

Compton College Michelson 20MM Grant Proposal

OER Road Map and Implementation Planning

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Submitted to:
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Introduction

The Compton College Open Education Resource (OER) committee is pleased to submit the following proposal for the development of a substantial re-modeling of Compton College to become a center for OER growth and development. We are requesting funding assistance to begin the process of creating an action plan for the creation, curation and otherwise providing OER to the entire campus with the aspirational goal of 100% of courses offered with OER by the year 2035. The more realistic goal of 85-100% OER was adopted by the OER committee due to multiple considerations: courses may be unable to adopt or create OER due to State Licensing requirements on text sources, courses may not have OER available, and our faculty have academic freedom to select the textbooks for their courses. As a subcommittee of the academic senate, the OER committee brought forth the goals to the academic senate on May 20, 2021 as a discussion item and faculty indicated their support. The senate then voted on June 4, 2021 to approve the following goals:

Open Educational Resources (OER) Goals*

- 25% of course sections will be utilizing OER by 2023.
- 50% of course sections will be utilizing OER by 2027.
- 75% of course sections will be utilizing OER by 2031.
- 85-100% of course sections will be utilizing OER by 2035

*Until suitable OER are available for certain courses, the focus will be on offering ZTC courses.

Background

Compton College serves a large number of students who come from backgrounds that are traditionally underserved including 61% Latinx and 23% African American students (see figure 1).

Compton College Michelson 20MM Grant Proposal

OER Road Map and Implementation Planning

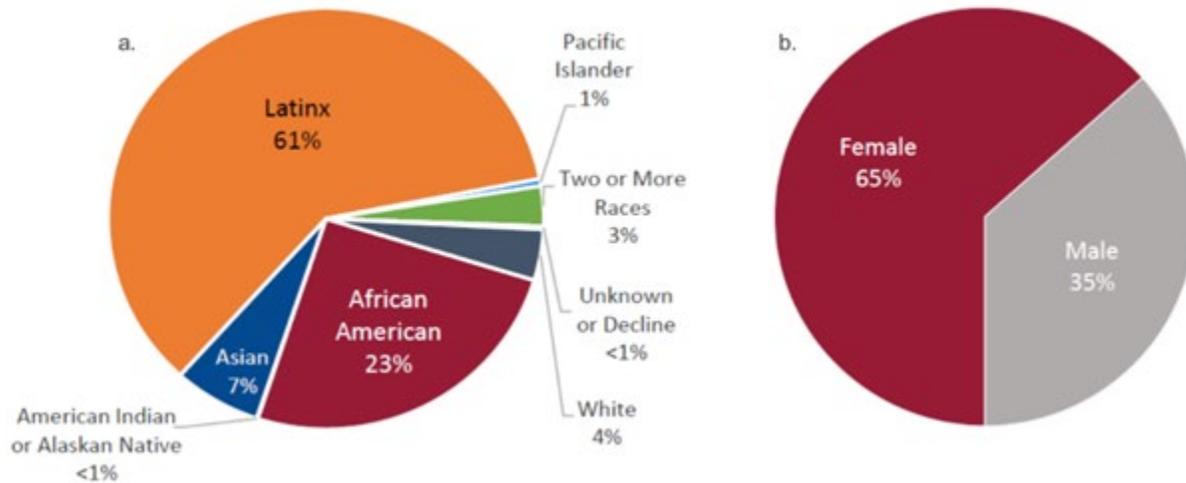


Figure 1: Compton College student population breakdown.

Demographic data for ethnicity (a) and gender (b) for Compton College students provided by the California Community College Chancellor’s Office (Compton College Annual Fact Book 2018).

Moreover, 61% of our students receive financial aid and many of our students are lacking in basic needs. The college has 59% of students experiencing food insecurity, 68% have housing insecurity, and 18% are experiencing homelessness. All of these percentages are greater than the state averages so it is critically important to reduce the financial burden of high textbook costs to students (Goldrick-Rabet al., 2019).

The OER committee has set milestones on the path to reach the 85-100% adoption of OER but have recognized the need for a comprehensive plan that will detail how to reach our initial goal of 25% by 2025, and then incrementally increasing our adoption of OER by 25% every four years until we are within our final goal. We recognize that an undertaking of this magnitude will require detailed planning, training for faculty and staff, ongoing data and analysis of our progress and eventually a platform to share our resources and success with other colleges and universities.

Proposed Project

The OER committee will create an OER workgroup consisting of 6 members. The initial task of this group will be to create the OER Adoption Action Plan for our campus. The plan should detail all aspects of creating an OER campus, including but not limited to:

- Training
- Institutional Research (IR) plan
- Student surveys
- Advertisement (both on and off campus)
- Infrastructure needs
- Evaluation metrics

Compton College Michelson 20MM Grant Proposal

OER Road Map and Implementation Planning

- Change management

This action plan will set the course for the next 14 years as we create a campus environment that caters to student needs and the use of community sharing.

The secondary goal of the OER workgroup will be to become the OER ambassadors of Compton College. They will receive initial training and provide the platform by which we will recruit the rest of the faculty and staff for support.

Physical Design of Final Draft

The action plan will be a workgroup-drafted document which will set the course for reaching the goal of 85-100% OER by 2035. The action plan will be written by the OER workgroup by December 2021.

Visual Aides

Data from student surveys, institutional effectiveness, and timetables will be included in the final product.

Stakeholders

Compton College students, staff, and faculty as well as other college campuses looking for a plan to incorporate OER as a means of supporting student success.

Plan of Action

To ensure the completion of our Action Plan, we will

- Establish current usage of OER on Campus
- Conduct student surveys
- Contact local colleges for information on their OER implementation progress and results
- Assign tasks to different subgroups of the workgroup for the preparation of the action plan
- Provide initial training to members of the OER workgroup
- Hold regular workgroup meetings throughout the next year to facilitate discussion and completion of the plan
- Provide an OER Professional development event to introduce the campus to OER (mandatory professional development day)
- Develop a change management and communication plan
- Define roles of key players and describe any additional required positions
- Seek out OER/ZTC professional development for faculty
- Establish incentive programs for faculty to adapt, write, or implement OER in their courses
- Develop a plan with Institutional Effectiveness to measure impact (success and retention rates, grades, dollars saved)
- Plan how to create promotional and training materials for students (student quotes and video testimonials, flyers, and ways to get the word out)

Compton College Michelson 20MM Grant Proposal

OER Road Map and Implementation Planning

- Administrators, faculty, staff, and students will be provided opportunities to offer input in the establishment of OER at Compton College.
- Determine training needs for faculty, staff, and students in the building, maintenance and use of OER's.
- Determine accessibility plan for OER's.
- Map out and establish Z-degrees (zero textbook cost degrees)

Schedule

Table 1: OER Action Plan Development Schedule

Month / Year	Task
June 2021	Selection of OER workgroup
September 2021	Workgroup meeting 1 (two hours) with ISKME (subject matter expert) for initial brainstorming and planning sessions for the road mapping.
October 2021	Workgroup meeting number 2 (one hour) – Check-in, provide feedback on Action Plan draft, and problem solve any challenges– submit plan to administration and Senate as a discussion item for feedback
November 2021	Workgroup meeting number 3 (two hours) with ISKME for final brainstorming and planning sessions for the road mapping – Review Action Plan draft and make revisions
December 2021	Workgroup meeting number 4 (one hour) – Review Action Plan draft and make final revisions – submit plan to administration and Senate for approval
January – June 2022	Implement the Train-the-Trainer Intensive (6 weekly 90-minute webinars, dates TBD)

Qualifications

We will be selecting members of our workgroup based on a call for letters of interest and select individuals who are representative of the groups in the image below. Although most of the members of the workgroup will be experienced and knowledgeable about OER, we will select at least one member who is less experienced and may be skeptical of OER in order to draw from a variety of perspectives.

Compton College Michelson 20MM Grant Proposal

OER Road Map and Implementation Planning

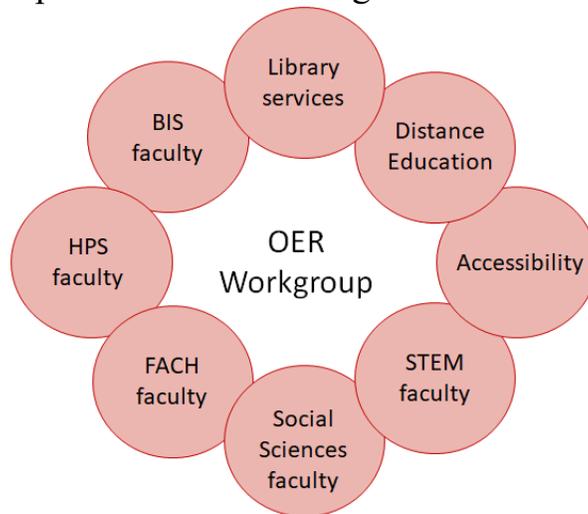


Figure 2: Compton College areas of representation.

We have the experience of being game changers in higher ed and the drive to make change happen here on our campus and in academia at large.

Resources

Many of the faculty and staff are already engaged in utilizing OER at Compton College. Those faculty and staff bring a variety of perspectives and experience which will benefit the creation of an action plan that considers all aspects of 85-100% OER implementation.

Our co-chair Katherine Marsh serves as the OER liaison at Compton College and is supported by the OER Initiative (OERI) through the Academic Senate for California Community Colleges (ASCCC) and we are well connected with other campuses and groups who support the use and development of OER. For the development of this action plan we will consult with the Michelson 20MM Foundation for guidance and feedback.

We currently utilize oercommons.org, ASCCC OERI, Merlot, etc. for OER materials, but look to expand our campus repository to use materials that make sense to our students.

Funding Needs

We anticipate needing immediate funding for the purposes of training in the creation of a fully considered action plan. ISKME has provided a proposal for Professional Learning and OER Road Mapping (separate document) in which they would serve as our consultants to support us in writing an Action Plan by December 2021.

Compton College Michelson 20MM Grant Proposal

OER Road Map and Implementation Planning

Table 2: OER Workgroup Budget

Funding Request	Cost
ISKME OER Roadmap Planning	\$5,000
ISKME OER Train-the-Trainer Intensive Training	\$12,000
Compensate a workgroup team members to flesh out the roadmap provided by ISKME including: <ul style="list-style-type: none"> - 6 check-in meetings (8 hours in total) - Meet with other colleges who have a high percentage of ZTC courses such as College of the Canyons or Georgia State University to learn their strategies - Develop change management plan and communication plan - Define roles and responsibilities of key players including administrators, faculty, staff, and students - Seek out and create a plan for OER/ZTC professional development for faculty - Create a system to identify gaps in discipline-specific OER availability - Establish incentive programs for faculty to adapt, write, or implement OER in their courses - Develop a plan with Institutional Effectiveness to measure impact (success and retention rates, grades, dollars saved) - Implement a train-the-trainer model to enhance OER adoption - Determine training needs for faculty, staff, and students. - Determine training needs for faculty, staff, and students. - Create a plan to make promotional materials (student quotes and video testimonials, flyers, and ways to get the word out) - Determine accessibility plan - Plan to map out and establish Z-degrees 	$18.4 \text{ hours} \times 6 \text{ people} \times \$72.27/\text{hour} = \$7,978.61$
Total Cost:	\$24,978.61

Compton College Michelson 20MM Grant Proposal

OER Road Map and Implementation Planning

Additional (future) funding considerations:

1. Applied for Professional Development funding to provide the Fundamentals OER Training through ISKME for up to 20 faculty, which was approved.
2. Funding for 3 instructors to attend the Tech Connect Online Teaching Conference in June 2021: Registration costs \$150. Faculty Pay Rate: \$72.27/hour for 16 hours. Estimated cost= \$3468.96. Registration fees can be covered by PD funds.
3. Participation at OER events such as ASCCC OERI Training and Cal OER will be expected. Attendees will share information with the workgroup to build a comprehensive plan.
4. Attend the LibreFest conference in July 2021. Costs TBD, the information has not been released.
5. Invite James Glapa-Grossklag to speak at Fall or Spring Flex Day (contingent upon availability).
6. Funding to provide a facilitated version of the course: Zero Textbook Cost Pathways: OER and Equity. Funding may be provided through Equity funds or Professional Development. James Glapa-Grossklag has been contacted about a facilitated version of the course, or in-house facilitation.
7. Additional funding sources for creating ZTC text courses is being pursued through our Annual Planning committee. These resources will pay for textbooks/resources in courses that may be unable to adopt OER due to licensing requirements.

Conclusion

In the wake of COVID-19 our campus has seen the importance and benefit of flexible course materials. Our student population would benefit greatly from this initiative because it would allow faculty to develop flexible course materials that speak to our students in a more personal way than a traditional textbook approach.

References

1. 2018-2019 Compton College Annual Fact Book
2. Goldrick-Rabet al. (2019) "California Community Colleges #RealCollege Survey." The Hope Center. hope4college.com/wp-content/uploads/2019/03/RealCollege-CCCCO-Report.pdf