2025 Update to Strategic Plan for Open Educational Resources

Taft College: Fall 2024-Spring 2027

Update in Spring 2025 by OER/ZTC Coordinator Michelle Oja. The full plan can be found at [Open Educational Resources](https://www.taftcollege.edu/academics/resources/oer/index.php), at the bottom of the Research on OER page the [Planning for OER](https://www.taftcollege.edu/academics/resources/oer/oer-research.php#:~:text=OER%20at%20TC-,Planning%20for%20OER,-While%20Taft%20College) header.

# Executive Summary

The table below was updated in April 2025 by the OER/ZTC Coordinator to reflect her option on whether goals have been fully, partially, or not met.

| **Long-term Goal** | **Year One (2024-2025)** | **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. |
| Annual Goal Progress | **Goal FULLY met.** |  |  |
| **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. |
| Annual Goal Progress | *Goal NOT met.* |  |  |
| **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%. |
| Annual Goal Progress | Goal probably MET.  While there is no measurement of actual student use, the number of sections has increased by at least 5% from the prior fall to the most recent fall, as well as the prior spring to the most recent spring) in 2024-2025. |  |  |
| **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%. |
| Annual Goal Progress | **Goal FULLY met.** |  |  |

2025 Update

# 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.

**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).

# 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 (2024-2025)** | **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. |
| **Goal FULLY met.** |  |  |

1. Streamline OER processes across Taft College: While no new processes have been formalized, the OER/ZTC Coordinator met with or held email conversations with most stakeholders. In particular:
   1. Collaborate with the Curriculum and General Education Committee to incorporate OER into CORs and comply with state and federal education code.
      1. Partially Met: The Curriculum and General Education Committee discussed that OER are already included on CORs. Committee members were reminded of education code.
   2. 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.
      1. Partially Met: The Bookstore is working to expand their print shop and marketing abilities to offset monetary loss from decreased textbook rental fees.
   3. 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.
      1. Partially Met: The process to identify ZTC course section is to notify the Office of Instruction during scheduling. Reports from the Office of Instruction provide useful data on ZTC sections. A ZTC course schedule or a DE ZTC course schedule are not yet in development.
   4. Create campus-wide guidelines for copyright, licensing, and attribution of OER.
      1. Partially Met: There is no campus-wide guideline for copyright, licensing, and attribution of OER, although the OER/ZTC Coordinator is sharing with the OERI requires (CC-BY at minimum).
   5. **Consult with the Librarian(s) regarding OER use and resources for faculty, staff, and students.**
      1. **Fully Met: The librarian worked with the OER/ZTC Coordinator to develop a LibGuide on licensing.**
   6. Work with Institutional Research regarding OER data collection and reporting.
      1. Partially Met: A dashboard that includes ZTC sections is available for some employees. There has yet to be discussions with IR to fully complete the state-required data collection of type of textbook used.
   7. Confer with ASO about how to mitigate potential funding losses.
      1. Partially Met: The OER/ZTC Coordinator conferred with ASO about how to mitigate potential funding losses. ASO has been passionate about increasing the usefulness of the student fees sticker.
   8. **Collaborate with IT for technical support in storing, accessing, and posting OER.**
      1. **Fully Met: An OER website was created by IT, and developed by the OER/ZTC Coordinator. OER tends to be posted on the platform in which it was created. The Bookstore has a website that aids in accessing OER every semester.**
   9. **Partner with the Student Services to incorporate OER into student orientation.**
      1. **Fully Met: The OER/ZTC Coordinator shared information from the OER webpage for students with the lead of a group that is updating the student orientation.**
   10. Work with IR to add OER to the Program Review process.
       1. *Not met: The OER/ZTC Coordinator has yet to work with IR or SPC to add OER to the Program Review process*
2. Use data to make decisions, implement changes, and increase the effectiveness of OER.
   1. **Provide accurate data regarding the number of ZTC sections offered.**
      1. **Fully Met: The OER/ZTC Coordinator reviewed data provided in the schedule, Bookstore website, and a report from the Office of Instruction to ensure that accurate information was conveyed. Individual contacts with some faculty were also initiated to confirm accuracy or data provided. The OER/ZTC Coordinator also shared information during Faculty Reports and on the new OER website (OER Research page).**
   2. Report on data that compares ZTC course sections with those that use traditional, commercial textbooks including student achievement outcomes and student learning outcomes.
      1. Partially Met: IR created a dashboard to report on data that compares student achievement outcomes of ZTC course sections with those that use traditional, commercial textbooks. This dashboard does not include comparisons of student learning outcomes.
   3. Create an easy-to-understand display of ZTC data, such as an OER Data Dashboard.
      1. Partially Met: Create an easy-to-understand display of ZTC data, such as an OER Data Dashboard.
   4. Analyze student knowledge and awareness of OER and its benefits.
      1. Not Met: There has not been any formal assessment of student knowledge and awareness of OER and its benefits.
   5. Analyze faculty knowledge and awareness of OER and its benefits.
      1. *Not Met: There has not been any formal assessment of faculty knowledge and awareness of OER and its benefits.*
   6. Incorporate OER into the Community College Survey of Student Engagement (CCSSE)
      1. Partially Met: Discussions occurred to incorporate OER into the Community College Survey of Student Engagement (CCSSE), but the timing did not match up.
3. Secure ongoing funding sources to ensure a long-term commitment to OER initiatives.
   1. Partially Met: Grant funds from the CCCCO have been bountiful, but long-term funding for OER initiatives has not occurred.

## 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 (2024-2025)** | **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. |
| *Goal NOT met.* |  |  |

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).
   1. *Not Met: There is grant funding to support the evaluation of 50% of Taft College OER for quality, diversity, inclusion, and representativeness, but no Extra Duty assignments have been created.*
2. Create process to perform accessibility audits of OER at Taft College working with DSPS, DE, and IT.
   1. Partially Met: Distance Education will perform accessibility audits of OER at Taft College.
3. Assess how representation affects student success and persistence rates.
   1. *Not Met: There has yet to be any assessment of 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.**
   1. **Fully Met: Faculty have been hired for trainings to increase the quality, diversity, inclusion, and accessibility of OER used at Taft College. This is an ongoing goal.**

## 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 (2024-2025)** | **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%. |
| **Goal probably MET.**  While there is no measurement of actual student use, the number of sections has increased by at least 5% from the prior fall to the most recent fall, as well as the prior spring to the most recent spring) in 2024-2025. |  |  |

1. Develop a measurement of OER use by students, then assess this measurement regularly to improve student access and use.
   1. *Not Met: No measurement of OER use by students was developed.*
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.
   1. Partially Met: Students can find courses and sections with OER through a website that is updated every semester by the Bookstore, they can search the PDF class schedule, or they can filter the online class schedule. It is unclear if students are aware of these options.
3. Develop processes for the printing of OER with the Bookstore and other campus constituencies.
   1. Partially Met: The Academic Senate approved (April 7, 2025) to request that the college print lab manuals for free for sections that would otherwise by ZTC. There is no additional process for the printing of OER for free, but the Bookstore does offer students to purchase printed copies; some OER can also be rented from the Bookstore.
4. **Work with Student Services about adding OER to the new student orientation.**
   1. **Fully Met: The OER/ZTC Coordinator shared information from the OER webpage for students with the lead of a group that is updating the student orientation.**
5. Create a “ZTC course” schedule and a “Distance Education with ZTC” course schedule.
   1. *Not Met: The ZTC/OER Coordinator did not request a “ZTC course” schedule and a “Distance Education with ZTC” course schedule.*
6. **Publicize information targeted to students about OER.**
   1. **Fully Met:**
      * 1. **Fully Met: An OER website helps publicize TC Bookstore’s ZTC webpage for students.**
        2. **An OER website helps publicize the Library Guide**
        3. **The OER/ZTC Coordinator met with ASO to educate students regarding OER, ZTC, and Low-cost Textbooks (LCT), yet there is area for further growth in this goal.**
        4. **The OER/ZTC Coordinator has met with Marketing and Communication & Community Relations to advocate for the use of OER by highlighting its advantages, benefits, and cost-saving implications. Discussions over levels of funding are occurring.**

## 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 (2024-2025)** | **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%. |
| Goal FULLY met.  In 2024-2025, the number of sections has increased by at least 10% from the prior fall to the most recent fall, as well as the prior spring to the most recent spring) |  |  |

1. Support faculty development of OER:
2. Hire an employee, such as a Digital Librarian, who can assist faculty and staff to identify quality OER for course adoption.
   1. *Not Met: A Digital Librarian position was posted, but no additional employees were hired to assist faculty and staff to identify quality OER for course adoption. It is unclear if the position will be posted again.*
3. **Through compensation or assignments, support faculty to adopt, modify, curate/adapt, and/or create OER to meet the needs of a targeted course.**
   1. **Fully Met: Extra Duty assignments have started to be opened and hired to support faculty to adopt, modify, curate/adapt, and/or create OER to meet the needs of a targeted course.**
4. Compensate Taft College employees to create certificates, badges, or courses for OER knowledge and competency.
   1. *Not Met: The OER/ZTC Coordinator did not to create certificates, badges, or courses for OER knowledge and competency.*
5. **Compensate faculty for earning certificates, badges, or completing courses for OER through Taft College’s professional development processes.**
   1. **Fully Met: Faculty have been hired for an Extra Duty assignment to compensate faculty for training related to OER.**
6. **Compensate staff/faculty to create tests, quiz banks, assignments, course shells, and teaching materials (such as presentation slides) for OER.**
   1. **Fully Met: For specific courses, Extra Duty assignments have been opened to compensate staff/faculty to create tests, quiz banks, assignments, course shells, and teaching materials (such as presentation slides) for OER.**
7. **The college hired a part-time OER/ZTC Coordinator.**
   1. **Fully Met**
8. Publicize information targeted to Faculty about OER.
   1. **Create and publicize OER/ZTC webpage for faculty to find, curate, created, and evaluate OER:**
      1. **Fully Met: A suite of websites was created to help faculty find, curate, create, and evaluate OER. This was shared during in-service and individually with faculty.**
   2. **Publicize and update OER Library Guide.**
      1. **Full Met: A Library Guide was created to help faculty find, curate, create, and evaluate OER. This was shared during in-service, and is on the webpage of faculty resources for OER.**
   3. Collaborate with Marketing and Communication & Community Relations to advocate for the use of OER by highlighting its advantages, benefits, and cost-saving implications.
      1. Partially Met: The OER/ZTC Coordinator is collaborating with Marketing and Communication & Community Relations to advocate for the use of OER by highlighting its advantages, benefits, and cost-saving implications. We are in the midst of discussions about funding.

# Timeline of Activities

A review of the goals and activities should occur every academic year.

## 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.

# 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.

The table below is updated in April 2025 to reflect whether the OER/ZTC Coordinator believes goals have been fully, partially, or not met.

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| Annual Goal Progress | **Goal FULLY met.** |  |  |
| **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. |
| Annual Goal Progress | *Goal NOT met.* |  |  |
| **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%. |
| Annual Goal Progress | Goal probably MET.  While there is no measurement of actual student use, the number of sections has increased by at least 5% from the prior fall to the most recent fall, as well as the prior spring to the most recent spring) in 2024-2025. |  |  |
| **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%. |
| Annual Goal Progress | **Goal FULLY met.** |  |  |