

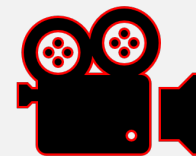
A Course Marking Roadmap: Recommendations to guide the development and implementation of open and affordable course marking for the benefit of students, faculty, and institutions.

Presenters:

- Gina Johnson, Principal & Cofounder, Data EmpowerED Consulting
- Liliana Diaz Solodukhin, Policy Analyst, Western Interstate Commission for Higher Education

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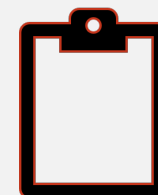
This presentation is being recorded.



Resources available on the MHEC website post-event.



Submit questions in the Q&A.



Please complete our survey.

July 10, 2024

Presenters



Jenny Parks
Vice President
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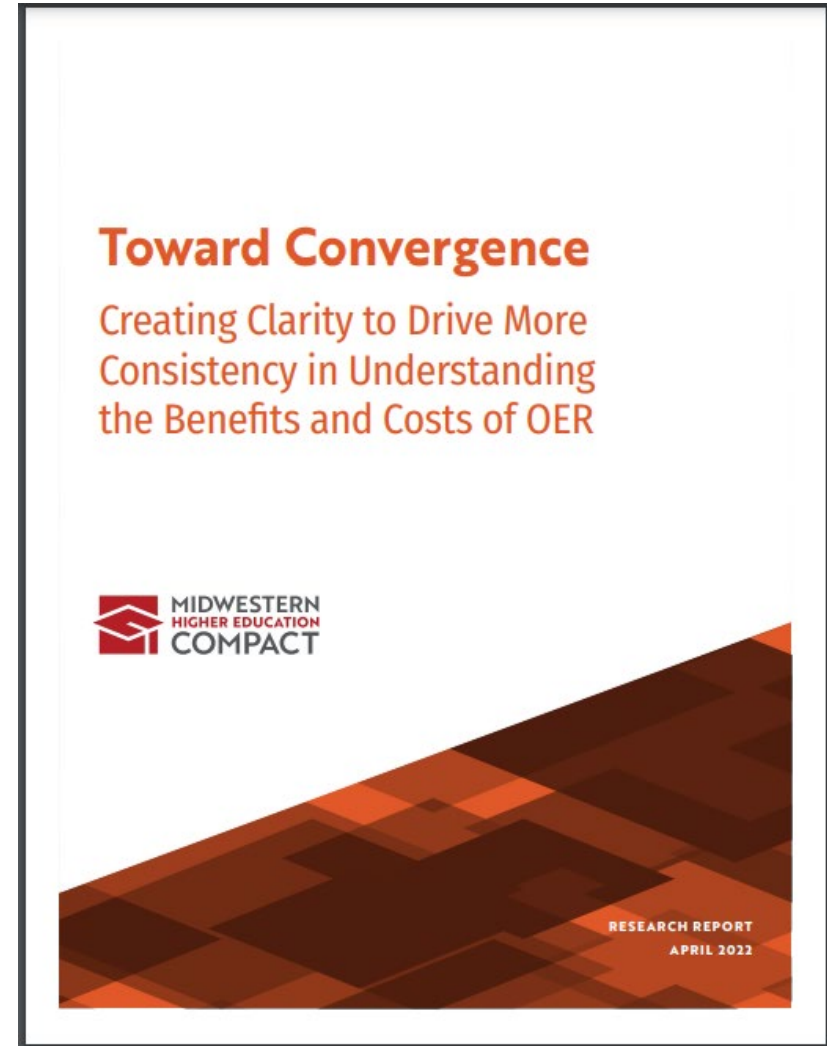
National Consortium for OER (NCOER)

- Support from the Hewlett Foundation
- Partnership between the four higher education regional compacts: MHEC, NEBHE, SREB, WICHE
- Coordinated by the Southern Regional Education Board (SREB)



First Report in the Series

<https://www.mhec.org/resources/report-toward-convergence>



Student Cost Savings Framework



Step 1: Identify Courses and Sections Using OER

- ✓ Adopt the standard definition of OER and, if appropriate, low-cost material
- ✓ Ensure faculty members and/or other relevant Staff know the definitions
- ✓ Create mechanisms for leaders and students to identify courses with OER, ideally within a data system linked to enrollment.



Step 2: Determine the Actual or Estimated Enrollment for Courses Utilizing OER



Step 3: Multiply Enrollment By The Cost of the Resourced Replaced by OER

Calculating Student Cost Savings



$$\text{Total Enrollment} \times (\text{Cost of Original Resource} - \text{Any Costs to Students}) = \text{Cost Savings}$$

Key Enabler: [Course marking](#) enables both institutions AND students to identify courses that use OER or low-cost material, which makes it easier for students to plan and save money and states and systems to estimate how much money students saved.

Helpful Resource: [The Open Education Network data dashboard](#) helps leaders track the various components of cost savings.

Second Report in the Series

<https://www.mhec.org/resources/findings-oer-course-marking-landscape-analysis-survey>

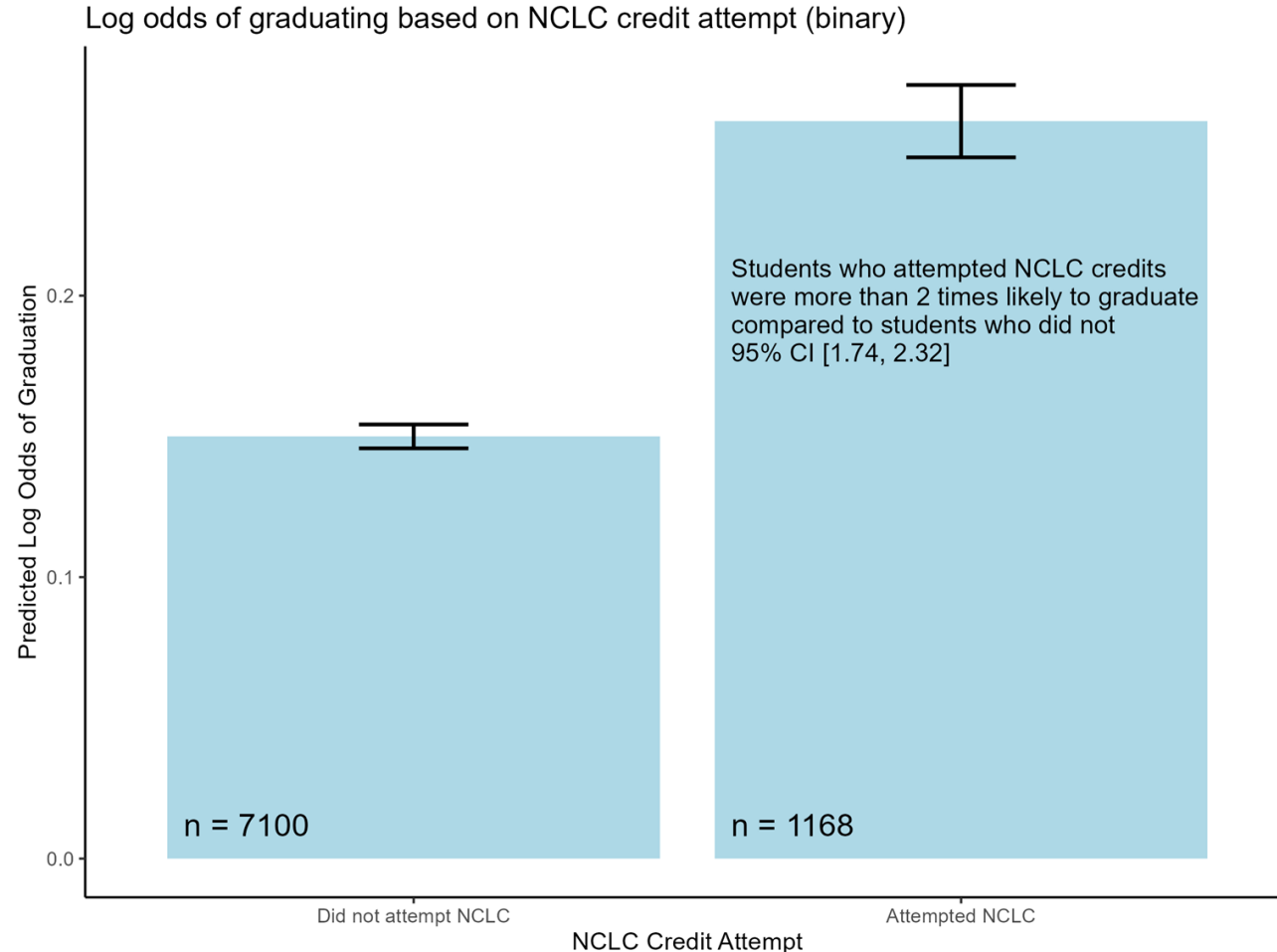


Survey Details

- Conducted by MHEC in collaboration with the National Consortium of Open Educational Resources (NCOER)
- 164 respondents representing 29 states
- Topics explored:
 - Course marking and validation processes
 - Motivations for course marking
 - Use of course marking data
 - Course marking opportunities and challenges
- Report published November 2023

WICHE Research on Time-to-Completion & OER

Time-to-Completion: No-Cost/Low-Cost



- Pilot study
- Recruited several institution
- Data challenges
- Promising findings
- Expanding to national study on no-cost/ZTC

UNDERSTANDING THE IMPACT OF OER ON STUDENT SUCCESS

*Seeking 2 & 4-Year Institutions and/or
Systems to Participate in this Study*

ABOUT THE RESEARCH

The Western Interstate Commission for Higher Education (WICHE) and Driving OER Sustainability for Student Success (DOERS3) are examining whether OER accelerates student's time-to-credential completion and whether this varies by how many OER courses a student has completed. The study also explores whether OER accelerates completion among historically excluded and marginalized students.

WHAT YOU RECEIVE?

- FREE analysis of your data
- Consultation with study researchers
- Individualized report on findings from your institution's data

THANK YOU TO...

the William and Flora Hewlett Foundation for making this research possible and to DOERS3 for their partnership and collaboration.

EXPLORING STUDENT SUCCESS

- Can OER be used as a retention and persistence strategy?
- Can OER be used as a degree pathway intervention?
- Do OER has disparate completion effects for different student populations?

WHO SHOULD PARTICIPATE

- Two & Four-year institutions and/or systems with course marking for:
 - OER, no-cost/low-cost, ZTC

FOR MORE INFORMATION OR TO PARTICIPATE CONTACT:

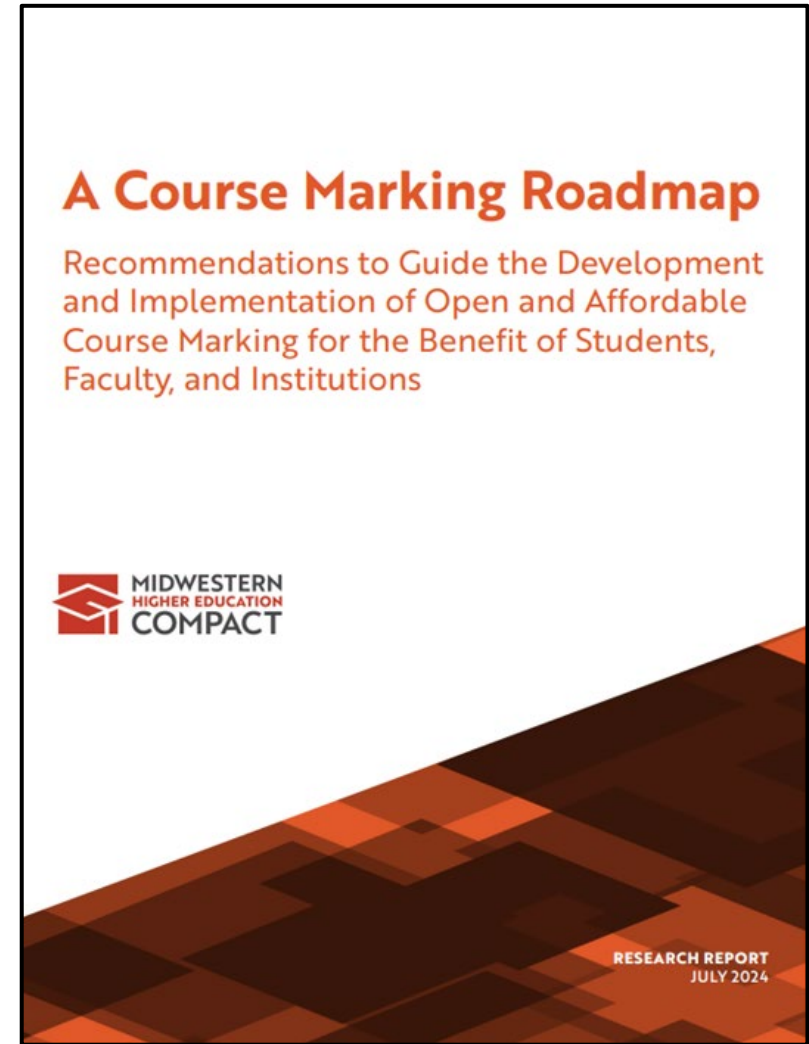
Liliana Diaz | ldiaz@wiche.edu

National Study on OER Impact on Credential Completion

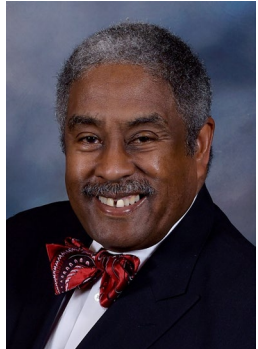
- Use student-level data to run analysis
- Data uploaded in WICHE's secure data environment
- Researchers prepare individualized report of findings for your institution
- Data collection February/March and completion of project November 2024

Current Report in the Series

<https://www.mhec.org/resources/course-marking-roadmap>



OER Course Marking Work Group Members



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The Importance of Course Marking

- Give students agency
- Increase development and use of open and affordable materials
- Increase faculty academic autonomy
- Data-informed institutional decision making

“Course marking (also called attributes, designations, tags, flags, labels) are specific, searchable attributes or designations that are applied to courses, allowing students to quickly identify important information to aid in their decision making and allow them to efficiently plan their academic careers.”

Marking Open and Affordable Courses: Best Practices and Case Studies



Independent Institutions

Independent institutions must consider whether there is state policy, statute, or regulation that requires them to report course marking data in a specific manner. If no such policy exists at the state level, independent institutions have the freedom to develop their own policy and/or process for course marking.

- If a state policy/statute/regulation on course marking exists, develop an institutional policy and/or process to follow this state policy.
- If an institutional policy on course marking exists, develop a process to comply with this policy.
- If an institutional process for course marking exists, focus on communication and next steps.



Institutions in a System or Consortium

Institutions that are part of a system or consortium whose policies impact institutional policies and processes will need to collaborate with the system/consortium and other institutions when developing course marking policies and processes. This can occur via directive from the system or by grassroots champions at the institutional level.

- If a state policy/statute/regulation on course marking exists, collaborate with the system/consortium and related institutions to develop a process to follow this state policy.
- If a system policy on course marking exists, develop an institutional process to follow this system policy.
- If a system policy does not exist, collaborate with the system and related institutions to develop a policy while exploring an institutional policy.



System or Consortium

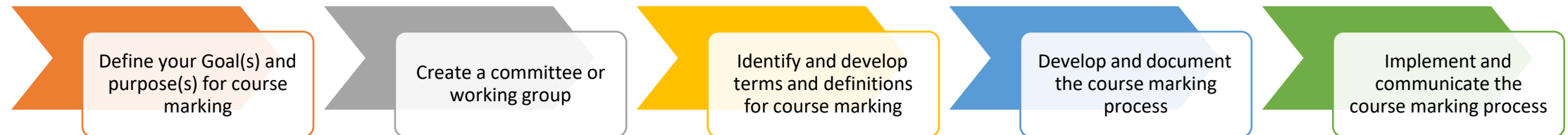
Systems or consortia may set state policy or be impacted by state policy. If such a policy is set by, or impacts, the system, the system must collaborate with its institutions to assist them in setting policies and processes that result in clear and consistent course marking across the system. The system should consider whether any of its institutions already have a course marking policy and/or process in place and, if so, work with the institutions to incorporate these processes into the system policy and process that is developed.

- If a state policy/statute/regulation on course marking exists, collaborate with system institutions to develop a process to follow this state policy.
- If a state policy/statute/regulation on course marking does not exist, collaborate with system institutions to develop a system policy, taking into consideration the processes that may already be in place at institutions related to course marking.
- If a system policy on course marking exists, guide institutions in process development.

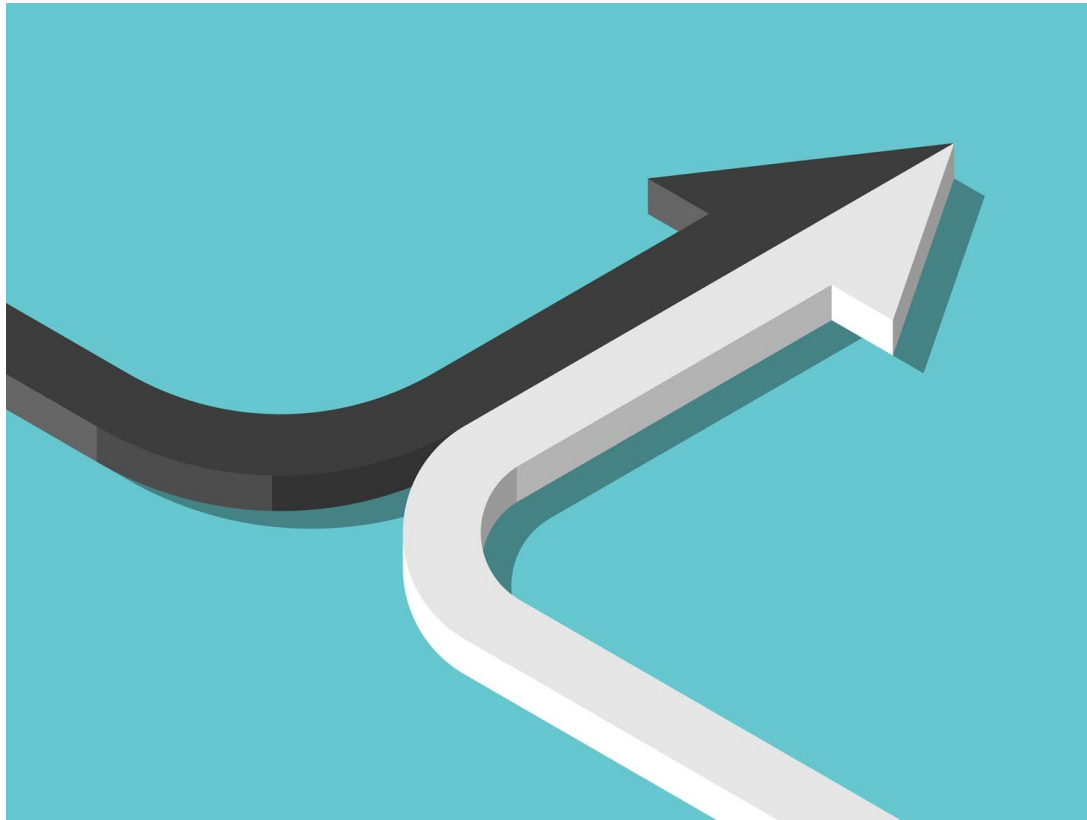
Reader Types

- Guides reader through the document
- Acknowledges readers may be starting in different places
- Highlights need for collaboration among institutions and system

Developing a Course Marking Process



Define Goal(s) and Purpose(s)



- Cost savings
- Student success and equity
- OER development
- State/system requirement
- Others?

Create a Committee or Working Group

Individual/Unit	Reason for Inclusion
Course marking advocate	Champion – group lead
Registrar	Registration system expertise
FT and PT/Adjunct Faculty	Decision makers for course materials
Library Representative(s)	Knowledge of OER/course materials
Scheduling Office	Assign courses and fees
IT/Ed Tech	Manages SIS, LMS, other technology
IR/Analytics	Will use the data for inst. research
Students	Will use the data for decision making
Instructional Design	Involved w/OER and course materials
Campus Store	Involved in providing course materials
Teaching & Learning	Access to/understanding faculty needs
Enrollment Management	Reg. expertise from student perspective
College Admin	May mark the data for faculty



Identify & Develop Terms & Definitions



- Identify current terms of use
- Develop internal terms/definitions
 - Reference the policy/statute/regulation
 - Identify the scope of definitions
 - Reference terms used in the field
 - Document the terms/definitions
- Communicate the terms/definitions
 - Prepare talking points
 - Identify stakeholder personas
 - Develop visual identifiers

Terms/Definitions Examples

Marking Affordable Courses at KU – FAQs

<https://marking.ku.edu/faqs>

<https://marking.ku.edu/>

How Courses are Marked

Courses identified as those using no cost and low cost course materials (excluding technology & supplies) will therefore be marked in two places: classes.ku.edu and [Enroll & Pay](#). The Enroll & Pay markers are textual: **No Cost** and **Low Cost**.

The classes.ku.edu markers are visual, using simple icons designed by KU IT, which appear in the Credit Hours column.



The No Cost icon is a blue book marked with a white zero “0”. A course marked with the No Cost icon has zero required course material costs.



The Low Cost icon is a blue book marked with a white capital letter “L”. A course marked with the Low Cost icon has a cumulative required course material cost of less than \$45.

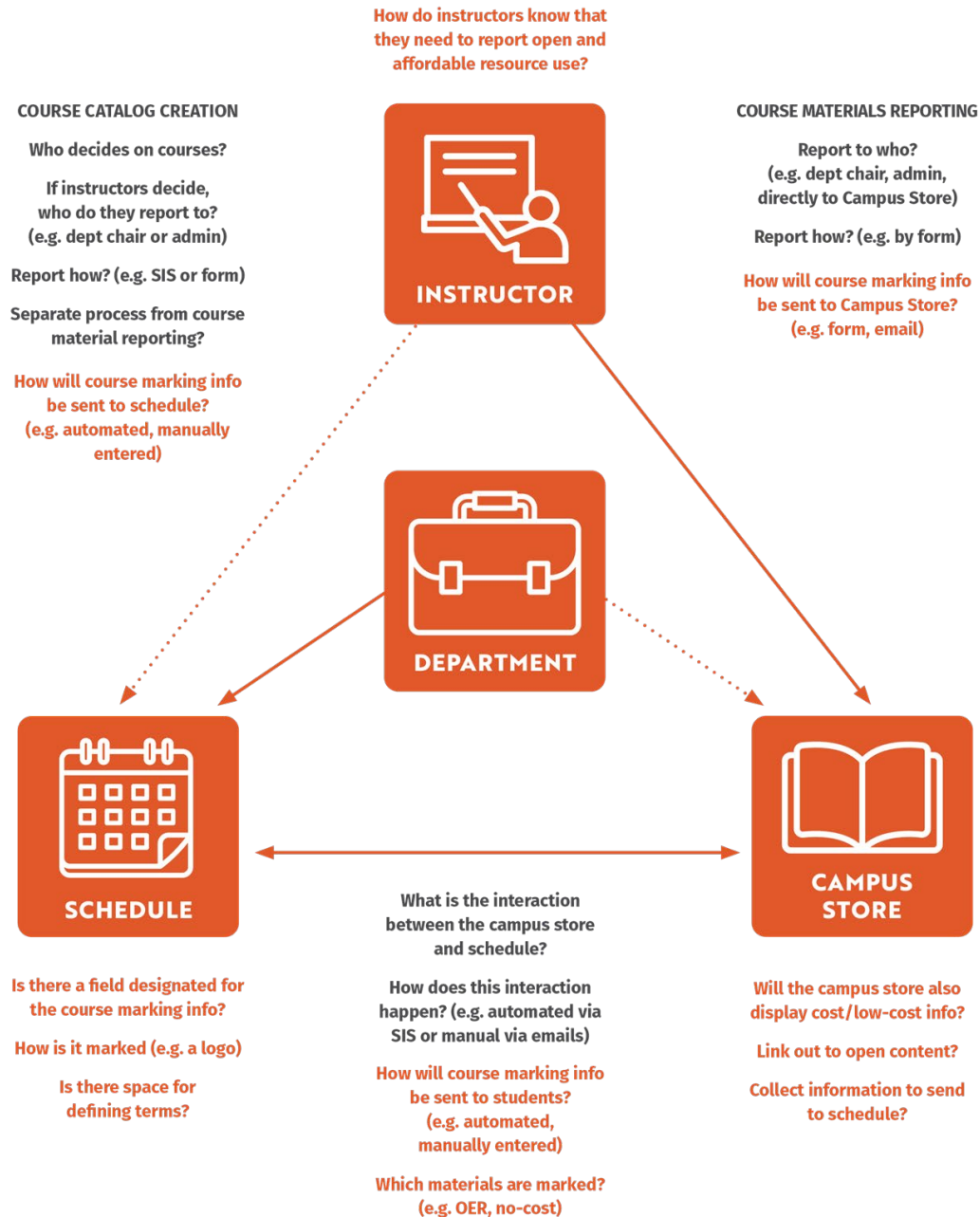
The absence of an icon can mean any of the following: information about required course materials has not yet been provided; information about required course materials has been provided but not yet processed and updated to reflect the marking; the cost of required course materials may be greater than \$45; or the course type is typically not associated with required course materials, such as Discussion (DIS) sections. Types of courses marked and not marked are listed in [the FAQ](#). In some circumstances, materials may be required despite the lack of an icon, such as if an internship includes required books or other materials.

Develop & Document the Process

Conduct an environmental scan

- Review motivations for course marking
- Review terms to be used for course marking
- Assess capabilities of the SIS/other technology that store course and course materials information
- Assess staff & Faculty capabilities and capacity for course marking
- Review current institutional open and affordable learning initiative and activities





Determine where course marking fits into the course material workflow process

Adapted from Chapter 8: Processes in *Marking Open and Affordable Courses*

Other process factors



DETERMINE HOW COURSE MARKING
WILL BE TRACKED USING SIS &
OTHER TECHNOLOGIES



ASSIGN RESPONSIBILITY FOR EACH
STEP OF COURSE MARKING



DOCUMENT THE PROCESS,
INCLUDING DATA STORAGE AND
ACCESSIBILITY

Implement & Communicate the Process

Implementation



- User testing
- Technology adaptation/pilot
- Training
- Roll out marking process
- Test student-facing tools
- Launch in student-facing tools
- Communicate launch
- Evaluate process

Communication with faculty

- Logistics of the course marking process
- Benefits and impacts of OER/affordability
- Recognize faculty champions

<https://uas.alaska.edu/library/open-educational-resources.html>



Communication with students



- Incorporate info and training into orientations
- Present to student government
- Articles/ads in student newspaper
- Present to student-facing departments
- Print/post flyers
- Present to resident assistants

Takeaways



Course marking has many benefits



Institutions and systems will have multiple motivators for developing a course marking process



The process will be iterative



Identify stakeholders and champions and articulate goals at the beginning



Clearly define terms and visual identifiers

Takeaways, continued



The process may be manual at first



Use technology to streamline, when possible, and make it work for you



Keep students and faculty front of mind



When possible, use terms and develop processes that are consistent with those used by other institutions and systems (see [Toward Convergence](#) report)



Reach out to the community

Questions



Submit
questions in
the chat.