

Board of Trustees Agenda Item

Board Meeting Date: January 5, 2010

Title of Item:

Memorandum of Understanding Between the California Community Colleges Chancellor's Office and Foothill College to Establish an Open Education Resource Center Pilot

Background and Analysis:

With the assistance of former chancellor Martha Kanter and former trustee Hal Plotkin, Ira Ruskin authored Assembly Bill (AB) 2261 which was signed into law in September of 2008. AB 2261 authorized the Board of Governors of the California Community Colleges "to establish a pilot program to provide faculty and staff from community college districts around the state with the information, methods, and instructional materials to establish open education resources centers."

In response to AB 2261, this memorandum of understanding between the Chancellor's Office of the California Community Colleges and Foothill College establishes a pilot program, titled "Open Educational Resources Center for California" (OERCC). This pilot will provide a structure by which community college faculty and staff can locate, vet, and repurpose open educational resources in order to create high quality, free course materials and textbooks for college students. The resulting materials will be openly licensed or available in the public domain so that they can be further adapted and repurposed for future and individual contexts.

The goals of the OERCC are consistent with Foothill-De Anza Community College District Board Policy Public Domain 6141 which was approved by the Board of Trustees on Dec. 6, 2004.

Board Policy 6141

The Foothill-De Anza Community College District supports the creation, use, accessibility, and ongoing maintenance of public domain-based learning materials in accordance with established curriculum standards for educational purposes of the District, using the commonly accepted legal definition of public domain materials. The goals of this policy are to provide students with learning materials that reside in the public domain to augment and/or replace commercially available educational materials, including textbooks where appropriate, to create sustainable academic resources for students, faculty and staff, and to provide opportunities for professional growth of district employees involved in these activities. The Chancellor will provide periodic reports, not less than annually, to the Board that detail the progress made toward accomplishing the goals delineated by this policy.

Recommendation: (specify if information only)

Please approve.

| | |
|---------------------------|---------------------------------------|
| Submitted by: | Judy Baker, Dean (bakerjudy@fhda.edu) |
| Additional contact names: | |
| Is backup provided? | Yes |



**CALIFORNIA COMMUNITY
COLLEGES CHANCELLOR'S
OFFICE**



FOOTHILL COLLEGE

**Establishing an Open Education Resource Center Pilot: Memorandum of Understanding
Between the California Community Colleges Chancellor's Office,
and Foothill College**

In September of 2008, [Assembly Bill \(AB\) 2261](#) was signed into law by Governor Schwarzenegger enabling the California community colleges to integrate open educational resources (OER) into its core curriculum. AB 2261 authorized the Board of Governors of the California Community Colleges “to establish a pilot program to provide faculty and staff from community college districts around the state with the information, methods, and instructional materials to establish open education resources centers.”

In response to AB 2261, this memorandum of understanding between the Chancellor's Office of the California Community Colleges and Foothill College establishes a pilot program, titled “Open Educational Resources Center for California” (OERCC). This pilot will provide a structure by which community college faculty and staff can locate, vet, and repurpose open educational resources (OER) in order to create high quality, free course materials and textbooks for college students. The resulting materials will be openly licensed or available in the public domain so that they could be further adapted and repurposed for future and individual contexts. The OERCC supports the development of campus Open Educational Resources Centers at California community colleges (CCCs) to promote use of OER for the Intersegmental General Education Transfer Curriculum (IGETC) and Basic Skills curricula.

Foothill College agrees to implement the OERCC through the goals, activities, deliverables and timelines as described in the following Program Plan, from its existing funds or from private or federal funds. The Chancellor's Office agrees to support Foothill College in this project through in-kind staff coordination and advice and to publicize the work of the OERCC as an official CCCCO project and to make information about the project available on its web site and through other information channels at its disposal. It also agrees upon review and approval, to submit the reports produced by the project to the Legislature in response to the requirements of AB2261.

Jack Scott
Chancellor, California
Community Colleges

Judy C. Miner
President, Foothill College

**Open Educational Resources Center for California
Pilot Program Enabled by AB 2261
Program Plan
October 2009 – January 2012**

Definition

As defined by AB 2261 (2008), OER are: "learning materials or resources as specified that are available for free use or repurposing by others without the permission of the original authors or creators of the learning materials or resources." OER materials can include items such as courseware, course materials, textbooks, student-centered interactive multimedia to assist in individualized learning, classroom lecture videos, tests, software and any other tools, materials, learning objects, methodologies, or techniques that have an impact on learning and teaching.

Goal

1. To provide a coordinated statewide network of open educational resources.

Objectives

1. To provide faculty and staff from community college districts around the state with the information, methods, and instructional materials to establish campus OER centers.
2. To offer an efficient means by which all 110 community colleges can develop, access, use, and reuse high-quality, low-cost open educational resources.

Management

Foothill-De Anza Community College District will manage the OERCC from October 2009 through June 2012. Judy Baker, Dean of Foothill Global Access at Foothill College, will serve as the director.

Foothill-De Anza Community College District will be responsible for overseeing, coordinating and/ or producing the following activities, deliverables.

Activities

- Establish an Advisory Group for OERCC comprised of representatives from colleges and organizations committed to promoting OER in community colleges (Supporters of AB 2261).
- Identify sources of adequate grant funding to accomplish the pilot project Deliverables.
- Design and implement a model for campus OER centers that promote and support the development and use of OER that is student-centered, meaningful, pedagogically sound and fully accessible by *all* students, in compliance with the federal Americans with Disabilities Act (Public Law 101-336).
- Design and implement a model for campus OER centers that promote and support the development and use of OER instructional materials. These materials will meet the requirements of the IGETC or of basic skills education courses in English, English as a

second language, or mathematics, or will meet the requirements of both the IGETC and the basic skills education courses.

- Develop a community college professional development course that introduces faculty, staff, and college course developers to the concept, content, creation, and production methodologies that enable OER to be offered to students in community college classes, including, but not necessarily limited to, all of the following: (a) Addressing issues relating to copyright, obtaining of permission for use of material, and other intellectual property concepts; (b) Accessibility for students with disabilities; (c) Delivery options that incorporate multiple learning styles and strategies.
- Create an OER information repository to serve as the single point of contact for information about community college OER, including working in the public domain, OER courses and course materials, research and production processes, and professional resources for creating and repurposing OER.
- Conduct a marketing effort based on the Marketing Plan below.
- Develop a reporting system (survey) by which participating districts can report to the Chancellor's Office of the California Community Colleges, upon request, on all of the following: (a) The number of courses in the system that use OER; (b) the number of faculty who develop OER for other faculty in the system to use in their classes; (c) the number students who use OER in their courses; (d) The quality of faculty and student experiences with OER compared to traditional courses; (e) The grades earned in OER courses; (f) The cost of OER course materials compared to non-OER materials.
- Conduct formative and summative program evaluation according to the evaluation plan provided below.
- Prepare Annual Reports for submission to the Chancellor's office of the California Community Colleges.

Deliverables

1. An Advisory Group for OERCC comprised of representatives from colleges and organizations committed to promoting OER in community colleges (Supporters of AB 2261).
2. A flexible, non-prescriptive, model for the development and use of OER that are pedagogically sound and fully accessible, in compliance with the federal Americans with Disabilities Act (Public Law 101-336), by students with varying learning styles and disabilities.
3. A model for campus OER centers that promote the development and use of OER instructional materials that meet the requirements of the IGETC or of basic skills education courses in English, English as a second language, or mathematics, or that meet the requirements of both the IGETC and the basic skills education courses.
4. A community college professional development course that introduces faculty, staff, and college courseware developers to the concept, creation, content, and production methodologies that enable OER to be offered to students in community college classes.
5. An OER information repository to serve as the single point of contact for information about community college OER, the public domain, OER courseware and course materials, research and production processes, and professional resources for creating and repurposing OER.
6. List of sources of adequate funding to accomplish the pilot project Deliverables.

7. A reporting system by which participating districts can report to the Chancellor's office of the California Community Colleges, upon request.
8. A "Use Case" database (Web-mediated) that is fully accessible by all faculty (full- and part-time) in the CCCs.
9. A Database of OER campus advocates, accessible to all faculty in the CCCs.
10. Two reports on OERCC Pilot activity and progress toward achievement of Deliverables. The first will be submitted by December, 2010 and the second by June, 2012.

Marketing Plan

The tactical and strategic communications plan for the OERCC is focused on attracting three categories of faculty and staff: Campus OER Developers, OER Advocates, and Faculty Adopters. The OERCC marketing plan integrates these core concepts.

In order to attract OER Developers, the OERCC will have a message that reframes the honor associated with OER authoring and remixing, and offers broad readership as well as reputation enhancement. In order to attract Faculty Adopters of OER, the OERCC will leverage the many benefits of OER (e.g., lower educational costs for students, iterative and rapid feedback loop, professional recognition, online medium allows for rich media, modifiability, adaptability of learning styles, and currency) in the most common courses and communicate this to faculty.

Under this model the goal is to create status and credibility around being a campus OER Developer, Advocate, or Adopter. A professional logo, catch phrase, and professional networking site (e.g., Epsilon, Groups, Ning, or LearnCentral) will be created along with a graphic image of a Seal to be used to signify access and excellence.

The OERCC will identify outstanding community college faculty who are education leaders in the various disciplines with highest enrollment courses. An invitation will be issued to no more than ten faculty members in each discipline area. The selected faculty will be invited to apply to become a campus OER Advocate, an OER Developer, or Faculty Adopter.

Each faculty member who is selected will be given recognition in the form of a letter to the faculty member's administrator and listing on the OERCC website as an OER champion. Each year, the OERCC will honor colleges (e.g., via online recognition on the website and Twitter) who are supporting the project with faculty and release time. The colleges that are selected will be touted as leaders in student service and faculty excellence. Colleges with faculty who are selected would be allowed the permanent use of the OERCC Seal on their website, signifying commitment to educational access and excellence. As faculty members adopt OER, they will be asked to write their compelling reasons and report on the experience of using the OER/courseware. Follow-up messages will be sent to other faculty members that include these testimonials. OER Adopters will be encouraged to give presentations on their campuses and staff booths at state faculty meetings across the state.

The OERCC will embark on a long-term communication campaign aimed at college leadership and college faculty. The focus of this campaign is lasting immediacy - the new standard for

knowledge sharing networked learning. It focuses on the absolute timeliness of this type of authoring, and the idea that each contributor has left his or her mark.

The campaign will create:

- Credibility for the institution that their faculty are involved in this effort, and encourages colleges to offer release time to participating faculty.
- The concept of a campus OER Advocate

A campaign will be launched with all its materials (e.g., media, slideshow templates, handouts, Faculty Myth vs. Fact Sheets, text and graphics for display ads for state publications, a three-minute general video on the project to be distributed to all colleges for “welcome back” events). Social networking sites will be created and maintained for the project (e.g., Facebook, YouTube, Twitter, LinkedIn, Diigo, Delicious, etc.).

The communication campaign for the OERCC will create a sense of value and respect in the minds of college leaders throughout the state. Messages used will address three public relations points: 1) community colleges are bringing knowledge directly to students in new ways; 2) the OERCC is just another way California community colleges are putting students first; and 3) the faculty who are adopting these OER are pioneers of a new teaching paradigm that fosters collaboration among educators. In summary, three basic marketing strategies will be employed: 1) utilize individual college faculty and staff to leverage the effort internally; 2) utilize organization to leverage the effort at the state level; 3) create and disseminate the complete marketing message kit.

Evaluation Plan

Success of the OERCC will be determined by the degree to which each Deliverable is completed and results in the following outcomes. In May of each year, an anonymous online survey will be administered to members of the OERCC and participating faculty for them to assess success (on a scale of 1-5, 1 = low, 5 = high) based on these criteria.

| Deliverable | Outcome |
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| A flexible, non-prescriptive, model for campus OER centers that promote and support the creation of OER that are pedagogically sound and fully accessible, in compliance with the federal Americans with Disabilities Act (Public Law 101-336), by students with varying learning styles and disabilities. | Campus OER center model made available to California community college faculty and staff |
| A community college professional development course that introduces faculty, staff, and college courseware developers to the concept, creation, content, and production methodologies that enable OER to be offered to students in community college classes. | At least one faculty member from 10 different California community colleges complete the OER training course |
| An OER information repository to serve as the single point of contact for information about community college OER, the public domain, OER courses and course materials, research and production processes, and professional resources for creating and repurposing OER. | At least 500 site visits by December 2010; at least 1,000 site visits by December 2011; active participation in the professional networking site by at least 50 participants by Dec. 2011 |
| “Use Case” database (Web-mediated) that is fully accessible | At least one Use Case posted to the |

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| by all faculty (full- and part-time) in the CCCs. | OERCC website with at least 50 visits by Dec. 2011 |
| Database of OER advocates with contact information, accessible to all faculty in the CCCs. | Database of at least 20 OER advocates at California community college posted to OERCC website |

Success will also be measured by completion of the following tasks as observed by the OERCC director:

1. List of at least 3 potential funding sources shared with OER Advisory Group
2. At least 5 community colleges submit reports on OER use at their campuses using a digital reporting system by Dec. 2011
3. Two annual reports submitted to the State CCC Chancellor's Office accompanied by presentations to the Board of Governors on the content of the reports and pilot progress

Timetable

| Quarter | Task |
|------------------|---|
| July – Oct 2009 | <ul style="list-style-type: none"> • Develop a plan for the OERCC, including program evaluation methodology and a marketing plan |
| Oct – Dec 2009 | <ul style="list-style-type: none"> • Establish an Advisory Group for OERCC comprised of representatives from colleges and organizations committed to promoting OER in community colleges (Supporters of AB 2261) • Establish social networking process for open and dynamic communications/sharing between the OERCC and faculty at all 110 community colleges (e.g., via LearnCentra, Epsilon, Facebook, Twitter, etc.) • Identify sources of adequate grant funding to accomplish Deliverables |
| Jan – Mar 2010 | <ul style="list-style-type: none"> • Establish a web presence for the OERCC (could include blog, wiki, and/or website) - an OER information repository to serve as the single point of contact for information about community college OER, the public domain, OER courses and course materials, research and production processes, and professional resources for creating and repurposing OER • Recruit volunteers to serve as campus OER advocates • Select example OERs to showcase in professional development activities, demonstrations, and on the OERCC's Website • Showcase OER activities and events at CA community colleges • Develop a digital OER Campus Promotion Kit and disseminate to campus OER advocates along with a faculty survey regarding interest and feasibility of their usage of OER |
| Apr – June 2010 | <ul style="list-style-type: none"> • Create professional development course and training sessions on OER use and reuse • Disseminate the digital OER Campus Promotion Kit to campus OER advocates, along with a faculty survey regarding interest and feasibility of their usage of OER • Develop a digital reporting system for OER activities and effectiveness at colleges • Monitor progress of OER campus advocates via self-report and provide support for their efforts |
| July – Sept 2010 | <ul style="list-style-type: none"> • Implement reporting system for OER activities and effectiveness at colleges • Design and establish access to database listing of OER advocates, accessible to |

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| | <ul style="list-style-type: none"> all faculty in the CCCs Market professional development course and training on OER |
| Oct – Dec 2010 | <ul style="list-style-type: none"> Submit Annual Report. Market and conduct professional development course and training on OER Identify faculty who currently teach using OERs to develop Use Cases by discipline; Design and establish access to Use Case database (Web-mediated) that is fully accessible by all faculty (full- and part-time) in the CCCs Implement refined reporting system for OER activities and effectiveness at colleges Monitor progress of OER campus advocates and provide support for their efforts |
| Jan – Mar 2011 | <ul style="list-style-type: none"> Maintain reporting system for OER activities and effectiveness at colleges |
| Apr – June 2011 | <ul style="list-style-type: none"> Disseminate information about OER research, events, and funding opportunities, along with a faculty survey regarding interest and feasibility of their usage of OER Maintain reporting system for OER activities and effectiveness at colleges |
| July – Sept 2011 | <ul style="list-style-type: none"> Support faculty in the development, sharing, and reuse of OER based on the model and templates Maintain reporting system for OER activities and effectiveness at colleges |
| Oct – Dec 2011 | <ul style="list-style-type: none"> Implement refined reporting system for OER activities and effectiveness at colleges Monitor progress of OER campus advocates and provide support for their efforts Maintain reporting system for OER activities and effectiveness at colleges |
| Jan – Mar 2012 | <ul style="list-style-type: none"> Co-host an event to highlight successful and innovative OER efforts at CA community colleges (pending funding by external sponsor) Maintain reporting system for OER activities and effectiveness at colleges |
| Apr – June 2012 | <ul style="list-style-type: none"> Evaluate OERCC Submit Annual Report |

Supporters of AB 2261

Board of Governors of the California Community Colleges
 California Postsecondary Education Commission
 California Public Interest Research Group
 Coast Community College District
 College of the Canyons
 Community College League
 Diablo Valley College
 Foothill-DeAnza Community College District
 Glendale Community College
 Greenling Institute
 Kern Community College District
 Lake Tahoe Community College District
 Long Beach City College
 Los Rios Community College District
 Mt. San Antonio College
 Rancho Santiago Community College District
 San Bernardino Community College District

State Center Community College District
Yuba Community College District

Resources

Baker, J., Botts, N., & Owen, K. (2004, spring). Faculty technology training: Learning objects, *Academic Exchange Quarterly*, Retrieved from http://findarticles.com/p/articles/mi_hb3325/is_1_8/ai_n29089774/

California State Assembly (2008). BILL NUMBER: AB 2261 CHAPTERED BILL TEXT. Retrieved from http://www.leginfo.ca.gov/pub/07-08/bill/asm/ab_2251-2300/ab_2261_bill_20080930_chaptered.html

LORI - instrument for reviewing learning objects
eLera - Retrieved from <http://elera.net/eLera/Home/About%20%20LORI/>

Nesbit, J. C. & Belfer, K. (in press). Collaborative evaluation of learning objects. In R. McGreal (Ed.) *Online education using learning objects*. London: Routledge/Falmer.
<http://elera.net/eLera/Home/Articles/ColEvaluation.htm>

Schitai, A. (1998). Educational courseware: Instructional design links to learning, *Online Journal of Distance Learning Administration*, West Georgia State University. Retrieved from <http://www.westga.edu/%7Edistance/ojdl/winter14/schitai14.html>

Vargo, J., Nesbit, J., Belfer, K., & Archambault, A. (2003). Learning object evaluation: Computer-mediated collaboration and inter-rater reliability, *International Journal of Computers & Applications*, 25(3), 198-205.