My Open Math
 - x. Music
 - xi. Political Science
 - xii. Psychology
 - xiii. Public Health Science
 - c. [Weekly Webinars](#) – **Fridays, 11:30am-12:30pm**
 - i. Claim these as flex
 - ii. Sheila Lynch is the Rio Hondo OERI liaison
 - iii. Sheila is also part of the RHC Delegate from academic senate exec to ASSSC and participated in the plenary session
- IX. RHC Academic Senate update
- a. OER Resolution passed 5/18/2021 (all AS reps on cmte) (See addendum.)

- X. Addenda: (see below)
 - a. Quality Focused Essay Matrix as of 4/22/2021
 - i. Updated as of June 9, 2021- attached below
 - b. Academic Senate Resolution to Institutionalize OER
 - i. Passed 5/18/2021 (see IX) –attached below

QFE NARRATIVE SUBMITTED JUNE 9, 2021

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		

OER SENATE RESOLUTION PASSED 05/18/2021

—SL 5/18/2021: Moved, Seconded, and Passed by Academic Senate

RESOLUTION: Work with Administration to Institutionalize Open Educational Resources

WHEREAS, The Academic Senate of Rio Hondo College voted unanimously to support efforts to increase student access to open educational resources (OER) (May 15, 2018); and

WHEREAS, The Academic Senate for California Community Colleges (ASCCC) recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (ASCCC Resolution 09.05 Sp19); and

WHEREAS, The Rio Hondo College Open Educational Resources Development Initiative funded by the CARES Act sent a call to all full-time and part-time faculty to submit proposals to develop OER for high-impact courses and is currently working with twenty-five faculty in discipline teams who are creating OER for nine courses that will be available to all RHC faculty teaching those courses; and

WHEREAS, Rio Hondo College has selected OER as the subject of one of two Quality Focused Essays it is required to write for the Accreditation Self Study Report with the focus being "to better develop our instructional practices so that we see the increased outcomes for students down the road" through "the development, implementation, and expansion of Open Educational Resources" by building upon "the pilot project that is now being developed with CARES Act money" (PFC minutes Nov 10, 2020); and

WHEREAS, The Academic Senate for the Community Colleges encourages local academic senates to collaborate with other constituencies to integrate OER into their colleges' guiding resources, including institutional goals, educational master plan, equity plan, accreditation institutional self-evaluation report, board policies, and administrative procedures or regulations (ASCCC Resolution 13.01 Sp21); and

WHEREAS, Individual faculty have the academic freedom, as affirmed in Rio Hondo College Board Policy 4030, and the choice to select instructional materials that are most appropriate for a class, including the choice to adopt low-cost and no-cost high-quality OER;

RESOLVED, That the Academic Senate of Rio Hondo College work with Academic Affairs and Institutional Research and Planning to embed OER in organizational systems and to connect OER with broad institutional planning strategies, policies, and procedures.

RESOLOVED, That the Academic Senate of Rio Hondo College encourage discipline faculty to comment upon their consideration and use of OER in their annual program plans and in their program reviews.