

Open for antiracism: supporting educators to use open education for antiracist teaching

Una T. Daly

Open Education Global, Inc., Concord, Massachusetts, USA

James Glapa-Grossklag

College of the Canyons, Santa Clarita, California, USA, and

Alyssa Nguyen and Ileri Valenzuela

*The Research and Planning Group for California Community Colleges,
San Rafael, California, USA*

Abstract

Purpose – The Open for Antiracism program supports faculty to change their teaching practices to be antiracist through the affordances of open educational resources (OER) and open pedagogy. This study aims to raise questions about how professional development impacts student outcomes, and how faculty perceive the utility of OER and open pedagogy to support antiracist teaching and learning.

Design/methodology/approach – An evaluation plan examined how faculty participants perceived the effectiveness of OER and open pedagogy to make their classes antiracist. Students compared their experiences in treated classes with those in other classes. Participating faculty completed pre- and post-surveys and a subset sat for interviews.

Findings – Faculty participants felt prepared to implement antiracist practices using OER and open pedagogy. Eighty-seven percent reported they were highly likely to recommend the program and 80% plan to continue using open pedagogy. Eighty percent of students reported they were more active or engaged than in other classes and that they examined biases of the discipline.

Originality/value – This study raises the question of how antiracist teaching approaches impact student outcomes over a longer term. Further, how can changes to teaching strategies impact institutions? Do teams of instructors offer support in ways that lead to a greater voice within an institution?

Keywords Open education, OER, Open pedagogy, Equity, Antiracist pedagogy, Culturally responsive teaching and learning

Paper type Case study



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Introduction

The murder of George Floyd in May 2020 created an inflection point in American public perception of racial injustice. In the aftermath, colleges and universities issued public statements pledging to address racial and economic inequities on their campuses. A year later, *Inside Higher Ed* (Whitford, 2021) summarized a report issued by National Association of Student Personnel Administrators, the professional organization for student affairs administrators, and the National Association of Diversity Officers in Higher Education, which found only 10% of public statements contained actionable next steps for the institution and only 2% of statements were crafted with faculty or student input.

With limited faculty or student involvement in institutional pledges, there was little guidance on how to address racism in classroom practices and materials. In response to this gap between promise and practice, Open for Antiracism (OFAR) launched in fall 2020 to support faculty wishing to learn how structural racism manifests within institutions and to change their teaching practices to be antiracist, using the affordances of open educational resources (OER) and open pedagogy.

Definitions

OFAR is informed by three approaches to education that combine theory and action: open pedagogy, antiracist pedagogy and culturally responsive teaching and learning (CRTL). While each approach has its own focus, they share a concern that educators should enact change through the active participation of learners. This perspective can be broadly described as critical pedagogy, with social justice being an explicit aim of education. This is often associated with the work of Paulo Freire: “The oppressed must be their own example in the struggle for their redemption” (Freire, 1971). Indeed, some scholars find the roots of open pedagogy in Freire’s claim that “we make the road by walking” (Cronin, 2017; Horton and Freire, 1990).

Open educational resources. OERs are any type of educational materials in the public domain, or released with an open license, that permits legal and free use, copying, adaptation and resharing. First introduced in 2002 at a United Nations Educational, Scientific and Cultural Organization (UNESCO) event, OERs have been used in many contexts and educational settings to enhance equity and access to learning particularly for underserved groups UNESCO (2022). The practices associated with OER usage, referred to as open educational practices (OEP), draw upon open technologies that facilitate flexible learning opportunities and the ease of sharing teaching materials and practices with other educators (Cape Town Open Education Declaration, 2007).

Open pedagogy. Open pedagogy encompasses a set of theories and practices that center students in their learning experience through using OER and OEP. Scholars describe open pedagogy “as an access-oriented commitment to learner-driven education AND as a process of designing architectures and using tools for learning that enable students to shape [...] public knowledge [...]” DeRosa and Jhangiani (2017). Openly licensing instructional materials provide instructors and students greater access and agency to adapt for local needs, including by reflecting the lived experiences of students. Engaged as curators and co-creators of knowledge, students are invited to demonstrate their learning through projects that are situated, collaborative and renewable. Renewable assignments differ from single-use assignments in that students own their creative outputs and may decide how to

license and share (Riehman-Murphy and McGeary, 2021). Overall, open pedagogy can be viewed as a “site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures” (DeRosa and Jhangiani, 2017).

Antiracist pedagogy. That higher education rests on a racialized and exclusionary structure is well established in the literature (Carnevale and Strohl, 2013; Cole and Harper, 2017; Ash, 2020) Indeed, the California Community College Chancellor’s Office speaks of its “ambition to transform the college system and dismantle the remnants of historical structures that reproduce systemic inequities” (Chancellor’s Office, California Community Colleges, 2020). Antiracist pedagogy recognizes that racism exists in our lives, the lives of our students, and the fabric of our institutions, and that we can take action against this racism in our classrooms. Kendi (2019):

Anti-racist pedagogy is not about simply incorporating racial content into courses, curriculum, and discipline. It is also about how one teaches, even in courses where race is not the subject matter. (Kishimoto, 2018, p. 540)

For OFAR, race and racism are not explicit objects of inquiry, but rather are recognized as parts of participants’ lived experience. Being race conscious in teaching would mean a willingness to speak about race, rather than elide the topic. Still, the ideas of “white privilege” and implicit bias inform OFAR, whether through the seminal writings by McIntosh (1988), popular works (DiAngelo, 2018) or official guidance from the California Community College Chancellor’s Office (Chancellor’s Office, California Community Colleges, 2020).

OFAR’s working (and evolving) understanding of antiracist pedagogy includes the following:

- (1) Be race conscious
 - Acknowledge your identity and social position
 - Recognize that implicit bias exists
- (2) Think systemically and structurally
 - Expose systemic and/or structural racism
- (3) Examine a discipline’s history
 - Ask how knowledge is defined and accepted
 - Ask who gets to have a voice in the discipline
- (4) Include voices and perspectives from many peoples and groups
- (5) Invite students to contribute their own perspectives and experiences

Culturally responsive teaching and learning. CRTL refers to teaching practices that recognize and incorporate students’ familial, linguistic and cultural backgrounds and identities into the classroom. This approach, rooted in learning theory and cognitive science, recognizes that students bring different backgrounds with them to learning and validates their cultures. Teaching that promotes congruence between students’ cultures and teachers’ classroom practices increases student engagement, sense of belonging and ultimately success (Gay, 2000; Hammond, 2015). CRTL can help students build intellectual capacity, also called “fluid intelligence and intellectual competence” (Hammond, 2015). A culturally affirming

learning experience centers the diverse experiences and cultures of students throughout (Ladson-Billings, 1995).

Overall, OFAR uses open pedagogy, antiracist pedagogy and CRTL to help faculty learn how to leverage these same educational practices and perspectives to achieve their own stated goals of making their teaching antiracist.

Context

Community colleges serve a larger proportion of minoritized, first-generation, low-income and working adult students than other higher education sectors (College Board, 2016). California Community Colleges (CCCs) provide a diversity of 116 institutions in which to pilot the OFAR program. Serving two million students, CCCs comprise the largest system of higher education in the USA, and are the largest provider of workforce training in the country (California Community College, 2020). Twenty-five percent of all community college students in the USA attend a CCC.

The CCCs boast a diverse student population. Seventy-two percent of California's black undergraduates are enrolled in a CCC, making this the primary source of higher education for black Californians. Seventy-seven percent of black students attend part-time, because of employment, family and other commitments and 63% of these students leave without completing a credential or transferring (Campaign for College Opportunity, 2019). Latinx students account for 44% of CCC students, with 58% of these students leaving without completing a credential or transferring (Campaign for College Opportunity, 2019).

With CCCs' tuition the lowest in the nation (College Board, 2016), textbooks can cost more than a course. These expenses are disproportionately experienced by marginalized groups. Black students borrow money more frequently than white students. Both Latinx and black students are more likely to pay for their own education than others who receive family support (Nusbaum, 2020). Thus, the cost of higher education reinforces socioeconomic inequities.

Conventional wisdom in the field of open education holds that using OER to remove the cost of textbooks reduces equity gaps by ensuring that all students are able to access instructional materials. A University of Georgia study (Colvard, 2018) found that when OER was introduced, grades for all students increased, and grades for Pell recipients and nonwhite students increased at a greater rate. The study concludes "OER is an equity strategy for higher education: providing all students with access to course materials on the first day of class serves to level the academic playing field" (Colvard, 2018, p. 273).

When open pedagogy is used, students report increased agency as scholars contributing to knowledge rather than passively consuming information. They report developing improved critical thinking skills, which may be due to their roles as curators and synthesizers of information (Clinton-Lisell, 2021, p. 260).

Building on the background described above, two propositions motivated the OFAR program design:

- (1) faculty want to change their classroom practices to be antiracist and need guidance on promising practices and a place to explore with their peers; and
- (2) OER and open pedagogy can be effective tools to transform classrooms to be antiracist.

Method

The long-term goal of OFAR is to demonstrate how the adoption of OER and open pedagogy can empower faculty to transform classroom practices to engage students who

have been marginalized by systemic oppression in the curation and co-creation of knowledge that acknowledges and validates their lived experiences.

Open for antiracism program design

OFAR is designed to provide training and support for faculty who wish to make their teaching antiracist by leveraging OER and open pedagogy. The program lasts approximately one academic year. The first four weeks consist of a *facilitated, asynchronous online workshop* available in Canvas Commons and focused on four major questions:

- Q1. What is antiracism?
- Q2. What are OERs and how can they support antiracism?
- Q3. What is open pedagogy and how can it support antiracism?
- Q4. What is your antiracism action plan?

The workshop uses small- and large-group discussions throughout to build community as potentially sensitive topics are explored. Each participant produces an action plan describing what they will change in their classes and how they will use OERs and engage students in knowledge creation. Furthermore, they are asked to consider longer-term goals that could be achieved beyond the current semester and how they could engage others to expand their reach. Open pedagogy is modeled in the workshop through small-group assignments in which participants craft questions for the large group, as well as through multiple peer feedback opportunities.

Throughout the implementation phase, participants meet in peer groups with coaches, attend workshops on “nuts and bolts” of OER and attend webinars featuring inspirational researchers and practitioners on topics related to antiracist classroom practices, instructional materials and activism for equitable outcomes.

In recognition of the significant commitment and desired professional growth, faculty receive a stipend for successfully completing the intensive four-week workshop and receive a more substantial payment for completing the subsequent semester-long phase of the program. This includes implementing their action plan with students, participating in program research, sharing their learning and course modifications at their institutions and presenting their project through showcase webinars at the end of the program.

Procedure

In the fall of 2020, CCC faculty received an invitation to participate in OFAR through various statewide email lists. These included those of the Academic Senate, Distance Education Coordinators, California’s Zero Textbook Cost Degree grantees and the California Virtual Campus Pathways OER/ZTC participants.

In Year 1, over 300 applications were submitted for 17 available spaces by faculty from 75 out of 116 CCCs. To ensure a diverse pool of participants, applications requested information about participants’ gender, ethnicity, years of teaching and experience with open education and antiracist or culturally responsive teaching practices. Furthermore, applicants identified why and how they might transform their classrooms to be antiracist and what impact they hoped their participation would have on their students and institutions.

Applications were sorted by the seven regional state zones designated by CCCs to ensure geographic distribution of participants across California. A weighted rubric was used to evaluate candidates. Participant demographics included 59% faculty of color and 41%

white. English, Social Sciences, and science, technology, engineering, and mathematics accounted for 83% of participants' disciplines. Career Education fields were represented including Administration of Justice, Business, Early Childhood Education, and Emergency Medical Technician (Table 1).

Data collection and analysis

An evaluation was conducted to identify how the program influenced teaching practices and students' learning experiences in the classes implementing strategies learned in OFAR. The experiences of faculty were documented using a mixed-methods approach; triangulating information from surveys administered to faculty (Appendices 1 and 2) and students (see Appendix 3), semi-structured interviews and informal discussions with faculty. The following research questions guided data collection:

RQ1. What are faculty experiences with antiracist teaching practices?

RQ2. In what ways did teaching practice(s) of faculty and learning experiences of students change based on faculty's participation in the program?

RQ3. What lessons (successes and opportunities) emerged that could improve the program and better support faculty with implementing an antiracist learning environment?

All faculty participants completed two online surveys (pre/post) to provide feedback about the program's orientation, pedagogical practices and training and perceived impact on their teaching and learning. Survey responses informed the development of a semi-structured

Characteristic	No. of faculty	(%)
<i>Ethnicity</i>		
Black or African American	4	24
Filipino	1	6
Hispanic or Latina/o/x	4	24
Two or more races	1	6
White	7	41
<i>CCC region</i>		
Bay Area	3	18
Central/Mother Lode	3	18
Los Angeles/Orange County	3	18
Los Angeles	2	12
North/Far North	2	12
San Diego/Imperial	2	12
South Central Coast	1	6
Inland Empire	1	6
<i>Discipline area</i>		
Business*	1	6
English/English as a second language	4	24
Health sciences*	1	6
Humanities	1	6
Social sciences*	6	35
Science, technology, engineering and math	4	24

Note: *Includes at least one program flagged in career education (e.g., Administration of Justice, Early Childhood Education, Emergency Medical Technician)

Table 1.
Faculty participant
profile

interview protocol focused on learning about faculty's overall experience in the program including their observations and reflections on the perceived effectiveness and impact of the pedagogical practices they implemented in their own teaching and students' learning.

A convenience sampling of willing faculty and the program's ability to host ten interviews was used to select a subset of faculty to participate in semi-structured interviews. Each faculty was interviewed once for approximately 1 h.

Two hundred and five students with at least one from each participating community college completed a survey designed to understand students' learning experiences in classes where faculty implemented strategies learned through OFAR.

Analyses occurred throughout the data collection process. Fixed choice items in faculty and student surveys were aggregated and summarized. Open-ended survey items and semi-structured faculty interviews used an inductive thematic content and narrative analysis. Faculty interviews were audio-recorded, transcribed and read several times to identify themes and categories within the context of focused evaluation questions.

Results/findings

The organization of case study findings is as follows:

- faculty profiles and their experiences with OER, open pedagogy and antiracist teaching practices before their involvement in OFAR;
- faculty experiences participating in the program;
- faculty perceived impact on teaching; and
- faculty and student perceived impact on student learning.

Faculty profiles

Results from the pre-survey indicated that most faculty had experience with OER, commercial textbooks and materials available through their institution's library. Nearly half were new to incorporating open pedagogy into their classes and a fifth had no experience integrating OER or antiracist teaching practices. About one-third indicated that their institution did not provide any regularly scheduled training or resources related to open pedagogy, antiracist teaching practices, OER or CRTL.

Faculty who chose to participate in interviews were excited about their acceptance into a program focused on preparing them to incorporate OER, open pedagogy and antiracist content and practices. Participants said their motivation to apply to OFAR came from the program's intentional focus on antiracist curriculum, a recurring theme across interviews and informal feedback. Faculty Experiences in Program:

The program's facilitators modeled open pedagogy, which effectively engaged participants in the process of learning about OER, open and antiracist pedagogy in the four-week facilitated OFAR course and subsequent implementation phase. Faculty appreciated having a voice and choices in how they approached reflections on the concepts imparted by the program, how they wanted to receive feedback, and being invited to create a public product. One participant observed:

We had reflections each week on what we were learning, and [the facilitators] allowed me to turn mine in as oral recordings and videos, which I loved. I felt like they were modeling open pedagogy by allowing that. I thought that was a really smart and effective way to teach.

Program participants also valued peer-learning opportunities. Interaction with faculty from different disciplines allowed them to hear different perspectives and learn different

approaches. Instructors also appreciated monthly speakers who took them beyond the basics of OER into a deeper understanding of issues that affect institutions and communities.

The majority of faculty noted that assigned reflections increased their confidence to speak about race and introduce antiracist curriculum early in their course to engage students. Others described increased confidence to be vulnerable with students when discussing issues around race. As two faculty shared:

OFAR gave me the starting point to the confidence I needed to be frank and vulnerable with my students, [especially] when it comes to race and privilege and how they themselves engage, perhaps perpetuate, and benefit from racism. To ease [students] into [difficult conversations], I share my experience with them. [I tell them], “I benefit from racism. I benefit from colorism.” [My students] know from day one, I identify as Latina. I’m very light skinned and have benefited from that.

OFAR allowed me that space, especially as a faculty of color, to reflect on how my students of color also experience education. I can’t be an antiracist educator, or a de-colonizer or an abolitionist and then create oppression in my own class. For me, this journey was more than just recreating my class. It was really about recreating myself. I learned a lot about myself, and the type of teacher and instructor I want to be.

Faculty’s perceived impact on teaching

In the postfaculty survey, 90% indicated that the program improved their teaching practices. Interviews with faculty revealed that they felt incorporating students’ perspectives and lived experiences into the classroom were keys to CRTL and open pedagogy. As one faculty illustrated:

My goal was to “openly” license a Black Lives Matter module I created. [Through OFAR], I ran across the idea of open pedagogy and learning how to create resources with students. I ended up adding a discussion board to the Black Lives Matter module that asks [students] to post their own pictures, things that they have seen if they participated in Black Lives Matter, something that they did themselves. [The work that students uploaded] would be a living document of their participation in Black Lives Matter, in the movement. They loved it.

Additionally, many faculty were excited by the concept of renewable assignments, which allow both instructors and students to work collaboratively to create resources that contribute to a larger body of knowledge outside the classroom. The idea of renewable assignments pushed faculty to think more deeply about open licensing of student work. As one interviewee shared:

I know that the kids have unique stories that aren’t in archives, so I want them to be archivers [and] creators. [OFAR] has expanded my tool kit to be able to do that. The whole concept of licensing things to showcase student work was very new to me and I think it was new to a lot of the faculty participants; there was a bit of a learning curve. Getting comfortable with how to generate those open licenses makes me feel good about putting things online. As a historian, I am glued [to] this idea of open pedagogy, and involving students in the text-making process.

Several faculty mentioned community agreements as a critical tool for introducing antiracist pedagogy and setting expectations for having challenging but respectful conversations in the classroom.

Lastly, numerous instructors indicated making their course policies and procedures more flexible, realizing that not all students begin with the same resources and students’ lives are disrupted in different ways. As one interviewee highlighted:

[OFAR has] made me more empathetic; it has even changed my policies. When I first started teaching, I had this absolute; I don't take any late work. I don't care what happened. I had this binary way of looking at the world. Now I say to my students, "Listen, there are due dates here, they're important" and I explain, "Here's why they're important." Then, I say "If you submit something seven days late, I might impose a 10% penalty, but just tell me." I now accept almost everything because I believe that every single student is here to be as successful as they can be, and I recognize that we're all on a journey and at different starting places –so it's made me much more empathetic.

Faculty perception of impact on student learning

Over half of faculty survey respondents reported that changes to their teaching practices significantly enhanced the learning environment. Over 80% believe the level of student engagement was significantly or slightly higher than in previous classes and students appeared more engaged and empowered. One faculty interviewee shared:

I had a [bi-racial] student say, "I didn't know there were words to describe what I'm experiencing. [The class] really opened my eyes to who I am and my place in society. I'm now learning how to talk about this issue in ways that I didn't know how to talk about before." I was, "Oh, wow! Wow!" It felt good that he felt validated. It's really rewarding in a lot of ways because I see [students] learning things that I know and I understand, but for them it's brand new. [What students are learning] is explaining their world in a way that's authentic to them. This is happening even with White students, or the LatinX students. This is happening across the board. Students are making some strong strides in acknowledging how privilege and oppression are very complex.

Student experience

At the end of the spring 2021 semester, instructors were asked to administer a 22-item online student survey to identify whether students' experiences in their classes differed from past courses or others they were enrolled in. A total of 215 students completed the survey. Over 80% of student survey respondents reported that they felt more active or slightly more engaged than in other classes. As one student shared:

The professor really encourages his students to get to know one another, to get to know him, and engage in the classroom all together. In other classes, it has been much more difficult for me to reach [out] for help. However, his approach to getting to know his students and building a rapport with them makes it much more encouraging for me to reach out when I need to, without being afraid.

A follow-up question asked students why they reported the way they did. The primary reasons were:

- faculty made an effort to engage students;
- the specific content covered in the course; and
- the interactions required with other students in the course.

Course content comparison. Overall, students who completed the survey reported that the content of the course compared positively to that of other courses. Ninety-three percent indicated that they were almost always or often allowed to provide their perspectives and experiences. About 92% indicated almost always or often examining the history of the courses' discipline, and 83% reported almost always or often using the content to identify and challenge biases.

In open-ended responses, many students mentioned using videos and recorded lectures as course materials that supported their learning. Recorded lectures allowed students with busy schedules the flexibility of watching these at times convenient to them. The videos helped clarify topics discussed in the course when the text or readings did not. As one student shared:

All of the videos that were presented were very helpful! We were able to see different perspectives and hear from the people directly, rather than dictated to us from a book. There is something about hearing people's voices and facial expressions that makes me learn more.

Perception of equitable learning environment. Overall, students commented that their interactions with the instructor teaching the OFAR course was favorable compared to other classes. About 87% reported they almost always got the same opportunity to contribute and ask questions, and 84% indicated that they almost always got the same encouragement from their instructor as other students.

When asked to describe a specific assignment that supported their learning, students commonly cited topics related to reflections on personal experiences and histories. Students described how these assignments made them think differently about the issues and connect them to their backgrounds. As one student shared:

The entire lesson made me learn more about my ancestors and the struggles they went through. I was not aware of how much Mexicans and Mexican-Americans were mistreated.

Students also reported that faculty created a positive learning environment by requiring significant interactions with other students through group work or discussion that increased their engagement and learning. For student survey respondents who indicated that their level of engagement was the same as for other classes, they generally reported similar levels of engagement in all courses regardless of class or instructor. Those who reported decreased engagement primarily mentioned the online environment or external circumstances affected their ability to engage fully.

Discussion and implications

Responses to Year 1 surveys and interviews indicated that OFAR provided participants with professional development opportunities to make their classes antiracist using OER and open and antiracist pedagogy. A majority (87%) reported that they were “highly likely” to recommend the program to their colleagues. Student responses also were encouraging with over 80% reporting that they were more active or slightly more engaged than in other classes and that they almost always had opportunities to examine the biases of the discipline and share their own experiences and perspectives in class (Nguyen and Valenzuela, 2021).

Participant responses suggest they would benefit from more training and support. While 90% of participants stated their institutions offer some training on OER, at least 30% of participants did not know whether their institutions offered training on antiracism and open pedagogy. Indeed, significant numbers of faculty wish for continuing support with incorporating antiracist practices (44%) and open pedagogy (56%). In addition, several reported not feeling fully prepared to facilitate interactions where students expressed resistance in classroom discussions about antiracism.

The vast majority of faculty (87%) stated that they will continue to engage students in the co-creation of materials for an antiracism module and incorporate student voice by including nonmainstream perspectives and points of view. Further, 80% of participants said they will continue to implement inclusive images, data and media, and move from commercial course materials to OER. To what extent do these intentions result from the

ongoing support of the OFAR program and interaction with a like-minded cohort of peers? What potential exists for replicating select but less labor-intensive strategies to support ongoing evolution of teaching and learning?

The original hypotheses that motivated OFAR program design seem to have been confirmed:

- the number of applications for the first cohort (300+ for 17 spots) as well as for the second cohort (68 team applications for 8 team spots) demonstrates a significant and ongoing desire by faculty to change their classroom practices to be antiracist and to explore best practices in a safe environment with their peers;
- research results from the first cohort discussed above show that participants find OER and open pedagogy to be effective tools for faculty to transform their classrooms to be antiracist, so much so that the vast majority of participants will continue to use OER and open pedagogy.

Based on Year 1 feedback, OFAR identified areas of improvement for Year 2, focusing on program reach, research and training. Year 2 participation expanded from 17 individuals to 8 college teams, with more than 40 participants. Applications required institutional letters of support, with administrators invited to participate in some program activities. Both changes aim to support faculty to implement change beyond their classrooms and to impact their broader institutions. Finally, additional training opportunities are envisioned to promote students' sense of belonging through course materials and prepare faculty for responding to resistance from students and colleagues.

Directions for future research

This study examined student perceptions and not learning outcomes. Understanding impact on student learning is an important future direction. Some limited studies on learning outcomes for classes using open pedagogy have not shown a significant difference (Clinton-Lisell, 2021, p. 261; Bloom, 2019; Tillinghast *et al.*, 2020). For OFAR's second year, the evaluation explicitly explores this question. Researchers will analyze disaggregated student outcomes data from three semesters before OFAR implementation, from the implementation semester, and from the semester immediately following implementation.

Determining whether participation in the program has a lasting impact on student outcomes raises the question of which strategies contribute to the best outcomes for students. How do faculty define and understand the strategies they proposed in their action plans and subsequently implemented? Would they consider their strategies to be antiracist pedagogy, OER adoption or creation, open pedagogy or CRTL? Can differences in student outcomes be identified that align with the different strategies used?

In addition, Year 2 is structured so that participants may have an impact not only on their classrooms, but also on their institutions. Do teams of instructors support one another in ways that lead to having a greater voice within the institution? When administrators participate in some activities, does this result in more institutional space or support for antiracist perspectives?

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Open for Anti-Racism Program: Pre-Participation Survey

Survey Introduction

Page description:

Dear Faculty,

We are inviting you to complete this survey to collect baseline information about your experiences with pedagogical practices and open educational resources. The survey will take approximately 10 minutes to complete.

Confidentiality. Your responses to this survey are confidential, and no personally identifiable data will be shared with the program staff and/or your college. The RP Group will take precautions to ensure your confidentiality is maintained.

Benefits. Your participation in this survey will help us learn more about your specific experiences with anti-racist teaching practices, open pedagogy, and open educational resources. Information from this survey will be used to inform the resources and supports for this program.

Risks. There are no foreseeable risks associated with your participation in this survey.

Questions. If you would like more information about this survey, you may contact Alyssa Nguyen, Director of Research and Evaluation, The RP Group at anguyen@rpgroup.org.

Informed Consent. Please click "Next" to continue on to the survey if you agree to participate. By doing so, you give us your permission to use your responses.

36

1. Last Name

Please note, your individual responses will not be shared with the program staff and/or college and is simply being collected so that we (the RP Group) can match the background information you provided in your program application to this survey AND match your pre-participation survey responses with your responses from a post-participation survey that will be administered at the end of spring.

Faculty's Pedagogical Approach with Resources in the Classroom

(continued)

3

2. Before this term, what types of course materials have you typically required for your classes? (Items listed as required in the syllabus)

- Printed textbooks
- Digital textbooks
- Digital materials other than textbooks
- Other - Write In

4

3. What is your role in selecting the required materials for your class?

- I am solely responsible for the selection
- I lead a group that makes the selection
- I am a member of a group that makes the selection
- I influence the selection, but do not have a decision-making role
- Others make the selection, I have no role
- Other - Write In

5

4. Which of the following materials have you used in your classes?

- Open educational resources
- Open textbooks (textbooks with open licenses)
- Materials available through the college library
- No cost-materials for students such as homework or lab solutions
- Low cost materials for students (less than \$50)
- Commercial textbooks
- Commercial homework or lab solutions
- Other - Write In

6

5. Indicate your level of awareness of the following pedagogical approaches:

	I am not aware of it	I have heard of it, but don't know much about it	I am somewhat aware of it but I am not sure how it can be used	I am aware of it and some of its use cases	I am very aware of it and know how it can be used in the classroom
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13

6. Indicate your usage of the following pedagogical approaches in your classes PRIOR to this program:

	I had NOT incorporated it in any of my classes	I had incorporated some of it, but not consistently in my classes	I had incorporated it in all of my classes
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18

7. Indicate your access to the following available to you by YOUR INSTITUTION

	Does not provide at all	Provides some resources and trainings	Provides regular and ongoing resources and trainings	Not sure
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(continued)

ID 23

8. Indicate your access to the following available to you by a **THIRD PARTY (outsourced)**:

	Does not provide at all	Provides some resources and trainings	Provides regular and ongoing resources and trainings	Not sure
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experience with Orientation

ID 28

9. How helpful was the "Welcome and Onboarding" webinar in clarifying your expectations of the program?

- Very helpful
- Somewhat helpful
- Not helpful

ID 42

10. What additional information, if any, was missing from the webinar?

ID 30

11. In order to implement your action plan, what support and resources do you expect to need?

(continued)

31

12. What resources, if any, on anti-racist pedagogy would you like us to be aware of?

32

13. What additional questions do you have about this pilot program and your participation in it?

Thank You!

1

Thank you for taking our survey.

****IMPORTANT:**

To confirm your participation in this survey, please enter the following code in your Canvas module:

antiracist



the RP group

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SM

Open for Anti-Racism Program: Follow-Up Survey

Survey Introduction

Page description:

Dear Faculty,

We are inviting you to complete this survey to collect information about your experiences with the training program (online course) and the application of pedagogical practices and OER. The survey will take approximately 10 minutes to complete and information from this survey will be used to assess the effectiveness of the program in meeting its goals.

Confidentiality. Your responses to this survey are confidential, and no personally identifiable data will be shared with the program staff and/or your college. The RP Group will take precautions to ensure your confidentiality is maintained.

Benefits. Your participation in this survey will help us learn more about your specific experiences with anti-racist teaching practices, open pedagogy, and open educational resources. Information from this survey will be used to inform the resources and supports for this program.

Risks. There are no foreseeable risks associated with your participation in this survey.

Questions. If you would like more information about this survey, you may contact Alyssa Nguyen, Director of Research and Evaluation, The RP Group at anguyen@rpgroup.org.

Informed Consent. Please click "Next" to continue on to the survey if you agree to participate. By doing so, you give us your permission to use your responses.

36

1. Last Name

Please note, your individual responses will not be shared with the program staff and/or college and is simply being collected so that we (the RP Group) can match the background information you provided in your program application to this survey AND match your pre-participation survey responses with your responses from a post-participation survey that will be administered at the end of spring.

(continued)

Faculty's Pedagogical Approach with Resources in the Classroom

5

2. Which of the following materials are you currently using in your classes?

- Open educational resources
- Open textbooks (textbooks with open licenses)
- Materials available through the college library
- No cost-materials for students such as homework or lab solutions
- Low cost materials for students (less than \$50)
- Commercial textbooks
- Commercial homework or lab solutions
- Other - Write In

Awareness, Utilization, and Access for Support

6

3. As a result of your participation in the program, indicate your level of awareness of the following:

	I am not aware of it	I have heard of it, but don't know much about it	I am somewhat aware of it but I am not sure how it can be used	I am aware of it and some of its use cases	I am very aware of it and know how it can be used in the classroom
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13

4. As a result of your participation in this program, indicate your usage of the following pedagogical approaches in your classes:

	I have not incorporated it in my classes	I have incorporated some of it, but could still use some help with accessing and implementing more elements of it	I have incorporated it throughout my classes
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(continued)

18

5. Indicate how your understanding of each strategy has changed as a result of your participation in the program.

	Increased significantly	Increased slightly	Stayed the same	Decreased slightly	Decreased significantly
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23

6. As a result of your participation in the program, indicate how has each strategy affected your teaching practice(s):

	Improved significantly	Improved slightly	Stayed the same	Impaired slightly	Impaired significantly	Did not use/apply
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Action Plan Implementation

Show/hide trigger exists.

28

7. How aligned was your implementation of the action plan activities to your action plan? *

- Fully aligned - I implemented all of the activities described
- Partially aligned - I implemented most of the activities described
- Not at all aligned - I did not carry out the activities described

(continued)

Logic Hidden unless: #7 Question "

How aligned was your implementation of the action plan activities to your action plan?

" is one of the following answers ("Fully aligned - I implemented all of the activities described", "Partially aligned - I implemented most of the activities described")

42

8. What was the greatest asset to helping you implement your planned activities as described?

Logic Hidden unless: #7 Question "

How aligned was your implementation of the action plan activities to your action plan?

" is one of the following answers ("Partially aligned - I implemented most of the activities described", "Not at all aligned - I did not carry out the activities described")

30

9. What were the greatest challenges preventing you from implementing your planned activities as described?

(continued)

31

10. Please select the types of activities/resources you implemented as a result of this program?

- Contextualized current inequitable policies, actions, and events for a particular subject area
- Engaged students in the co-creation of materials for an anti-racism module
- Incorporate student voices –brings in non-mainstream perspectives and points of view
- Expanded existing curriculum to include issues of diversity/lack of diversity, social justice, and anti-racist practices in particular areas of study
- Embedded anti-racism/social justice content into student assignments
- Provided OER materials as resources to students wanting to go deeper into the course's subject matter
- Licensed newly developed/revised curriculum modules with Creative Commons
- Implemented inclusive images, data, videos, and podcasts
- Incorporated explicit conversations surrounding racism, oppression, privilege, and healing.
- Provided the skills to enable students to identify and incorporate non-traditional curated materials that speak to their lived experiences into the classroom
- Revised course theme(s) to explicitly focus on social inequities and racism
- Incorporated use of self-reflective writing/projects where students can explore the ways in which their personal stories and experiences connect with broader cultural, social, and political issues
- Moved away from publisher-based course materials to OER-based course materials
- Moved away from traditional pedagogical approaches to open pedagogical approaches
- Other - Write In

(continued)

74

11. Of the activities you implemented, which ones did you find most valuable for enhancing the learning environment for your students?

- Contextualizing current inequitable policies, actions, and events for a particular subject area
- Engaging students in the co-creation of materials for an anti-racism module
- Incorporating student voices --brings in non-mainstream perspectives and points of view
- Expanding existing curriculum to include issues of diversity/lack of diversity, social justice, and anti-racist practices in particular areas of study
- Embedding anti-racism/social justice content into student assignments
- Providing OER materials as resources to students wanting to go deeper into the course's subject matter
- Licensing newly developed/revised curriculum modules with Creative Commons
- Implementing inclusive images, data, videos, and podcasts
- Incorporating explicit conversations surrounding racism, oppression, privilege, and healing
- Providing the skills to enable students to identify and incorporate non-traditional curated materials that speak to their lived experiences into the classroom
- Revising course theme(s) to explicitly focus on social inequities and racism
- Incorporating use of self-reflective writing/projects where students can explore the ways in which their personal stories and experiences connect with broader cultural, social, and political issues
- Moving away from publisher-based course materials to OER-based course materials
- Moving away from traditional pedagogical approaches to open pedagogical approaches
- Other - Write In

(continued)

44

12. Which practices or materials do you plan to continue using after this program?

- Contextualizing current inequitable policies, actions, and events for a particular subject area
- Engaging students in the co-creation of materials for an anti-racism module
- Incorporating student voices –brings in non-mainstream perspectives and points of view
- Expanding existing curriculum to include issues of diversity/lack of diversity, social justice, and anti-racist practices in particular areas of study
- Embedding anti-racism/social justice content into student assignments
- Providing OER materials as resources to students wanting to go deeper into the course's subject matter
- Licensing newly developed/revised curriculum modules with Creative Commons
- Implementing inclusive images, data, videos, and podcasts
- Incorporating explicit conversations surrounding racism, oppression, privilege, and healing
- Providing the skills to enable students to identify and incorporate non-traditional curated materials that speak to their lived experiences into the classroom
- Revising course theme(s) to explicitly focus on social inequities and racism
- Incorporating use of self-reflective writing/projects where students can explore the ways in which their personal stories and experiences connect with broader cultural, social, and political issues
- Moving away from publisher-based course materials to OER-based course materials
- Moving away from traditional pedagogical approaches to open pedagogical approaches
- Other - Write In

Perceived Impact on the Learning Environment for Students

(continued)

46

13. As a result of your participation in the program, share how you perceive each strategy has affected the learning environment for your students.

	Enhanced significantly	Enhanced slightly	Stayed the same	Hindered slightly	Hindered significantly	Did not use/apply
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antiracist teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally responsive teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51

14. As a result of your participation in the program, share how often the following occurred in your classroom.

	Almost always	Often	Sometimes	Seldom	Almost never
Students have ample opportunities to contribute their own perspectives and share their own experiences in class and through assignments.	<input type="radio"/>				
Students' reflections and experiences are welcomed and supported in the classroom.	<input type="radio"/>				

56

15. What differences, if any, have you observed in your students' engagement in your current classes compared to past classes?

- My current students appear to be more actively engaged than past students.
- My current students appear to be slightly more engaged than past students.
- I've observed little to no difference in engagement between my current and past students.
- My current students appear less engaged than past students.
- My current students appear to be resistant to my new approach and materials.

(continued)

57

16. Please describe why you rated the way you did.

58

17. Which practice/resource from the pilot do you see having the greatest impact on your students' learning?

59

18. Please describe the impact you observed on students' learning.

Recommendations for Future Program Planners

60

19. What was the most valuable aspect of this overall program?

61

20. What was the least valuable aspect of this overall program?

(continued)

ID 63

21. How effective have the following program supports been for the implementation of your anti-racist classroom practices?

	Very effective	Somewhat effective	Somewhat ineffective	Not at all effective
Coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer group support and check-ins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monthly webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office hours on OER support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing about the experiences of other participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continued access to the online course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ID 72

22. If the program were offered again, how likely would you recommend this program to your colleagues?

- Very likely
- Somewhat likely
- Not Sure
- Somewhat not likely
- Not likely at all

ID 73

23. If the program were offered again, what improvements would you suggest for supporting faculty?



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Student Learning Experience Survey

Welcome and Background

Page description:

The purpose of this survey is to understand how your experience in this class might have differed from your experience in other classes you have taken. The survey will take approximately 10 minutes to complete.

Confidentiality. Your responses to this survey are confidential and all survey responses will be combined to ensure your confidentiality is maintained.

Voluntary. This survey is completely voluntary. You do not have to participate and no one will know if you do or do not. If you do not want to answer a specific question, you may skip it (but your perspective is important to us, so we hope you will answer as many questions as you can). You may discontinue your participation at any time without penalty.

Benefits. Your participation in this survey will help us understand what course materials and assignments are most conducive to student learning.

Risks. There are no foreseeable risks associated with your participation in this survey.

Questions. If you would like more information about this survey, you may contact Alyssa Nguyen, The RP Group, anguyen@rpgroup.org.

Page exit logic: Skip / Disqualify Logic

IF: #1 Question "Informed Consent. To begin the survey, please consent to the following: I am 18 years of age or older and freely consent to participate in this survey;" is one of the following answers ("No") **THEN:** Jump to [page 6 - Thank You!](#)

3

1. **Informed Consent.** To begin the survey, please consent to the following: I am 18 years of age or older and freely consent to participate in this survey. *

- Yes
- No

Course Information

4

2. Select your community college.

- ALAMEDA
- ALLAN HANCOCK
- AMERICAN RIVER
- ANTELOPE VALLEY
- BAKERSFIELD
- BARSTOW
- BERKELEY CITY
- BUTTE
- CABRILLO
- CANADA
- CANYONS
- CERRITOS
- CERRO COSO
- CHABOT
- CHAFFEY
- CITRUS
- CLOVIS
- COALINGA
- COASTLINE
- COLUMBIA
- COMPTON
- CONTRA COSTA
- COPPER MOUNTAIN
- COSUMNES RIVER

(continued)

CRAFTON HILLS
CUESTA
CUYAMACA
CYPRESS
DE ANZA
DESERT
DIABLO VALLEY
EAST L.A.
EL CAMINO
FEATHER RIVER
FOLSOM LAKE
FOOTHILL
FRESNO CITY
FULLERTON
GAVILAN
GLENDALE
GOLDEN WEST
GROSSMONT
HARTNELL
IMPERIAL VALLEY
IRVINE VALLEY
L.A. CITY
L.A. HARBOR
L.A. MISSION
L.A. PIERCE
L.A. TRADE-TECH
L.A. VALLEY
LAKE TAHOE
LANEY
LAS POSITAS
LASSEN
LEMOORE
LONG BEACH CITY
LOS MEDANOS
MADERA
MARIN
MENDOCINO
MERCED
MERRITT
MIRA COSTA
MISSION
MODESTO
MONTEREY
MOORPARK
MORENO VALLEY
MT. SAN ANTONIO
MT. SAN JACINTO
NAPA VALLEY
NORCO
NORTH ORANGE ADULT
OHLONE
ORANGE COAST
OXNARD
PALO VERDE
PALOMAR
PASADENA CITY
PORTERVILLE
REDWOODS
REDFEY
RIO HONDO
RIVERSIDE
SACRAMENTO CITY
SADDLEBACK
SAN BERNARDINO
SAN DIEGO ADULT
SAN DIEGO CITY
SAN DIEGO MESA
SAN DIEGO MIRAMAR
SAN FRANCISCO CITY
SAN JOAQUIN DELTA
SAN MATEO
SANTA ANA
SANTA MONICA
SANTA ROSA
SANTIAGO CANYON
SEQUOIAS
SHASTA
SIERRA
SISKIYOU
SKYLINE
SQLANO
SOUTHWEST L.A.
SOUTHWESTERN
TAFT
VENTURA
VICTOR VALLEY
WEST L.A.
WEST VALLEY
WOODLAND
YUBA

(continued)

Q5

3. Enter the course department and number you will be sharing your experiences with.

Required Course Materials

Page description:

This first set of questions focus on your experience with required course materials in this class and other classes you are taking.

Q6

4. In general, how often do you buy the required textbook(s) for your classes?

- Always
- Often
- About half the time
- Rarely
- Never

Q56

5. How much do you typically spend on textbooks and required course materials each semester?

- Less than \$100
- \$101 - \$200
- \$201 - \$300
- \$301 - \$400
- \$401 - \$500
- More than \$500

Show/hide trigger exists.

Q8

6. Did you spend any money on textbooks and required course materials for this course?

- Yes
- No

Hidden unless: #6 Question " Did you spend any money on textbooks and required course materials for this course?" is one of the following answers ("Yes")

Q7

7. How much did you spend on textbooks and required course materials for this course?

- Less than \$100
- \$101 - \$200
- \$201 - \$300
- \$301 - \$400
- \$401 - \$500
- More than \$500

Hidden unless: #6 Question " Did you spend any money on textbooks and required course materials for this course?" is one of the following answers ("No")

Q10

8. Indicate the reason(s) you did **NOT** spend any money on textbook(s) and/or required course materials for this course?

- The instructor directed us to textbooks that were online and free
- I borrowed someone else's textbooks
- I used library copies
- I couldn't afford to purchase the textbooks
- The textbooks were sold out
- No textbooks or course materials were required
- Other - Write In

(continued)

11

9. How often did you use the textbook(s) and/or required course materials for this course during the term?

- Daily
- 2-3 Times a Week
- 2-3 Times a Month
- 2-3 Times a Term
- Never

12

10. How would you rate the quality of the textbook(s) and/or required course materials used for this course?

- BETTER than the quality of the textbooks in my other courses
- ABOUT THE SAME as the quality of the textbooks in my other courses
- WORSE than the quality of the textbooks in my other courses

Your Classroom Experience

Page description:

The following questions explore how your experience in this class might differ (if at all) from other classes you have taken.

Warning: Must be numeric

13

11. How many terms have you completed in college?

14

12. Compare this class to other classes you have taken with respect to the following:

	Almost always	Often	Sometimes	Rarely	Almost never
The instructor gives as much attention to my questions as to other students.	<input type="radio"/>				
I get the same amount of help from the instructor as other students.	<input type="radio"/>				
My thoughts and ideas are valued the same as other students in this class	<input type="radio"/>				
I am treated the same as other students in this class.	<input type="radio"/>				
I receive the same encouragement from the instructor as other students.	<input type="radio"/>				
I get the same opportunity to contribute to class discussions as other students.	<input type="radio"/>				
My work receives as much praise as other students' work.	<input type="radio"/>				
I get the same opportunity to answer questions as other students.	<input type="radio"/>				

30

13. Compare this class to other classes you have taken with respect to the following:

	Almost always	Often	Sometimes	Rarely	Almost never
Provided opportunities for me to provide my own perspectives and experiences to the coursework.	<input type="radio"/>				
Examined the history of the discipline - how knowledge for the discipline was defined and accepted and whose voices the discipline represents.	<input type="radio"/>				
Encouraged me to explore and discuss my racial identity and its social positioning.	<input type="radio"/>				
Used classroom content to identify and challenge biases on an individual and societal level.	<input type="radio"/>				
Tapped into my cultural and racial identity to make the learning more meaningful.	<input type="radio"/>				

(continued)

44

14. What differences, if any, have you observed in your level of engagement in your learning compared to other classes?

- I feel more actively engaged in this class than in other classes.
- I feel slightly more engaged in this class than in other classes.
- I feel little to no difference in engagement between this class and other classes.
- I feel less engaged in this class than in other classes.

45

15. Please describe why you rated your level of engagement in this class the way you did.

46

16. Please describe any topics or assignments/activities that you felt supported your learning in the classroom.

47

17. Please describe any course materials that you felt supported your learning in the classroom.

Demographics

Page description:

This next set of questions asks you about your demographic characteristics. While optional, providing this information is incredibly valuable for two main reasons. First, it allows us to determine whether those who respond to the survey are representative of the population being studied to determine whether the survey results can be generalized to this larger population. Second, it allows us to examine whether there are differences in survey responses across groups to better identify opportunities and make recommendations for improving the experiences of those groups.

48

18. Gender

- Female
- Male
- Nonbinary
- Decline to state
- Other - Write In

53

19. Sexual Orientation

- Straight/heterosexual
- Gay or Lesbian/homosexual
- Bisexual
- Decline to state
- Other - Write In

(continued)

54

20. Do you identify as Transgender?

- Yes
- No
- Decline to state

51

21. Race/Ethnicity

- African American/Black
- Native American/Alaskan Native
- Asian - South
- Asian - Southeast
- Asian - East
- Hispanic or Latina/o/x
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- White
- Decline to state
- Other - Write In

50 Min = 18 Max = 99 Must be numeric Whole numbers only

50

22. Age

52

23. Are you the first person in your family to attend college?

- Yes
- No
- Decline to state

About the authors

Una T. Daly is Director of the Community College Consortium for Open Educational Resources (CCCOER) at Open Education Global, a community of practice with institutional members across North America. A national Open Education leader for over a decade, she partnered with California Community Colleges' Zero Textbook Cost Degree and Achieving the Dream's OER Degree initiatives on technical assistance. Previously, she served as OER Library Services Manager for the California Open Online Library (COOL4Ed) and led the e-Portfolio program at Foothill College, where she taught in the computer technology information systems division. Una T. Daly is the corresponding author and can be contacted at: unatdaly@oeglobal.org

James Glapa-Grossklag is Dean at College of the Canyons (California). His service includes Board President of Open Education Global, President of the Community College Consortium for OER and Global Ambassador for OER for ICDE. He co-coordinated the California Community Colleges Zero Textbook Cost Degree program. He is currently OER Fellow for the Michelson 20MM Foundation. In 2018, he was recognized as a *Top 10 Global OER Influencer* for the past decade. In 2019, he received the *President's Award* from Open Education Global for "advancing open education around the world through his exceptional dedication, outstanding contribution, and exemplary service."

Alyssa Nguyen is the Senior Director of Research for the Research and Planning Group for the California Community Colleges (RP Group) and has worked in the California Community College

system for over 10 years. Ms Nguyen has contributed on a variety of system-wide projects about California community colleges, including the Multiple Measures Assessment Project, a project that identified effective placement models using multiple measures, and Through the Gate, a study that examines what levers promote transfer.

Ileri Valenzuela has creatively blended her passion for organizational change, team coaching, qualitative research, adult education and program design to support structural reform efforts in California Community Colleges for the past 17 years. Since 2014, Ileri has worked for the Research and Planning Group for California Community Colleges (RP Group). As a Senior Researcher, she conducts research focused on advancing reforms intended to increase student success. Ileri is also Director of Leading from the Middle, a change-focused leadership development program that equips middle leaders from California community colleges with skills and strategies to lead transformational efforts focused on moving community colleges into equity-and-student-centered institutions.