OPEN EDUCATIONAL
RESOURCES INITIATIVE

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

ASCCC OERI Summer Reminders and Fall Opportunities

Greetings OER Advocates! We're preparing for the summer – and the fall – while we also take steps to conclude the current term. We hope you are looking forward to quality time with friends and family in the months ahead. If your summer plans include participating in our Cal OER Conference as a presenter, please note that the deadline to submit a proposal is June 4. We look forward to seeing you there in August.

• Cal OER •

The 2021 Cal OER Conference will be held virtually on August 4 - 6. The [Cal OER website](#) is now live, keynote speakers for the conference have been secured, and presentation proposals will be accepted until June 4, 5:00 pm. [Register for Cal OER](#).

The Cal OER Conference will focus on OER efforts and impact, broadly defined, across the state of California and especially across the state's three public higher education systems, the California Community Colleges, California State University, and University of California. Individuals submitting proposals will be asked to identify which of the following tracks is most aligned with their proposal:

- Students in OER
- Advocating for OER
- Sustaining OER
- Exploring OER
- OER Impact and Efficacy
- Open Pedagogy

• Resource Updates •

The review of proposals submitted in response to RFP III has been completed. [Funded projects have been identified](#) and all teams are expected to begin their work over the summer. Over the next few months, additional RFP II products will be finalized and available on our website allowing us to focus on RFP III and various OERI-coordinated projects.

• Measuring the Impact of OER – OpenStax Adoptions •

ASCCC OERI is actively striving to identify an effective mechanism for gathering OER use data to assist colleges in demonstrating the local impact of OER and to determine the impact of the OERI's work.

Determining the impact of the adoption of open educational resources (OER) is complicated by many factors. Most notably, class schedules often provide unclear and incomplete data. And, at many colleges, class resource information ceases to be available to the public after a term's end. More practically, class sections that are marked as "no-cost" (as required by law) may achieve that status by using OER, purchasing resources for student use, using copyrighted materials available from the library, or simply not using a text.

Thus, the 1st step in assessing the impact of OER - determining which sections are using OER - is a complicated endeavor. If accurate information were readily available, calculating dollars saved and determining impact on student success would be relatively simple.

To get a very rough – and intentionally low – estimate of dollars saved through the use of OER, data from [OpenStax](#) for the state of California were obtained and reviewed. OpenStax is an OER publisher that has a limited, but popular, list of titles. Titles adopted by fewer than 5 community colleges were excluded.

Across the 35 titles considered in the analysis, OpenStax reports 1368 adoptions at California Community Colleges. If it is assumed that each adoption represents use by one faculty for one section for one term, we can estimate the dollars saved by students by estimating the size of each section and the cost of the commercial text that would normally be used.

If we presume each section consists of 30 students and the required text would normally cost $50, the savings would be $2,052,000. In other words, students saved over two million dollars if these data represent just one adoption by one faculty member for a single term. This calculation is intended to highlight the sizable impact that OER is already having in our colleges – even when considering only one OER publisher and intentionally providing a low estimate.

• IDEA Audit •

In response to a resolution adopted at the Spring 2021 ASCCC Plenary, the ASCCC OERI will be developing a process for reviewing OER to determine if it is inclusive, diverse, equitable, and anti-racist. The intent is to develop and pilot a draft process over the summer, with the goal of finalizing it and sharing it broadly during the next academic year.

• ASCCC OERI Discipline Leads •

ASCCC OERI's application process is always open. If you are interested in OER work, we want to hear from you. The applications we receive are one metric that we use to assess discipline interest in OER. In other words, if we are not looking for faculty in your discipline today, your submission of an application may lead us to in the future. Read about the Discipline Lead role.

Currently, we are seeking Discipline Leads for next year in the following disciplines:

- Art/Art History
- Biology
- Business
- Film, Television, and Electronic Media
- Geology
- Journalism/Mass Media
- Kinesiology
- Music
- Psychology
- Public Health Science

Initial review of Discipline Lead applications will begin on June 1 with a goal of all selections being made by June 14.

• Summer Self-Paced Courses – With Office Hours •

The ASCCC OERI is pleased to add two new self-paced courses to the ASCCC's Professional Development College offerings: OER Basics and Accessibility Basics.

Please note that Accessibility Basics provides an overview of accessibility intended for all faculty – it is not limited to accessibility in the context of OER.

Summer Office Hours

Although both courses are "self-paced", we will be providing three weekly office hours for each week of each course that will begin with highlights of the week's

content and then allow for your questions. The office hour schedule presumes course completion within four weeks.

ASCCC OERI Summer Office Hours | June 7 – July 30, 2021

[Join the Open Educational Resources and Accessibility Office Hours](#)

- Mondays from 2:30 PM – 3:30 PM
- Tuesdays from 11:00 AM – 12:00 PM
- Thursdays from 3:00 PM – 4:00 PM

[Register for ASCCC OERI – OER Basics](#)

OER Basics serves as an introduction to Open Educational Resources (OER) providing faculty with new options for selecting textbooks and other resources so they can make the best decisions for their students. At the end of this self-paced course successful participants will be able to:

- Properly identify the creative commons (CC) license on a resource and describe how this resource can and cannot be used,
- Discuss the advantages and disadvantages of open resources using current research in the field as evidence,
- Research, analyze and review repositories of open resources,
- Effectively search for open resources and post reviews in an OER repository, and
- Create an open resource by remixing multiple existing resources and designate a license to this new resource based on the licenses of multiple resources use.

[Register for ASCCC OERI – Accessibility Basics](#)

As faculty members increasingly interact with students in a digital environment, it is important not to create accessibility barriers for students. Although many classes and OER projects will require more extensive training, the goal of this course is to ensure that faculty understand the basics of accessibility and how to create accessible online content, regardless of the platform you are working in.

At the end of this self-paced course successful participants will be able to:

- Introduce the basics of developing accessible content, and
- Provide faculty who will be developing and/or curating open educational resources (OER) with an understanding of accessibility basics.

• Help with OER Adoption and Implementation •

Finally, as the term winds down, many faculty begin to make changes for summer and fall classes. If you – or any of your colleagues – are ready to move to OER, we're here to help. [Please don't hesitate to reach out if we can be of assistance](#).