

ASCCC OERI December 2024 OER Liaison Newsletter

Only a few more weeks of 2024 left – you’ve almost made it – hang in there! Our colleges will be moving into their winter breaks soon, but before you go, we hope to see you at our upcoming events, especially our final Friday Forum of the year where nationally recognized educational researchers Julia and Jeff Seaman of Bayview Analytics will discuss the findings of their annual higher educational survey with a focus on OER use in California. Please join us and bring your questions.

• **Fall 2024 OER Liaison Expectations and Activity Tracking** •

For a complete list of the OER Liaison expectations, please see the [Fall 2024 OERL Expectations Document on the OERI website](#). As the term progresses, all OER Liaisons will need to document their Fall 2024 OER Liaison “attendance” activities using the [Fall 2024 Liaison Tracking Spreadsheet](#) (tinyurl.com/OERL-2024F). Be sure to complete – and document – your Fall 2024 OER Liaison “attendance” activities by **Wednesday, December 11, 2024**.

• **California Education Code (CEC) §66406.9 Compliance** •

Regardless of how you refer to the requirements delineated in [CEC §66406.9](#) – SB 1359, AB 607, no-cost marking, or course-cost transparency – your Vice President of Instruction will soon be receiving a survey to establish whether or not your college is presently marking its no-cost course sections and is compliant with the modifications made to this law that go into effect on January 1, 2025:

Prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 40 percent by January 1, 2025, 55 percent by January 1, 2026, 65 percent by January 1, 2027, and 75 percent by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. “Course materials” as used in this paragraph includes digital or physical

textbooks, devices such as calculators and remote attendance platforms, and software subscriptions.

We're sharing this information in case you're asked about it.

• Draft Title 5 Language – Burden-Free Access to Instructional Materials – Take 3 •

On October 28, a slight revision of the draft Title 5 [§54221. Burden-Free Access to Instructional Materials](#) regulation was published, initiating a new 15-day comment period. The changes (bolded below) included the addition of the words “or feasible” to (a)(1) and “academic freedom” to (c). Also, after the initial publication, it was determined that the “or” in the first edit was an error and should be an “and.” This draft regulation was considered by the Board of Governor’s on November 18 and adopted as amended. The OERI will hold a webinar to discuss the implementation of this regulation in the Spring 2025 term.

§ 54221. Burden-Free Access to Instructional Materials.

(a) Governing boards shall adopt policies that ensure student access to textbooks and supplemental materials that are needed on the first day of class. Practices that enable first day access to zero-cost resources include, but are not limited to, the following:

(1) adapting or adopting open educational resources for some or all textbook and ancillary material, when the option is available ***or feasible**; and

(2) copying initial textbook chapters as permissible within copyright.

(b) Governing boards shall adopt policies that strengthen student access to other instructional materials before their required use in any course to minimize financial and administrative burdens to students.

(c) District policies shall maintain an instructor’s responsibility and **academic freedom** to choose instructional materials. District policies shall also support student-centered practices that encourage the use of zero-cost instructional materials, and leverage available resources to the maximum extent feasible, including, but not limited to, the following..

*While it is understood that the “or” will be changed an “and”, the above reflects the document as presented to the Board of Governors.

• OERI Resolutions from the ASCCC Fall 2024 Plenary •

The links below will take you to the resolutions that were written by the OERI for consideration at the ASCCC Fall 2024 Plenary in early November and adopted. Resolution 111.04 F24 Open Educational Resources and Publication Date was a late addition because of a query from an Articulation Officer who shared that a textbook date was required to submit a course outline into [ASSIST](#). Given the curriculum changes and resubmissions to ASSIST that are presently happening due to the system's Common Course Numbering (CCN) Project, proposing an immediate solution seemed prudent. It should also be noted that the CCN templates explicitly encourage the inclusion of OER. As this is probably the OERI's shortest resolution to date, here is its one resolved clause:

Resolved, That the Academic Senate for California Community Colleges encourage colleges to establish policies or practices that recognize the date of last access as the date of publication for an editable open educational resource that does not provide a publication or last updated date.

[105.02 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost \(ZTC\) Status](#)

[105.03 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access](#)

[111.04 Open Educational Resources and Publication Date](#)

• ZTC Acceleration Grant Collaboration Cohort Update – The End is Even Nearer... •

The OERI is pleased to share that the initial reporting has been completed for all Cohorts and final reports for following Cohorts are in the midst of being completed: Business, Chemistry, Communication Studies, Geography, Physics, Psychology, and Sociology. However, all information on the [planned projects](#) and the [OER already adopted is available](#) for your consideration.

• OER Adoption Data Collection Efforts •

As reported previously, the OERI is in the process of establishing a simple mechanism for any faculty member to report an OER adoption so that we may gather adoption and minor adaptation data as a component of the ZTC reporting. At present, the ability to report OER text adoptions and minor adaptations is available for the resources in the following OERI curated collections:

- [Open Educational Resources and Administration of Justice](#)
- [Open Educational Resources and American Sign Language](#)
- [Open Educational Resources and Anthropology](#)
- [Open Educational Resources and Art/Art History](#)
- [Open Educational Resources and Biology](#)
- [Open Educational Resources and Biotechnology](#)
- [Open Educational Resources and Business](#)
- [Open Educational Resources and Chemistry](#)
- [Open Educational Resources and CDEV/ECE \(Child Development and Early Childhood Education\)](#)
- [Open Educational Resources and Communication Studies](#)
- [Open Educational Resources and Computer Science](#)
- [Open Educational Resources and Economics](#)
- [Open Educational Resources and English](#)
- [Open Educational Resources and English as a Second Language](#)
- [Open Educational Resources and Ethnic Studies](#)
- [Open Educational Resources and Geography](#)
- [Open Educational Resources and Geology](#)
- [Open Educational Resources and Health Education](#)
- [Open Educational Resources and History](#)
- [Open Educational Resources and Hospitality Management](#)

• **New OER – From Our Colleges and Beyond** •

The OERI is pleased to share the following recently released OER options for faculty across the state to consider. If you know of any recently completed OER that may of interest to our colleges, [please let us know](#).

Professional Development

Looking for a way to encourage your faculty to use of OER and open pedagogy? Consider downloading the course [Teaching with OER and Open Pedagogy](#) in Canvas Commons and adapting it for your college. This remix of a variety of available resources was created by Andi Adkins Pogue of Cosumnes River College (CRC) and is a required component of their OER Conversion Grant Program. While some elements are tailored for CRC and will require modification for use by other colleges, other elements are adoptable as is.

Spanish

The [Tarea Libre 2 project](#) is a comprehensive and accessible OER question bank

consisting of 800 interactive activities created in LibreTexts [ADAPT](#) for intermediate and advanced Spanish courses. It aligns with California's C-ID [SPAN 200](#) and [SPAN 210](#) descriptors and complements the Spanish OER materials listed on the ASCCC OERI [Spanish Discipline](#) page.

This resource includes a variety of formative and summative assessments that address diverse skills. Each module offers multiple levels of engagement, enabling instructors to create tailored homework assignments for varying skill levels. Students can practice speaking, listening, reading, and writing skills effectively through these activities. The project is grounded in the [ASCCC's IDEA framework](#), emphasizing inclusion, diversity, equity, and anti-racism. All eight modules integrate culturally relevant readings and activities that reflect these values.

Biology

[OpenStax Microbiology Ancillary \(OSMA\) ADAPT Project](#) is led by Ying Liu of City College San Francisco (CCSF) and her team. Because Microbiology is a high impact STEM course in the California Community College (CCC) system, Ying and her team set out to create the Microbiology (OpenStax) Ancillaries ADAPT course which contains unique questions created by microbiology instructors and students to accompany the OpenStax Microbiology textbook. The team has thus far created 20-70 questions for each chapter in the OpenStax text with a goal to expand the question banks to match those of expensive commercial homework systems. They plan to add feedback (why the correct answers are correct, and the wrong answers are wrong) to all the questions; increase the diversity of the questions; add more labeling and other interactive activities; and design everything with accessibility in mind. They have also created a [Collection of Case Studies](#) using LibreTexts Studio H5P platform that accompany the textbook.

• December 2024 OER Liaison Events•

While these events are intended for OERs, please invite colleagues to attend any OER event that would be of broader interest.

Thursday, December 5, 1:00 pm – 2:00 pm

OERL Conversation: XB Implementation Community of Practice

Join your OERL colleagues in this conversation to share your experiences, successes, and challenges around implementing XB12.

[Register for OERL Conversation: XB Implementation Community of Practice](#)

Tuesday, December 10, 2:00 pm – 3:00 pm

Visualizing the Impact of Open Educational Resources (OER) and Zero Textbook Cost (ZTC)

In May of 2024, the OERI began working with Chabot College to develop a model for sharing the impact of local ZTC and OER efforts on student success. This project was funded by a 2024 OER Michelson Spark Grant and has been a collaboration among faculty and institutional researchers at a small group of colleges. Three types of dashboard templates are presently under development with the expectation that they will be made broadly available for local adoption. In this webinar, the progress made to date will be shared. What do you want in dashboard? Join us to learn what is being developed and to provide your feedback.

[Register for Visualizing the Impact of OER and ZTC](#)

• End of OERL-Specific Newsletter •

The rest of this newsletter contains content for a general audience, and you are expected to share it with your colleagues, as appropriate. We've provided a sample message that you can use, but feel free to adapt it to your college culture. Please note that as an OERL, you are automatically signed up for our general newsletter. The general newsletter can easily be forwarded on with your personalized message added as an introduction.

• ASCCC OERI Regional Meeting - Introduction to Remixing and Open Homework Systems – South •

The OERI, in collaboration with Santa Ana College, is pleased to announce a professional development opportunity for faculty who intend to remix open educational resources in the [LibreTexts](#) platform and create openly-licensed assessments. Those who support this work at colleges are also invited to attend. Attendees of this in-person event at Santa Ana College will be introduced to - and actively interact with - LibreTexts, the LibreTexts Remixer, and the [ADAPT Open Homework System](#). Registration is now open for this December 6, 2024, 8:30 am - 3:30 pm in-person event. A light breakfast will be served, and lunch will be provided. To defray costs, a registration fee of \$25 will be charged. Space is limited.

[Register for December 6 OERI Regional at Santa Ana College](#)

• Artificial Intelligence (AI) and Higher Education - Yesterday, Today, and Tomorrow •

If you haven't investigated how blending the use of AI and open educational resources can benefit you and your students, we encourage you to consider this upcoming ASCCC in-person event. The ASCCC will be hosting the 2025 Academic Academy at

the [Town and Country Resort](#) in San Diego February 20-22, 2025. [Register for the 2025 Academic Academy](#).

In 2020, the ASCCC Academic Academy focused on the impact of a global pandemic on distance education. In 2025, half a decade later, our focus turns to the impact of technological advances that have long been foreshadowed in popular culture. Big Brother is watching us – tempting us with advertisements tailored to our interests, presenting us with the news we favor, and guiding us to nearby restaurants. At the same time that various forms of artificial intelligence (AI) are striving to influence our actions and our choices, other forms of AI are improving our writing, assisting us in making travel plans, and helping us to be better teachers. The impact of AI on our lives is undeniable. How do we harness the power of AI to improve teaching and learning while being cognizant of its limitations? Join us to explore the limits and the potential of AI to transform education.

• OERI Events – December OERI Friday Forum •

All Friday Forum webinars are recorded and archived. The ASCCC OERI will provide automated captioning for all webinars. The final Friday Forum for 2024 will be held on December 6. If you would like to request live human closed-captioning for any of our offerings, [please contact us by e-mail](#) at least 10 business days in advance.

OERI Friday Forums are intended for a diverse audience. Please share with your colleagues. We hope you all will join us!

Friday, December 6, 10:30 am - 11:30 am

Trends in Open Educational Resources (OER) Awareness and Adoption: National and California-Specific Trends

Digital classroom materials have become ubiquitous across higher education courses. Faculty regularly use digital versions of textbooks, homework, quizzes, and more, and the use levels are high even for fully in-person courses. OER have become a major source for many digital materials, especially textbooks. In this presentation Julia and Jeff Seaman of [Bay View Analytics](#) will examine the level of awareness of OER demonstrated by faculty and administrators based in the U.S., using data collected from national surveys conducted from 2012 through 2024. The presentation will review both the factors associated with the growth of OER awareness and the respondents' sentiments. California specific results and trends on digital use and OER awareness will be presented for the most recent years. This ongoing tracking of OER awareness and adoption is supported by the William and Flora Hewlett Foundation. The responses come from multiple years of nationally representative samples of higher Education administrators and faculty from all fifty states conducted by Bay View Analytics. More

information and reports are available on the [Bay View Analytics website](#).
[Register for Trends in OER Awareness and Adoption](#)

• OERI Discipline Lead Events •

The [OERI Discipline Leads](#) regularly host conversations and webinars to share resources, identify needs, and build community. These events are intended for discipline faculty and for those who have an interest in the discipline as supporters or advocates. Webinars will be recorded and archived. A “conversation” or an office hour are informal discussions and recordings may be shared upon approval of the presenter. The ASCCC OERI will provide automated captioning for all webinars. If you would like to request live human closed-captioning for any of our offerings, [please contact us by e-mail](#) at least 10 business days in advance.

Wednesday, December 4, 11:00 am – 12:00 pm

Open Ethnic Studies Pedagogies

Join colleagues to explore how faculty can integrate open practices with Ethnic Studies pedagogical principles to create open resources and publish students’ projects, artwork, essays, and other creative works. This session invites faculty to reimagine the creation, adaptation, and sharing of culturally relevant materials to increase educational access and deepen student engagement.

[Register for Open Ethnic Studies Pedagogies](#)

Thursday, December 5, 3:30 pm – 4:30 pm

Collaborating for Computer Science Success: Adopting/Adapting a Shared Open Educational Resource (OER) Canvas Course Shell

Join us for a conversation on adopting and adapting a shared OER/ZTC Canvas course shell designed for Business Information Systems and Computer Information Systems (C-ID ITIS 120). This session will cover best practices and customization tips to enhance effectiveness and reduce frustrations. We’ll also explore future design considerations, including integrating new resources and selecting between Microsoft and Google products to best support course objectives and industry standards.

[Register for Collaborating for Computer Science Success: Adopting/Adapting a Shared OER Canvas Course Shell](#)