Choosing an Equity-Minded Pathway with Open Educational Resources

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Reedley College

East Los Angeles College
August 22, 2019

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About Us

James Glapa-Grossklag / @JGlapaGrossklag
● Dean, Educational Technology, Learning Resources & Distance Learning
● Treasurer and Past President, Open Education Consortium
● OER Ambassador, International Council for Open & Distance Education
● Co-Technical Assistance Provider, Zero Textbook Cost Degree, CCCCCO

Amanda Taintor / @amanda_taintor
● Faculty Coordinator Instructional Design and Distance Education
● ASCCC OERI Regional Lead, Area A South/B
● Title V –Ensenamos en El Valle Central Coordinator
● SLO Coordinator
● ZTC Grant Coordinator
### REPRESENTATION OF COMMUNITY COLLEGE STUDENTS AMONG UNDERGRADUATES (FALL 2017)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All U.S. undergraduates</td>
<td>41%</td>
</tr>
<tr>
<td>First-time freshmen</td>
<td>40%</td>
</tr>
<tr>
<td>Native Americans</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>52%</td>
</tr>
<tr>
<td>Blacks</td>
<td>42%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>39%</td>
</tr>
</tbody>
</table>

### DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT

- **Hispanic**: 25%
- **Black**: 13%
- **White**: 46%
- **Asian/Pacific Islander**: 6%
- **Native American**: 1%
- **2 or more races**: 3%
- **Other/Unknown**: 4%
- **Nonresident Alien**: 2%
### Counseling Services:

<table>
<thead>
<tr>
<th>Appointments</th>
<th>Quick Question</th>
<th>E-Chat</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://www.elac.edu/Student-Services/Academic-Counseling" alt="Calendar Icon" /></td>
<td><img src="http://www.elac.edu/Student-Services/Academic-Counseling" alt="Question Mark Icon" /></td>
<td><img src="http://www.elac.edu/Student-Services/Academic-Counseling" alt="Chat Bubbles Icon" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Student Orientation</th>
<th>Counseling Courses</th>
<th>Connect with Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://www.elac.edu/Student-Services/Academic-Counseling" alt="Circles Icon" /></td>
<td><img src="http://www.elac.edu/Student-Services/Academic-Counseling" alt="Book Icon" /></td>
<td><img src="http://www.elac.edu/Student-Services/Academic-Counseling" alt="People Icon" /></td>
</tr>
</tbody>
</table>

[http://www.elac.edu/Student-Services/Academic-Counseling](http://www.elac.edu/Student-Services/Academic-Counseling)
$1,500,000,000,000
Risk Factors for Food Insecurity

- Disability
- First-generation student
- Former foster youth
- Housing insecure
- Low income
- Single parent
- Receiving food stamps

Source: US GAO Report to Congressional Requesters, December 2018: Food Insecurity
50% food insecure in the prior 30 days
60% housing insecure in the previous year
19% homeless in the previous year
n = 40,000
Important aspects of the LACP are:

- Waived tuition for the first year of college
- Priority enrollment at LACCD’s nine colleges
- Dedicated support team providing a wide array of academic and student support services
A textbook case of price-gouging

% increase

Textbook prices

Consumer prices

Source: Bureau of Labour Statistics

The Economist, 8/16/14  http://econ.st/2CPMkTR
• 1/2 take fewer or different classes

• 2/3 choose to not buy textbook

• 9.5/10 concerned about grades

Survey of 2039 students at 156 campuses across 33 states

Source: Fixing the Broken Textbook Market, 2014
Influences enrollment 70%

Not bought required textbook 57%

Concerned about grades 87%

Purchase books 65%

Dropped a class 40%

Full load 50%
“I took a lot of time off school JUST BECAUSE I couldn’t afford the textbooks, even after I became a student purchasing the textbook was THE HARDEST PART.”
“I couldn’t go last semester because ... I couldn't’ find any money ... “The system sucks. Only people with money can go to college. So poor people stay poor, and rich people get to stay rich. They system is rigged against the poor”
$2,800,000,000
PreK-12: -9% for 2016

$3,600,000,000
HE: -13.4% for 2016

"Hero Lego Clark Superman Man Super Superhero" is in the Public Domain, CC0
Access to materials on first day of class

Free online, low-cost print option

Relevant and current content

Faculty control of content
OERs are freely available learning materials that can be copied, edited and shared to better serve all students.
= Attribution
(Legal Requirement)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retain</td>
<td>• Make and own a copy</td>
</tr>
<tr>
<td>Reuse</td>
<td>• Use in a wide range of ways</td>
</tr>
<tr>
<td>Revise</td>
<td>• Adapt, modify, and improve</td>
</tr>
<tr>
<td>Remix</td>
<td>• Combine two or more</td>
</tr>
<tr>
<td>Redistribute</td>
<td>• Share with others</td>
</tr>
</tbody>
</table>
2,300
2,000,000 +
215
https://oasis.geneseo.edu/

https://mom.gmu.edu

Google search for "glendale community college" with filters for "Usage rights" and "Images" selected.
Faculty Say

**Used OER in Any Course as Required Material: 2015-16 to 2017-18**

- **2015-16**:
  - Teach Introductory Courses: 8%
  - All Faculty: 5%
- **2016-17**:
  - Teach Introductory Courses: 15%
  - All Faculty: 6%
- **2017-18**:
  - Teach Introductory Courses: 22%
  - All Faculty: 13%
Students Say

92%

Figure 1. Satisfaction with OER (Percentage)

Source: Open Educational Resources Student Survey Spring 2016 Report #303
Not Just About Cost

Cost is extremely important but there is more to OER than just the high price of textbooks.
Equity

Equity seeks fairness among diversity.
Recent CSU, Channel Islands study found “textbook prices to be a significant educational barrier for all CSUCI students, with a disproportionately negative effect among racial/ethnic minorities, low-income students, and first-generation college students” (Textbook Affordability, p.2).
Content and Representation

- Create inclusive content representative of diverse populations
- Creators with diverse perspectives
- Student voices
Large study out of the University of Georgia looked at the impact OER has on the “three great challenges facing higher education today” (Colvard, Watson, & Park, 2018, p. 264).

Three challenges:
- Completion
- Quality
- Affordability

# OER Closes Equity Gaps

<table>
<thead>
<tr>
<th>OER vs commercial</th>
<th>Change Grade</th>
<th>Change DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>+8.6%</td>
<td>-2.68%</td>
</tr>
<tr>
<td>Non-Pell Eligible</td>
<td>+7.4%</td>
<td>-2%</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>+12.3%</td>
<td>-4.4%</td>
</tr>
<tr>
<td>Non-White</td>
<td>+13%</td>
<td>-5%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>+28%</td>
<td>-10%</td>
</tr>
</tbody>
</table>

Source: AAC&U, University of Georgia

*The Impact of Open Educational Resources on Various Student Success Metrics*, in International Journal of Teaching and Learning in Higher Education, 2018

n = 21,822 students
Closing Equity Gaps

Study found OER to be an “equity strategy” (Colvard, Watson, & Park, 2018, p.273).

- Improved end of course grades
- Decreased DFW
- Greater rates for Pell grant recipients, part-time students, underserved populations

Zero Textbook Cost (ZTC) Degrees

... community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources ...

CA Education Code Section 78052(a)
ZTC Grantee Success Data

Grades for all students: +3.1%
Grades for females: +3.2%
Grades for “minority” +3.1%
Grades for Pell recipients: +7.6%
Success rates: +2.5%
Grades of A: +7.3%
Grades of D: -15.6%
Grades of F: -11.2%

• Total of 179,050 letter-graded outcomes
• ZTC courses = 37,475 (21%)
• Non-ZTC courses = 141,575 (79%)

"congratulations" by Sean MacEntee is licensed under CC BY 2.0
SB 1359 Course Labeling Requirement

Enacted January 1, 2018
JOIN US! in honor of the...
CSU'S 1st TWO Z-MAJORS

COMM Early Childhood Studies

12:00-1:30pm, Thursday April 26th
FIT Studio, Solano Hall #1201

Free Lunch Ambassador Gift Bags
Special Recognition of Z-Major Programs

*Please note that a separate Outlook meeting invitation will follow shortly.
ARTICULATION. Will courses using OER in the CA Community Colleges transfer to the CSU? The articulation statement from the CSU and UC (2017) is as follows:

- It is fine to use assembled materials or Open Educational Resources, so long as they’re stable and publicly available as published textbooks (and not a list of links).
- All CSU and UC campus departments consider the content of textbooks when reviewing articulation proposals from the CCCs. The use of online texts is reviewed by campuses on a case-by-case basis for articulation with CCCs.
- There are multiple CCC courses that use online texts that are approved for CSU- and UC-transferability, and for articulation with CSU and UC campuses.
- Some CSU and UC campus departments use online texts themselves.

Source: https://als.csuprojects.org/faq
What Can You Do?

✔ Choose to listen to students
✔ Tell students about OER
✔ Empower students with OER
✔ Include ZTC degrees in equity plans
✔ Include ZTC degrees in pathway plans
✔ Connect with the community
✔ Learn more
https://docs.google.com/document/d/162y7HdY4Lsu0nKzUim eaCMY2M-zBC41cR6CgjV_biGo/mobilebasic

https://iastate.pressbooks.pub/oerstarterkit/
ASCCC OERI Canvas shell

Direct access to this page: https://tinyurl.com/ASCCC-OERI
Join the Community

Visit CCCOER.org to:

• Access to a community of OER experts
• Community email list
  • https://www.ccccoer.org/community-email/
• Monthly online professional development
• Collaboration opportunities
• Shared online resources
• Twitter: @cccoer