

Sabbatical Leave Report for Governing Board

Dave Dillon

10/16/18



Thank you for your SUPPORT!

Academic Freedom

What are Open Educational Resources?

Open Educational Resources (OER) are teaching, learning, and research resources released under **an open license that permits their free use and repurposing by others**. OER can be textbooks, full courses, lesson plans, videos, tests, software, or any other tool, material, or technique that supports access to knowledge.

Definition from SPARC: the Scholarly Publishing & Academic Resources Coalition

Six intersections that led me to OER

- Textbook Prices / Student Loan Debt
- Bookstore Markup
- Learning about value of OER
- First day (or before) access and post course access
- “I went to the bookstore to buy the book and they didn’t have any.”
- Students
- Food and housing insecurity

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.

Collaboration



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Fall '17 Sabbatical Leave



- Project to create OER for COUN 110, 120, and 130
- Sought mentors: Una Daly, Nicole Finkbeiner, James Glapa-Grossklag, Amy Hofer
- Backward design: Course Outline
- Research on platform: Pressbooks
- Research on publisher: Rebus Community (thank you Hugh McGuire, Zoe Wake Hyde, and Apurva Ashok)
- Surveyed existing peer reviewed College Success OER
- Identify content, implement, edit, rinse, repeat
- Back cover of lulu.com print version done by community college student: Deavon Clement (Clover Park Technical College, Washington)... Jeanne Hoover, Librarian, East Carolina
- Piloted *Blueprint for Success in College and Career* in Spring '18
- Official release Summer '18



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Defining the "Open" in Open Content and Open Educational Resources

The terms "open content" and "open educational resources" describe any copyrightable work (traditionally excluding software, which is described by other terms like "open source") that is either (1) in the public domain or (2) licensed in a manner that provides users with free and perpetual permission to engage in the 5R activities:

Reuse

- Use the content in its unaltered form

Revise

- Adapt, adjust, modify, improve, or alter the content

Remix

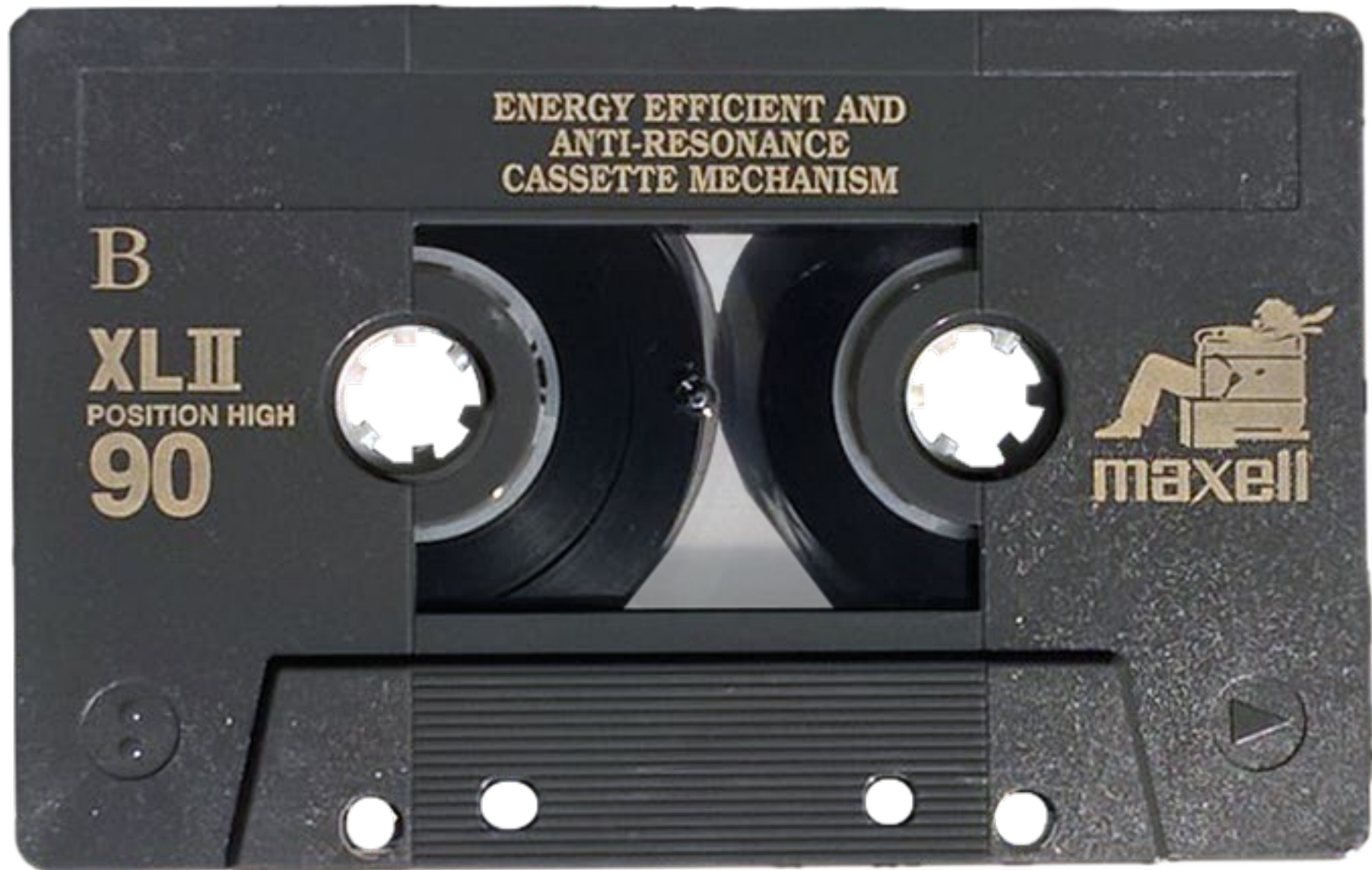
- Combine the original or revised content with other OER to create something new

Redistribute

- Share copies of the original content, revisions or remixes with others

Retain

- Keep access to the materials after the learning event



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Exercise

Mobile web search:

Blueprint 2 Rebus

Blind Peer Review

Peer Reviewers:

Andrea Devitt, Cuesta College

Alicia Frangos, College of San Mateo

Denica Kelly, DeAnza College

Rita Soultanian, Saddleback College

Belen Torres-Gil, Rio Hondo College

Shemya Vaughn, College of the Redwoods

Constance Walsh, Fullerton College

Suzanne Wakim, Butte College



Reviews

- Accessibility Review (Will Pines)
- Student Review (Counseling 120 Students)





Options for Access/Reading for Students

- Web book (html) available online (free), desktop, laptop, tablet, smartphone
- Kindle (free)
- Nook (free)
- Download .pdf (free)
- EPUB, MOBI, PDF, XML, XHTML (free)

Sarah Jennings, David Dillon 2018FA-COUN-120-8090 - College and Career Success

September 10, 2018 at 3:40am

Shouldn't "As" be "A's"? Chapter 5.

Syllabus for 201... Chapter 5: Word... Chapter 10: Nav... https://gcccd.in...
https://press.rebus.community/blueprint2/chapter/5-words-o
a good route to take and would lead me to a *good job* (mainly to ens money and didn't live with them forever). Increase Font Size

There are three things I learned quickly in college:

1. I had lived a very nice life, but in a very homogeneous environment.
2. There were people different from me.
3. Although I was a decent student, I had a ways to go to be a good student!

Learning to appreciate what you have is just as important as earning As on exams and papers. I share this because part of college is preparing for life, not just a job. Ask yourself some questions:

- What's important to me and why?
- What do I know about other people's lives, beliefs, and passions?
- Am I confident in my abilities to study, listen and learn, take notes, and be a learner?

What's Important to Me and Why?
Is it only to make money to buy things? If so, do you truly believe that money makes everything better? Don't be fooled by that. Yes, money certainly makes life more comfortable, but it absolutely doesn't buy happiness. I had friends in college that came from a significant amount of money and they would have traded it all to have a family they can depend upon and love in their homes. Consider this very carefully as you dream of the life ahead of you.

What Do You Know about Other People's Lives, Beliefs, and Passions?
You are not the center of the world. You should be confident and proud of who you are, but be humble and be open to others' experiences and worldviews. Take classes that stretch you, maybe even make you uncomfortable. In the end these types of classes will test your assumptions, beliefs, and make you a more well-rounded and interesting person. The roommate or classmate who is different from you can teach you about yourself. Be open to this.

Are You Confident in Your Abilities to Study, Listen and Learn, Take Notes, and Be a Learner?
Remember, if college were easy, everyone would do it! You have full control and responsibility for your learning. Yes, your professors have the responsibility of teaching well and helping you learn. But they cannot and should not do the work for you. Part of college is learning to learn: learning to study, listen better, take notes, and most importantly asking for help when you need it.

← Previous (Chapter) Next (Chapter) →

Print options available for only cost of printing and paper (no royalty, no tax)



Print Prices (456 pages, black and white)



- Printing/Duplicating:
- Accu binding: $\$8.89 / .7$ (bookstore markup) = $\$12.70$
- Bookstore vouchers



- lulu.com:
- Perfect binding and front and back cover design: $\$8.45 + \3.99
shipping = $\$12.44$

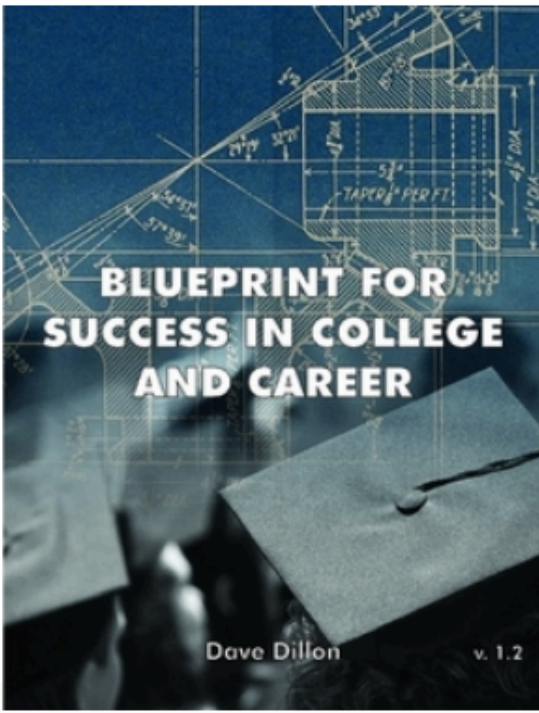
Blueprint for Success in College and Career v1.2 (B&W)

By [Dave Dillon](#)

Paperback, 456 Pages  This item has not been rated yet

Add to Cart

 Like Sign Up to see what your friends like.




Price: \$8.45

Prints in 3-5 business days

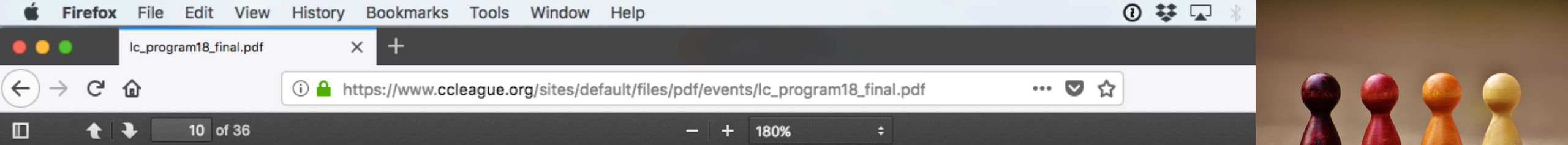
(The digital version of this text is free). An Open Educational Resource, Blueprint for Success in College and Career is a students' guide for classroom and career success. This text, designed to show how to be successful in college and in career preparation focuses on study skills, time management, career exploration, health, and financial literacy.



ASCCC OER Task Force (2017-2018)

Dave Dillon (Chair), Counseling faculty, Grossmont
Heather Dodge, Librarian, Berkeley City
Lyndale Garner, Child Development, Sacramento City
Larry Green, Math, Lake Tahoe
Crystal Kallik, Business, Ventura
Shagun Kaur, Communication, DeAnza
Jessica Kuang, Math, Oxnard
Michelle Pilati, Psychology, Rio Hondo
Roy Shahbazian, Math, Santa Ana
Suzanne Wakim, Biology, Butte





Addressing Affordability Issues Through Open Educational Resources (G, FR)

Compagno

Textbooks comprise an estimated 40% of the total cost of attendance at community colleges. Faculty across California have been looking for ways to address the high cost of books, often a key barrier to students' completion and success, by implementing Open Educational Resources (OER) systemwide. This session will introduce an approach for coordinating state level activities to increase OER availability and for supporting local OER implementation. Learn how your college can have high-quality teaching and learning resources while also meeting the affordability needs of your students.

*Speakers: **Julie Bruno**, President, Academic Senate for California Community Colleges; **Dave Dillon**, Counselor/Professor & Chair, OER Task Force of Academic Senate for California Community Colleges, Grossmont College; and **Michelle Pilati**, Professor of Psychology, Rio Hondo College, Academic Senate for California Community Colleges*



Strategic Enrollment Management Best Practices (G, FR, SS)

Bataglieri

Come learn about the Institutional Effectiveness Partnership Initiative (IEPI) Strategic Enrollment Management (SEM) resources being developed to support colleges and districts throughout the state. The SEM applied solution kit (ASK) will benefit anyone involved in enrollment management and includes resources, tools, and models on such topics as: integrated marketing, outreach and transition, curriculum and scheduling, engagement and retention, enrollment data and evaluation, and FTES and funding. In addition, this session will spotlight LA City College and their unique approach to course scheduling.

*Speakers: **Michelle Barton**, Sr. Director Institutional Research, Planning, Effectiveness, and Grants, Palomar College and SEM Project Co-Lead; **Cathy Hasson**, Strategic Enrollment Management Project Co-Lead, RP Group; **Theresa D. Tena**, Vice Chancellor Institutional Effectiveness, Chancellor's Office; **Marvin Martinez**, President of East Los Angeles College; **Bill Garrett**, Trustee Grossmont-Cuyamaca CCD; **Daniel Walden**, Vice President Academic Affairs, Los Angeles City College; **Anna Badalyan**, Dean of Institutional Effectiveness, Los Angeles City College*





Drafted proposal and asked for
\$550,000 (Spring '18)



AB-1809 Higher education trailer bill. (2017-2018)



SEC. 73.

(a) For the 2018–19 fiscal year, the sum of six million dollars (\$6,000,000) is hereby appropriated from the General Fund to the Board of Governors of the California Community Colleges for allocation to the Academic Senate for the California Community Colleges, consistent with subdivision (b) of Section 70901 of the Education Code, to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges. Funds appropriated pursuant to this subdivision shall be available for encumbrance until June 30, 2023.

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1809

Local OER/ZTC Progress

Primary Team:

Dee Aceves (Counseling faculty, Articulation Officer)

Lara Braff (Anthropology)

Dave Dillon (Counseling faculty)

Nadra Farina-Hess (Librarian)

Elizabeth Grossman (OER Librarian)

Rebecca Nowicki (OER Librarian)

- Thank you Sally Cox (CEO Foundation)



OER/ZTC Progress at Grossmont

- 6 faculty using OER in 2016 affecting 1,600 students
- 46 faculty using OER in 2018 affecting over 8,000 students
- 96 faculty teaching with OER or ZTC in 2018

Projected cost savings from OER/ZTC for Grossmont College Students during 2018-2019 year:





\$1,088,500



FRIDAY, OCTOBER 12, 2018 NEWS

\$1 Billion in Savings through Open Educational Resources

Open Education

By Nicole Allen

SHARE



Five years ago at the 2013 Open Education Conference, we **issued a challenge** to the OER community to save students \$1 billion by 2018.



Over the past three months, SPARC and our member libraries have worked to **document OER adoptions** over time. More than 100 organizations and individuals contributed to this effort, resulting

OER/ZTC Progress at Grossmont

- ZTC Pathway complete for Geography AA/T
- ZTC Pathway complete for Sociology AA/T



Finder File Edit View Go Window Help

AutoSave OFF

GEOG

Home Insert Page Layout Formulas Data Review View

Paste

Calibri (Body) 11

Wrap Text

Number

Conditional Formatting Format as Table Cell Styles

B19

ENGL 120 (A2)



Fall 2018	Units	Interession 2019 in January	Spring 2019	Units	Summer 2019	Units
ENGL 120 (A2)	3.0		ENGL 124 (A3)	3.0	COMM 122 (A1)	3.0
MATH 160 (B4)	4.0		BIOL 118 (B2)	3.0	ART 120 (C1)	3.0
GEOG 120 (B1)	3.0		ENGL 218 (C2)	3.0		
GEOG 121 (B3)	1.0	0.0	GEOG 104 (major)	3.0		6.0
COUN 120 (E)	3.0					
	14.0			12.0		

Fall 2019	Units	Interession 2019 in January	Spring 2020	Units	Summer 2020	Units
ANTH 120 (D)	3.0		MCOM 110 (D)	3.0		
GEOG 106 (D & elective)	3.0		GEOG 140 (major)	3.0		
ART 126 (C1)	3.0		GEOG 150 (major)	3.0		
GEOG 130 (D & major)	3.0	0.0	ART 130 (ZTC elective)	3.0		0.0
GEOG 170 (major)	3.0		ES activity (elective unit)	1.0		
	15.0			13.0		

Comments: *Excel Tips: 1) Enter text on a new line with Alt + Enter, 2) Edit text by double clicking inside cell. This activates the cursor.*

Grossmont College Comprehensive Education Plan
Educational Goal: Geography for Transfer AS/T

Stanford | Global Studies



- About
- Academics
- Funding
- Global Internships
- Research
- Outreach
- News & Events

Outreach

About

Community College

Fellowship Program

Application & Program Details

Meet the Fellows

Past Projects

Annual Symposium

K-14 Workshops

Teaching Resources

Community College Fellowships



This competitive fellowship program brings together community college faculty fellows to work collaboratively with colleagues at Stanford on projects aimed at internationalizing course curricula and producing innovative curricular materials for use in community college classrooms. Fellows represent a broad disciplinary cross-section, including the humanities and social sciences. The fellowship culminates with a symposium at Stanford University that brings together faculty and administrators from community colleges and four-year universities committed to fostering global studies on their campuses.



Mary Conroy-Zouzoulas

Global Studies and Psychology Instructor, Coordinator Study Abroad, San Jose City College

Project: Using Images and Media Resources for Exploring Global Issues

How can images and media be used to foster global awareness and the understanding of the complexity of global issues? I plan to develop a set of modules using the Canvas LMS focused on global issues that might be used in a number of community college classes. Each module would include introductory material, links to media images such as photos, drawings (cartoons, anime, etc.), infographics and ways to introduce the images/media, analyze them and use them to foster polycentric views of the world.

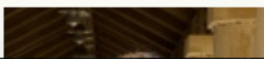


Dave Dillon

Counseling Faculty and Professor, Grossmont College

Project: Internationalizing College Success Open Educational Resource by Adding Cultural Competency Content

I will survey existing OER from different countries and implement appropriate fitting cultural competency content to allow for a broader worldview for students. With guidance from Stanford staff and feedback from my cohort, I plan to develop the content or write original content to fill in the gaps. Peer review and additional editing will conclude with implementation of the content into the Blueprint for Success in College and Career OER text. This will allow students and faculty access to the improved text, which will foster greater student engagement and success, and encourage easier adoption and adaption in other countries.



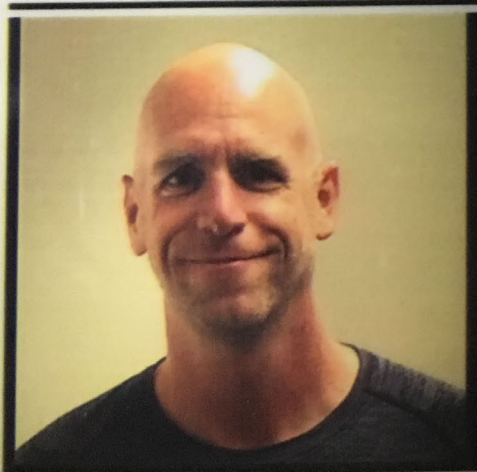
Jennifer Fiebig

STANFORD UNIVERSITY LIBRARIES

Dillon, Dave

100062678

Issued 08/08/2018



Lib ID

2552563875



Saturday, May 18, 2019

Fellowship Presentation for Symposium, Stanford University

Welcome Grossmont OER Student Interns!

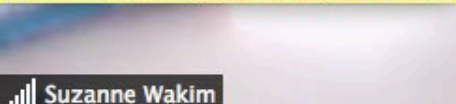
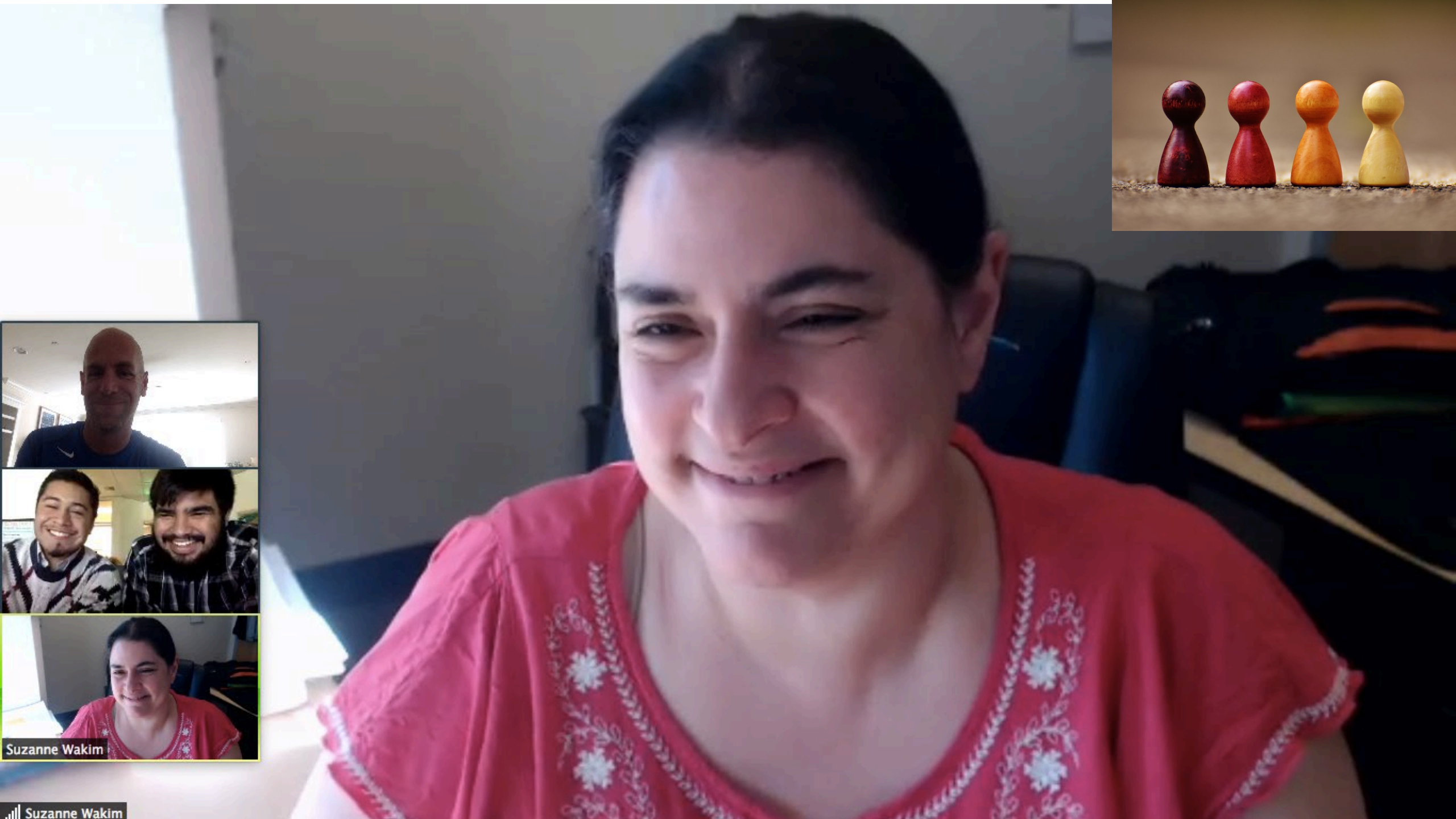


Edwin Hernandez



Carlos Espinoza

(Thank you Katrina Vanderwoode, Javier Ayala, Renee Nasori, Martha Clavelle, Matt Calfin, James Canady)



First Region X OER/ZTC Summit



- Hosted by Grossmont College
- Friday, November 9, 8am-2pm
- Keynote Speakers:
 - James Glapa-Grossklag (College of the Canyons)
 - Natalie Miller (student Cal Poly San Luis Obispo after transfer from CoC)

Thanks to Grossmont President's Cabinet for support and funding for food!

At least one instructor has adopted one of the Blueprint OER texts at:

- Grossmont
- Hancock
- SD City
- Mesa
- Miramar
- Reedley
- Saddleback
- West Hills Lemoore
- Oregon, New Hampshire, New Jersey





Ancillary Development

- PowerPoints
- Quiz/Test Bank
- Instructor networking / training
- Audio version
- Spanish version



Show Me the Data!



*Not yet statistically significant (small sample size)

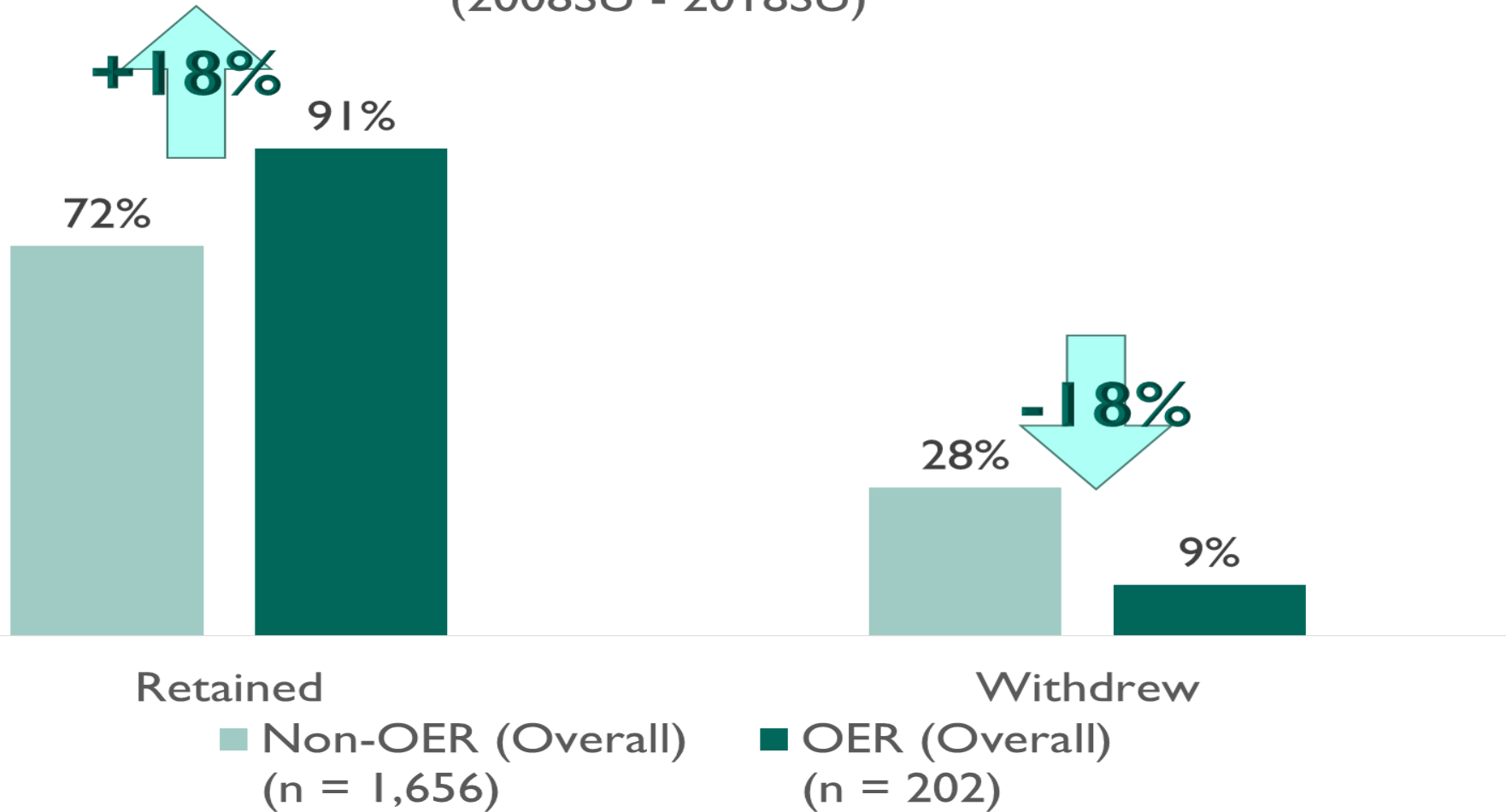
Four sections of COUN 120 (two in Spring '18, and two in Summer '18 using the OER text).

Compared to ALL COUN sections I taught over the last 10 years.

(Thank you Institutional Research and Stacy Teeters)

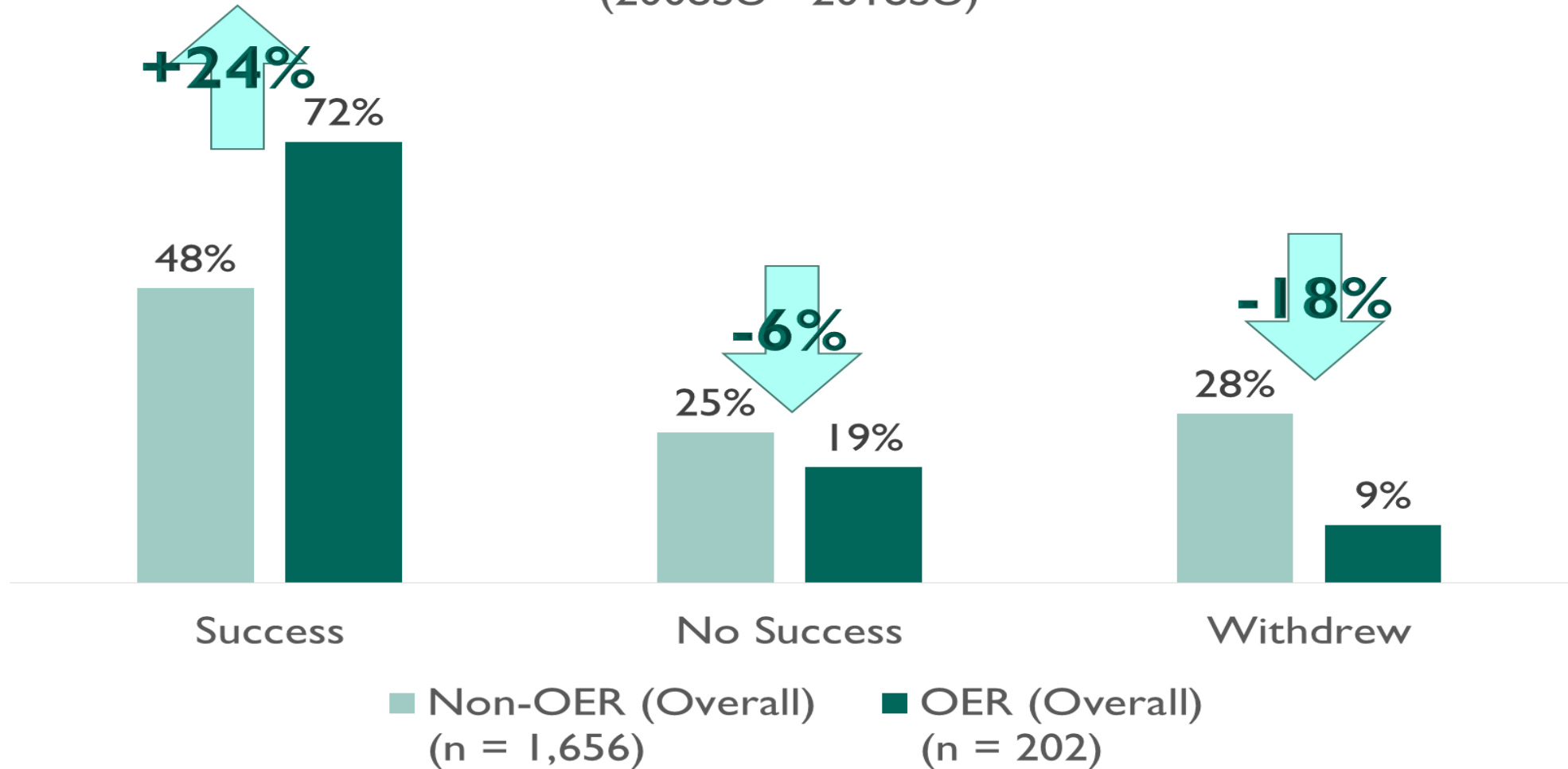
Instructor's Overall Retention Rates

(2008SU - 2018SU)

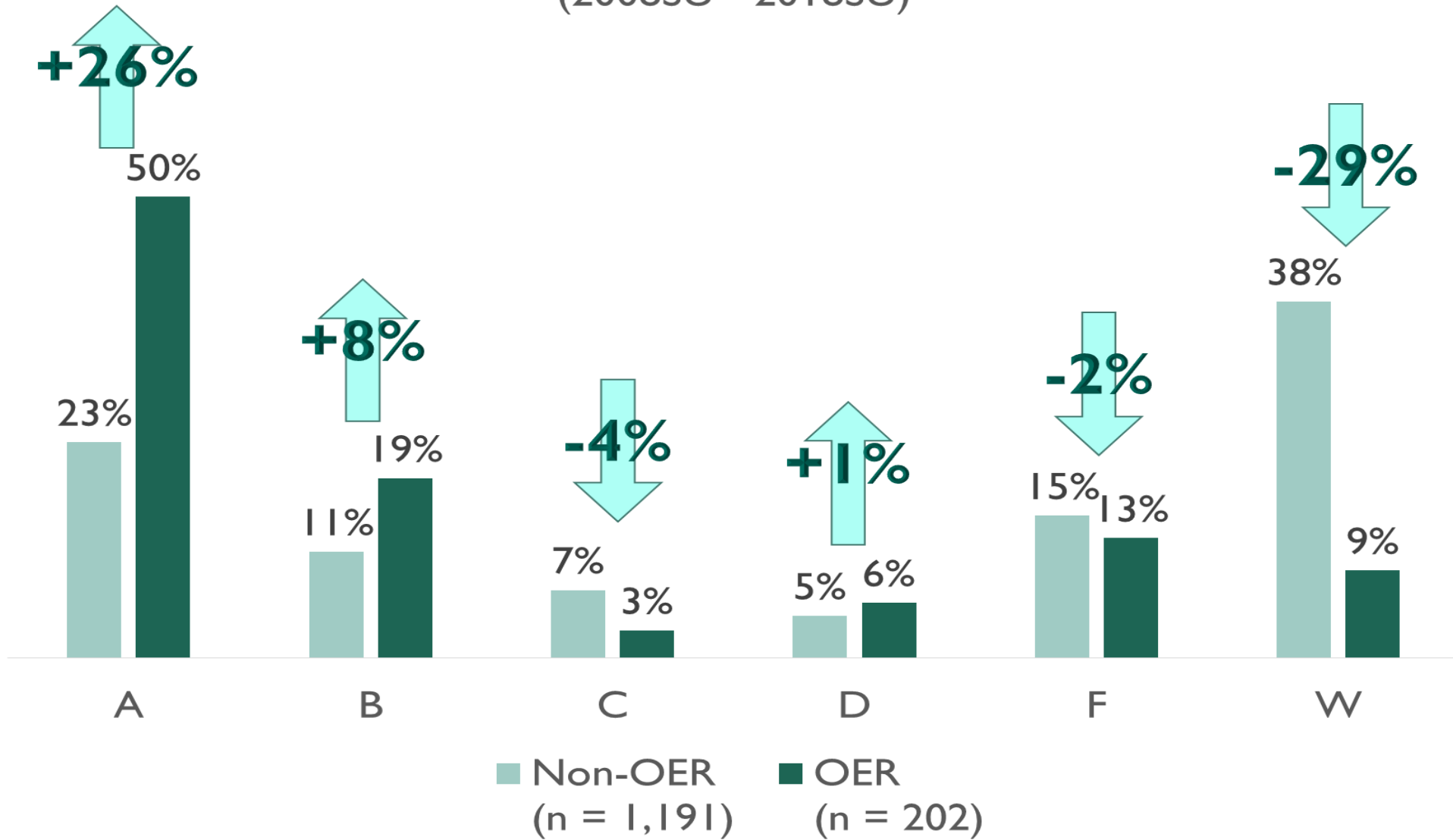


Instructor's Overall Success Rates

(2008SU - 2018SU)



Instructor's Overall Grade Distributions (2008SU - 2018SU)



University of Georgia Study (2018)

By comparing the before and after results of these eight courses, the study found that switching to OER increased the number of A and A-minus grades students received by 5.50 percent and 7.73 percent, respectively. The number of students who withdrew or were awarded D or F grades (known as the DFW rate) fell by 2.68 percent.

A total of 21,822 students were included in the study, 11,681 of whom used commercial textbooks and 10,141 of whom used free digital textbooks. The eight courses were in biology, history, psychology and sociology, and they used OER textbooks supplied by [OpenStax](#), a nonprofit initiative of [Rice University](#).

Shout out to T Ford



CELEBRATION

- Saturday, December 8 (location and time TBD)

