

Statement of Work for the Academic Senate for California Community Colleges Contract Number C18-0041

The primary focus of Year 1 is the initiation of a process of assessing needs by disciplines, securing and supporting local OER contacts, increasing OER awareness, and preparing for resource development. In Year 2, these activities will continue and resource development will be initiated.

Overview – Objective 1 (Identify gaps and barriers) and Objective 2 (fill gaps)

Year 1 Activities	Date	Notes
1.1 Cohort 1 Survey	2/1/19	<p>Cohort 1 consists of the following disciplines:</p> <ol style="list-style-type: none"> 1. Child Development (Early Childhood Education) 2. Communication Studies 3. Computer Science 4. Cybersecurity 5. English 6. Math 7. Psychology 8. Sociology <p>The Cohort 1 survey was distributed in early November 2018.</p>
1.2 Conduct Course-Based Analysis of Cohort 1 Data	3/15/19	<p>Initial determinations regarding GE “holes” will be informed by data gathered as part of ZTC development and other information collection/analysis as deemed appropriate. Course-based analysis will identify course-level GE, ADT, and CTE needs associated with Cohort 1 disciplines.</p>
1.3 Cohort 2 Survey	5/1/19	<p>Cohort 2 disciplines under consideration:</p> <ol style="list-style-type: none"> 1. Accounting 2. Biology 3. Business 4. Economics <p>The #1 and #2 CSU transfer majors are psychology and business. The variety of accounting, business, and economics courses is limited. In addition, economics has already initiated inclusive OER work and both accounting and economics are likely to have unique ancillary needs. Biology consists of both major courses and service courses. Biology is also unique with respect to the role it plays in preparing students for health professions.</p>
1.4 Conduct Course-Based Analysis of Cohort 2 Data	6/1/19	

Objective 1: Identify gaps in Open Education Resources (OER) availability and resource-associated barriers to OER adoption.

The Academic Senate for the California Community Colleges (ASCCC) will identify general education, CTE, and transfer (major preparation) needs by conducting a comprehensive analysis to determine what is required by the California Community Colleges (CCCs) to expand the use and integration of OER across the curriculum. Given the complexity of the needs analysis, the needs analysis will be conducted in phases and will leverage data obtained from related system and state initiatives (e.g., COERC, ZTC).

Goal: Determine courses associated with Cohort 1 disciplines for which (1) OER text equivalents are available and have been adopted by faculty in the CCCs, (2) OER text equivalents are available but have not been adopted by CCC faculty, (3) OER text equivalents are not available. Identify ancillary resources for the identified courses that are (1) available to support OER adoption and (2) needed to facilitate OER adoption.

Activity 1.1: Cohort 1 Survey

By February 1, 2019, complete a survey of faculty in selected pilot disciplines (Cohort 1) to identify courses for which OER is – and is not - available.

Measureable Outcome 1.1: Develop a list of courses for the selected disciplines with (a) available OER text-equivalents and associated ancillary materials, (b) available OER text-equivalents that need refinement and/or lack necessary/desirable ancillary materials, and (c) a list of courses without available OER text-equivalents.

Activity 1.2: Conduct Course-Based Analysis of Cohort 1 Data

By March 15, 2019, analyze OER availability data to identify general education areas and required courses for Cohort 1 degree and/or certificate attainment that lack OER and/or ancillary materials. COERC and ZTC data will be used in addition to ASCCC survey results.

Measureable Outcome 1.2a: Identify four transferable GE areas (IGETC and/or CSU GE Breadth) for which there are no or few courses in the area with OER available.

Measureable Outcome 1.2b: Identify three courses required for ADTs for which OER text-equivalents and/or supporting OER ancillaries are not available.

Measureable Outcome 1.2c: Identify three courses required for CTE certificate or degree completion for which there are no or few courses with OER text-equivalents and/or supporting OER ancillaries are not available.

Activity 1.3: Cohort 2 Survey

By May 1, 2019, complete a survey of faculty in selected pilot disciplines (Cohort 2) to identify courses for which OER is – and is not - available.

Measureable Outcome 1.3: Develop a list of courses for the selected disciplines with (a) available OER text-equivalents and associated ancillary materials, (b) available OER text-equivalents that need refinement and/or lack necessary/desirable ancillary materials, and (c) a list of courses without available OER text-equivalents.

Activity 1.4: Conduct Course-Based Analysis of Cohort 2 Data
By June 1, 2019, analyze OER availability data to identify general education areas and required courses for Cohort 2 degree and/or certificate attainment that lack OER and/or ancillary materials. COERC and ZTC data will be used in addition to ASCCC survey results.

Measureable Outcome 1.4a: Identify four transferable GE areas (IGETC and/or CSU GE Breadth) for which there are no or few courses in the area with OER available.

Measureable Outcome 1.4b: Identify three courses required for ADTs for which OER text-equivalents and/or supporting OER ancillaries are not available.

Measureable Outcome 1.4c: Identify three courses required for CTE certificate or degree completion for which there are no or few courses with OER text-equivalents and/or supporting OER ancillaries are not available.

Objective 2: Fill gaps in OER availability – Year 2

Objective 3: Facilitate OER adaptation and development with technology resources.

The ASCCC will determine the required technological capabilities and characteristics necessary to inform the selection of a platform to facilitate the local development of OER (text-equivalents and ancillaries), ensure access to OER, and support ASCCC in resource development. It should be noted that one or more technology needs may be met by a single need and one or more needs may be met with one or more existing available tools. In the interest of scalability and sustainability, free or low-cost resources would be preferred.

Goal: Identify a platform (or platforms) for storing and editing OER resources (authoring and curating) and a system for authoring assessments

Activity 3.1: During the Spring 2019 term, investigate open-source or already-procured technology solutions.

Measurable Outcome 3.1: At the conclusion of Year 1, a summary of findings will be produced.

Objective 4: Ensure the existence and sustainability of OER online homework systems. Using funds from the Zero Textbook Cost (ZTC) Program, work is already underway to create a sustainable OER online homework system for Statistics. This project serves as a “proof of concept”, demonstrating how faculty expertise can be leveraged to create a high-quality product using a platform that is open source.

Goal: Remove the barrier to OER adoption created by the lack of a quality accessible online homework system

Activity 4.1: By February 28, 2019, identify three courses that include the use of an online homework system as a required component at more than 50% of colleges in the California Community College System.

Measurable Outcome 4.1a: Verify the existence of online homework systems available for the three courses identified in Activity 4.1 by June 2, 2019 or establish a timeline for the development of such systems.

Measurable Outcome 4.1b: If not already available, develop assignments within the identified or developed homework systems that are specifically tied to available OER text equivalents for the three courses identified in Activity 4.1.

Measurable Outcome 4.1c: Update and improve the online homework assignments and corresponding systems.

Objective 5: Address barriers to OER adoption.

Goal: Increase the number of faculty using OER by increasing awareness of OER availability and benefits, and addressing issues related to concerns about OER quality and currency.

Activity 5.1: Conduct regular webinars to increase OER awareness, provide a discipline-based forum for OER sharing, and inform the Initiative of faculty needs.

Measurable Outcome 5.1: Webinars are conducted and Webinar recordings (and associated) resources are readily available.

Activity 5.2: Provide college or regional OER training as requested, present on the Initiative at appropriate venues.

Measurable Outcome 5.1: Requested trainings will be provided and presentations scheduled.

Activity 5.3: By April 1, 2019, identify a faculty OER Liaison or an identified OER lead at all 114 California Community Colleges to help ensure that all faculty at all colleges are aware of the resources available for the courses they teach.

Measurable Outcome 5.3: The identification of 114 OER Liaisons or leads by April 1, 2019.

Activity 5.4: During the Spring 2019 term, conduct regional orientations and conduct personal outreach to inform OER Liaisons of the work of the ASCCC OERI, to outline the expectations associated with accepting the OER Liaison stipend, and to identify how best to support the Liaisons.

Measurable Outcome 5.4a: OER Liaison expectations will be delineated and published early in the Spring 2019 term.

Measurable Outcome 5.4b: Regional orientations will be conducted by the end of the Spring 2019 term.

Measurable Outcome 5.4c: A comprehensive plan for how best to support OER Liaisons will be developed for implementation in Year 2.

Objective 6: Support local OER efforts.

Goal: Provide information, updates, and training to the 114 colleges

Activity 6.1: By June 30, 2019, develop an online resource, specific to CCCs, to serve as a clearinghouse for all statewide OER events, funding opportunities, and OER-development activities.

Measurable Outcome 6.1: Develop a resource specifically for CCC's to be able to act as an information sharing resource by June 30, 2019.

Activity 6.2: Regularly provided information, updates, and trainings to the colleges on a scheduled basis and on-demand.

Measureable Outcome 6.2a: By February 15, 2019, develop quarterly reports on information, updates, and training provided to the colleges.

Measureable Outcome 6.2b: Starting February 15, 2019 gather information from OER Liaisons regarding their local OER advocacy efforts – and their unmet needs.

Measureable Outcome 6.2c: At the end of the Spring 2019 term, provided an overview of OER Liaison activities and share successful advocacy practices.

Objectives 7 and 8 encompass on-going activities. Exploration of how best to achieve the stated objectives and activities will be explored and defined during Year 1.

Objective 7: Advocate for OER within other statewide initiatives and facilitate coordination. A primary reason for the introduction of the ASCCC OERI was to introduce a faculty-led over-arching approach to coordinating the current disparate OER and OER-related efforts within the CCCs and in the state.

Goal: Identify ways that OER can address equity, regional achievement gaps, and student success needs.

Activity 7.1a: Track cost-savings achieved through replacing textbook costs with OER.

Activity 7.1b: Gather and distribute data to demonstrate the impact of OER use on student success.

Activity 7.1c: Promote the benefit of OER adoption to system-wide initiatives and constituency groups.

Measurable Outcome 7.1: Collect cost-savings achieved through OER adoptions from each CCC on a yearly basis.

Activity 7.2: Establish and convene an ASCCC OERI Advisory

Committee.

Measurable Outcome 7.2: Convene the ASCCC OERI Advisory at least once per term.

Activity 7.3 Establish and convene a CA OER Coordinating Committee.

Measurable Outcome 7.3: Convene the CA OER Coordinating Committee, at least once per term.

Objective 8: Identify - and develop - OER solutions related to initiatives and legislation.

Goal: Support the implementation of local guided pathways efforts

Activity 8.1: Identify and address student orientation and career selection needs with the use of OER resources.

Goal: Support basic skills transformation and development of noncredit courses

Activity 8.2: Develop OER systems for assessing student skill levels and tutoring systems to facilitate remediation.

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