Strategic Plan for Open Educational Resources

Taft College: Fall 2024-Spring 2027

Executive Summary

What are Open Educational Resources?

Open Educational Resources (OER) are open-licensed, educational materials that are freely available for use, sharing, and modification. OER can include textbooks, teaching materials (like presentation slides), assignments, tests, quiz banks, videos, course shells, and other materials used in education.

OER Goals in Order of Priority

1. Sustain Taft College processes in five areas for long-term OER use.
2. Maintain the quality of Taft College OER so that it is diverse, inclusive, and accessible.
3. Increase student use of OER by 5%.
4. Increase the number of course sections using OER by 40%.

Conclusion

OER is important for student equity, persistence, and success by providing educational resources that are free, easy to use, accessible, diverse, and inclusive. By designing the OER initiative with scalability in mind, the OER planning team hopes to accommodate the future growth of OER at Taft College.

Long-term Goal	Year One	Year Two	Year Three
Goal One: Sustainability Processes	Sustain college processes in one area for long-term OER use.	Sustain college processes in two additional areas for long-term OER use.	Sustain college processes in two additional areas for long-term OER use.
Goal Two: Evaluation OER	Evaluate 10% of OER used in courses.	Evaluate an additional 20% of OER used in courses.	Evaluate an additional 20% of OER used in courses.
Goal Three: Student Use	Increase student use of OER by 5%.	Increase student use of OER by an additional 5%.	Increase student use of OER by an additional 5%.
Goal Four: Faculty Use	Increase the number of course sections using OER by 10%	Increase the number of course sections using OER by an additional 10%.	Increase the number of course sections using OER by an additional 20%.

Strategic Plan for Open Educational Resources

With contributions from the Taft College Bookstore, the Taft College Academic Senate, Governance Council, and the Strategic Planning Committee (SPC) this plan was created using CCCCO Phase 1 ZTC grant positions filled by:
- Michelle Oja, ASCCC OER Liaison and Professor of Psychology
- Kelly Kulzer-Reyes, Professor of English
- Jennifer L. Altenhofel, Professor of History, Cultural Geography, & Sociology

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California Education Code 66406 urges using OER textbooks to lower costs to students: "it is the intent of the Legislature to encourage private colleges and universities to work with their respective academic senates and **to encourage faculty to consider practices in selecting textbooks that will result in the lowest cost to students**."(emphasis added).

Taft College Vision and Mission

Vision: *Taft College instills a passion for learning.*

To achieve this Taft College Vision, OER provides access to learning materials in real-time allowing students to pursue their passions by:
- Freeing up funds traditionally used to buy textbooks to be used elsewhere.
- Offering immediate access to educational resources and facilitating ongoing learning by embedding hyperlinks within the OER that direct to additional sources.
- Providing accessible material for all students.

Mission: Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, baccalaureate programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

OER enriches the lives of students by providing immediately available and accessible course materials at no cost. Research shows that courses with OER increase student success. This could stem from fostering an atmosphere supportive of learning, equity, dialogue, and ongoing enhancement, thereby establishing a collaborative relationship among students, faculty, support services, and staff.

Support for OER at Taft College

In December 2016, the Taft College Academic Senate supported OER adoption with a resolution to plan ZTC degrees using outside grants.

In January 2017, the Taft College Academic Senate approved making Zero Textbook Cost (ZTC) degrees in the Administration of Justice and approved a faculty member to serve as the OER Liaison between the state-wide Academic Senate's OER Initiative and Taft College.

In 2021, Taft College awarded a sabbatical to Dr. Michelle Oja to develop on OER for behavioral statistics.

In 2023, Taft College received a planning grant from the California Community College Chancellor's Office (CCCCO) to develop this plan. Later that year, the college also received an OER Pathways Grant to accelerate the development of ZTC degrees in Studio Arts, Management, and Law, Public Policy, and Society. That same year, Taft College also received a grant to implement ZTC degree pathways in Psychology and Sociology.

Additionally, the Taft College ASO supports the continued and increased use of OER for course materials while recognizing that they may lose financial support in the process. Studies indicate that this issue could be alleviated by a rise in student registrations attributed to the adoption of OER.

OER Goals in Order of Priority

1. Sustain Taft College processes in five areas for long-term OER use.
2. Maintain the quality of Taft College OER so that it is diverse, inclusive, and accessible.
3. Increase student use of OER by 5%.
4. Increase the number of course sections using OER by 40%.

Goal 1: Sustain Taft College processes in five areas for long-term OER use.

As barriers to using OER by faculty and students were discussed, missing college infrastructure was brought up repeatedly. This goal intends to bring the barriers to relevant campus areas to collaborate on finding solutions. The areas that faculty would like to work with to support the long-term use of OER could include:

- Associated Student Organization
- Bookstore,
- Curriculum & General Education Committee,
- Disabled Students Program and Services,
- Library,
- Information and Technology Services,
- Institutional Research
- Marketing and Communication & Community Relations,
- Office of Instruction,
- Registration, and
- Student Services.

Recommended Timeline and Activities:

Year One	Year Two	Year Three
Sustain college processes in one area for long-term OER use.	Sustain college processes in two additional areas for long-term OER use.	Sustain college processes in two additional areas for long-term OER use.

1. Streamline OER processes across Taft College.
   a. Collaborate with the Curriculum and General Education Committee to incorporate OER into CORs and comply with state and federal education code.
   b. Develop a process, in consultation with the Bookstore, to supply OER to students and reduce potential monetary loss to the Bookstore from decreased textbook rental fees.
   c. Under the direction of the Office of Instruction, establish a scheduling procedure to identify OER sections and develop both a ZTC course schedule and a DE ZTC course schedule every semester.
   d. Create campus-wide guidelines for copyright, licensing, and attribution of OER.
   e. Consult with the Librarian(s) regarding OER use and resources for faculty, staff, and students.
   f. Work with Institutional Research regarding OER data collection and reporting.
   g. Confer with ASO about how to mitigate potential funding losses.
   h. Collaborate with IT for technical support in storing, accessing, and posting OER.
   i. Partner with the Student Services to incorporate OER into student orientation.
   j. Work with IR to add OER to the Program Review process.
2. Use data to make decisions, implement changes, and increase the effectiveness of OER.
   a. Provide accurate data regarding the number of ZTC sections offered.
   b. Report on data that compares ZTC course sections with those that use traditional, commercial textbooks including student achievement outcomes and student learning outcomes.
   c. Create an easy-to-understand display of ZTC data, such as an OER Data Dashboard.
   d. Analyze student knowledge and awareness of OER and its benefits.
   e. Analyze faculty knowledge and awareness of OER and its benefits.
   f. Incorporate OER into the Community College Survey of Student Engagement (CCSSE)
3. Secure ongoing funding sources to ensure a long-term commitment to OER initiatives.
   Potential funding sources for OER adoption, development, use, and evaluation could include:

   Professional Development funding
   Guided Pathways
   Equity funding (SEAP)
   Student Government
   Earmarked money from the state for OER and ZTC
   Grants: CCCCO, ASCCC, professional organizations, and teaching organizations.

Goal 2: Maintain the quality of Taft College OER so that it is diverse, inclusive, and accessible.

One concern of many faculty related to OER is quality. The OER community also requires materials that are as accessible as possible for students with disabilities. Finally, the state-wide Academic Senate's OER Initiative promotes evaluation and developing OER that is inclusive, diverse, equitable, and antiracist (see

the IDEA Framework developed by the OER Initiative). This goal includes the evaluation of OER material used by TC faculty, as well as improving OER in these areas.

Recommended Timeline and Activities:

Year One	Year Two	Year Three
Evaluate 10% of OER used in course sections.	Evaluate an additional 20% of OER used in course sections.	Evaluate an additional 20% of OER used in course sections.

1. Evaluate and review 50% of Taft College OER for quality, diversity, inclusion, and representativeness through a tool such as the ASCCC's OER Initiative's IDEA Framework (Inclusion, Diversity, Equity, and Antiracism).
2. Create process to perform accessibility audits of OER at Taft College working with DSPS, DE, and IT.
3. Assess how representation affects student success and persistence rates.
4. Provide professional development to increase the quality, diversity, inclusion, and accessibility of OER used at Taft College.

Goal 3: Increase Student use of OER by 15%.

There is little known about what students think about OER at Taft College, and how they use the materials. One reason may be that students are unaware of what OER and ZTC sections means. The activities below will help assess student experiences and increase student knowledge of OER to support the goal of increasing student use.

Recommended Timeline and Activities:

Year One	Year Two	Year Three
Increase student use of OER by 5%.	Increase student use of OER by an additional 5%.	Increase student use of OER by an additional 5%.

1. Develop a measurement of OER use by students, then assess this measurement regularly to improve student access and use.
2. Work with IT and the Registrar to improve campus technology and website maintenance so that it is easier for students to find courses and sections with OER.
3. Develop processes for the printing of OER with the Bookstore and other campus constituencies.
4. Work with Student Services about adding OER to the new student orientation.
5. Create a "ZTC course" schedule and a "Distance Education with ZTC" course schedule.
6. Publicize information targeted to students about OER.
    a. Publicize and support TC Bookstore's ZTC webpage for students.
    b. Publicize and update OER Library Guide
    c. Work with ASO and other student groups to educate students regarding OER, ZTC, and Low-cost Textbooks (LCT).
    d. Collaborate with Marketing and Communication & Community Relations to advocate for the use of OER by highlighting its advantages, benefits, and cost-saving implications.

Goal 4: Increase the number of course sections using OER by 40%.

To save students money and provide equitable and accessible educational resources, Taft College could provide more sections that utilize OER as the primary textbook. The activities below are steps to reach this goal.

Recommended Timeline and Activities:

Year One	Year Two	Year Three
Increase the number of course sections using OER by 10%.	Increase the number of course sections using OER by an additional 10%.	Increase the number of course sections using OER by an additional 20%.

1. Support faculty development of OER:
   a. Hire an employee, such as a Digital Librarian, who can assist faculty and staff to identify quality OER for course adoption.
   b. Through compensation or assignments, support faculty to adopt, modify, curate/adapt, and/or create OER to meet the needs of a targeted course.
   c. Compensate Taft College employees to create certificates, badges, or courses for OER knowledge and competency.
   d. Compensate faculty for earning certificates, badges, or completing courses for OER through Taft College's professional development processes.
   e. Compensate staff/faculty to create tests, quiz banks, assignments, course shells, and teaching materials (such as presentation slides) for OER.
2. Support the creation of a part-time position, such as an OER Coordinator, to:
   a. Oversee OER training for OER use and creation.
   b. Assist faculty to identify and adopt quality OER.
   c. Coordinate the OER grants to reduce duplicate efforts.
   d. Foster faculty engagement in OER initiatives through professional development and workshops.
   e. Develop and provide resources to support faculty in finding, adopting, curating/adapting, and creating quality OER materials.
   f. Estimate savings cost to students and campus because of using OER.
   g. Write the Program Review for OER.
   h. Annually review the plan and activities.
   i. Report OER progress and status to Academic Senate and other constituencies.
3. Publicize information targeted to Faculty about OER.
   a. Create and publicize OER/ZTC webpage for:
      1. Finding OER
      2. Adopting OER
      3. Curating OER
      4. Creating OER
      5. Evaluating OER
   b. Publicize and update OER Library Guide.
   c. Collaborate with Marketing and Communication & Community Relations to advocate for the use of OER by highlighting its advantages, benefits, and cost-saving implications.

Timeline of Activities

In coordination with the SPC, the OER Strategic Plan's goals will align with the new Educational Master Plan's goals. A review of the goals and activities should occur every academic year.

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Timeline of Plan Review

This plan provides guidance through spring 2027. In Fall 2026, OER leaders should develop a new plan that supports students through the implementation of OER and ZTC sections.

Annual Review of Goals, Activities, and Measurements	
August	Request data from Institutional Research
October	Receive data from Institutional Research
January	Review quantitative data from Institutional Research
April	Update report, goals, activities, and measurements
May	Share updated report with stakeholders, including: • Taft College Academic Senate, • Taft College ASO • Taft College Bookstore, • Governance Council, and • Strategic Planning Committee
Every 3 years starting in Fall 2027	Comprehensive Review and the development of a new OER plan for Taft College.

Conclusion

This plan attempts to prioritize the goals and provide suggested activities for faculty and staff hired to support OER/ZTC at Taft College. OER is important for student equity, persistence, and success by providing educational resources that are free, easy to use, accessible, diverse, and inclusive. By designing the OER initiative with scalability in mind, the OER planning team hopes to accommodate future growth of OER at Taft College.