OER in Dual and Concurrent Enrollment Programs: Current Practice and Best Practice

Presenters:

Charlotte Dailey, Program Specialist, Postsecondary Education, SREB

Jenny Parks, Vice President, Research and Policy, Midwestern Higher Education Compact

Jennifer Zinth, Zinth Consulting

May 26, 2021

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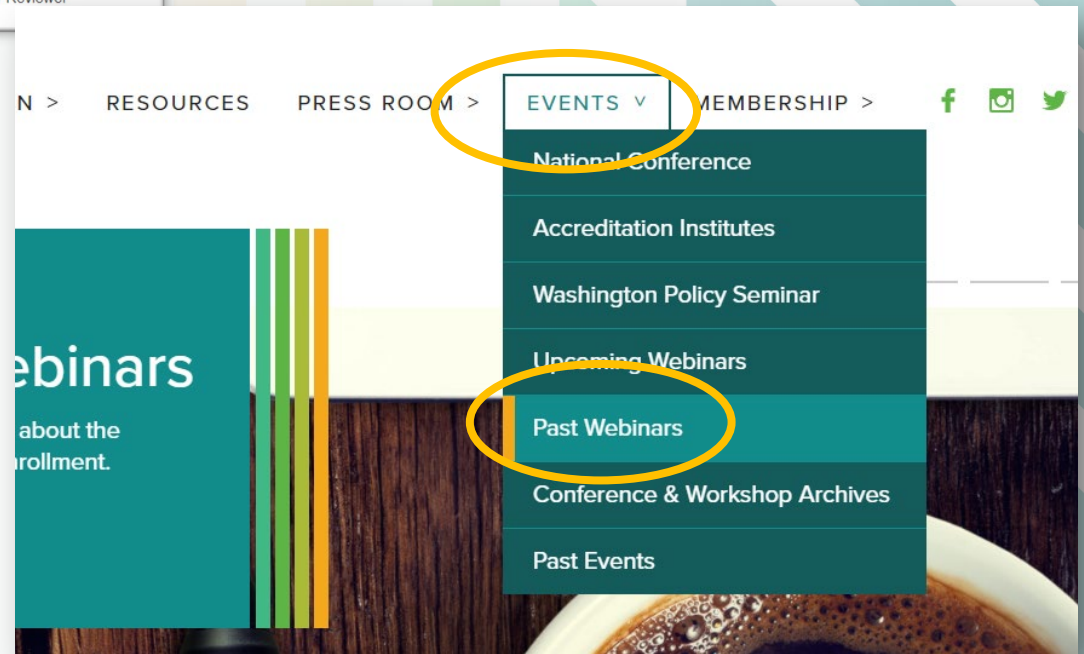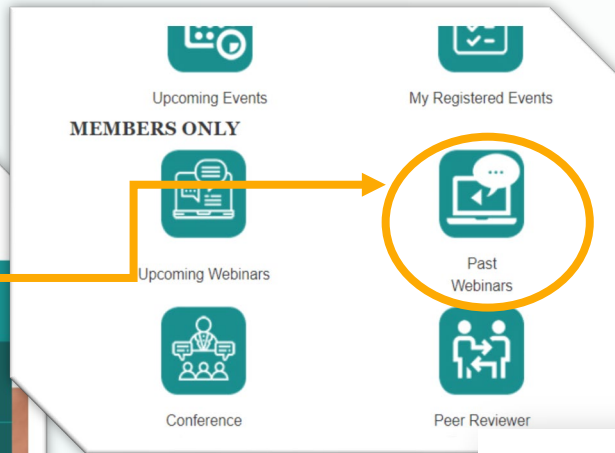**CREATING BRIGHT FUTURES**
Through Concurrent & Dual Enrollment

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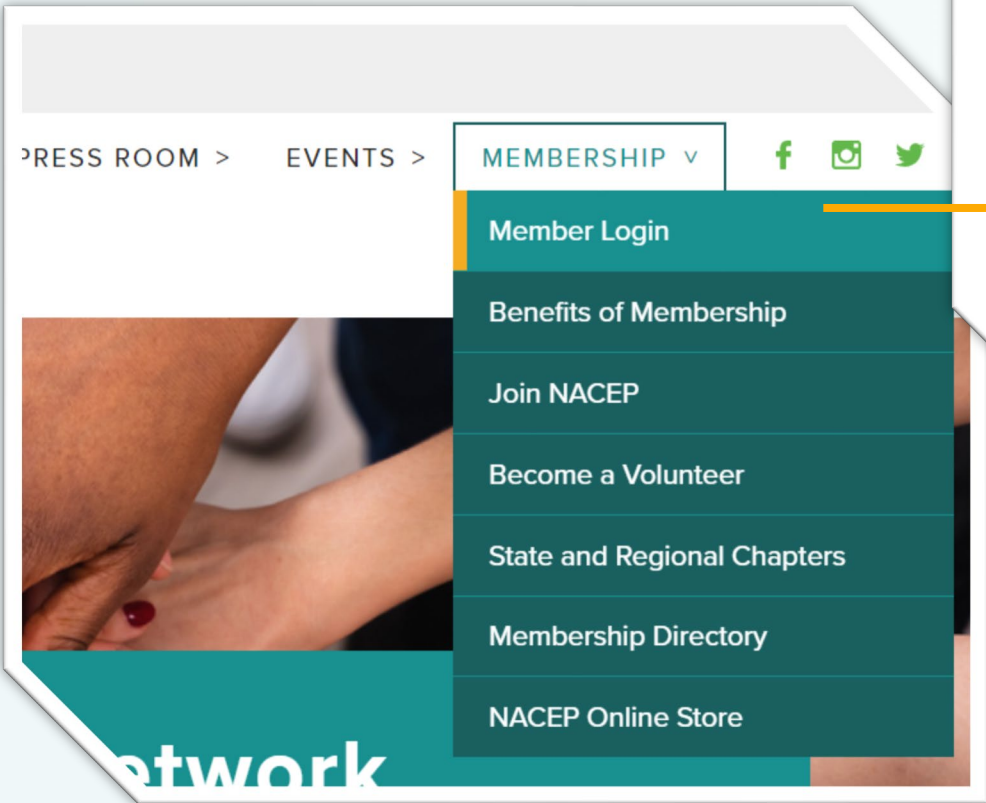
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Regional compacts and National Consortium for OER

- Grant from Hewlett Foundation Nov 2020 through April 2022

- Focus on equity and access

- SREBs emphasis is on dual enrollment and career technical education pathways

For more information:

https://sreb.org/topic-open-educationa-resources
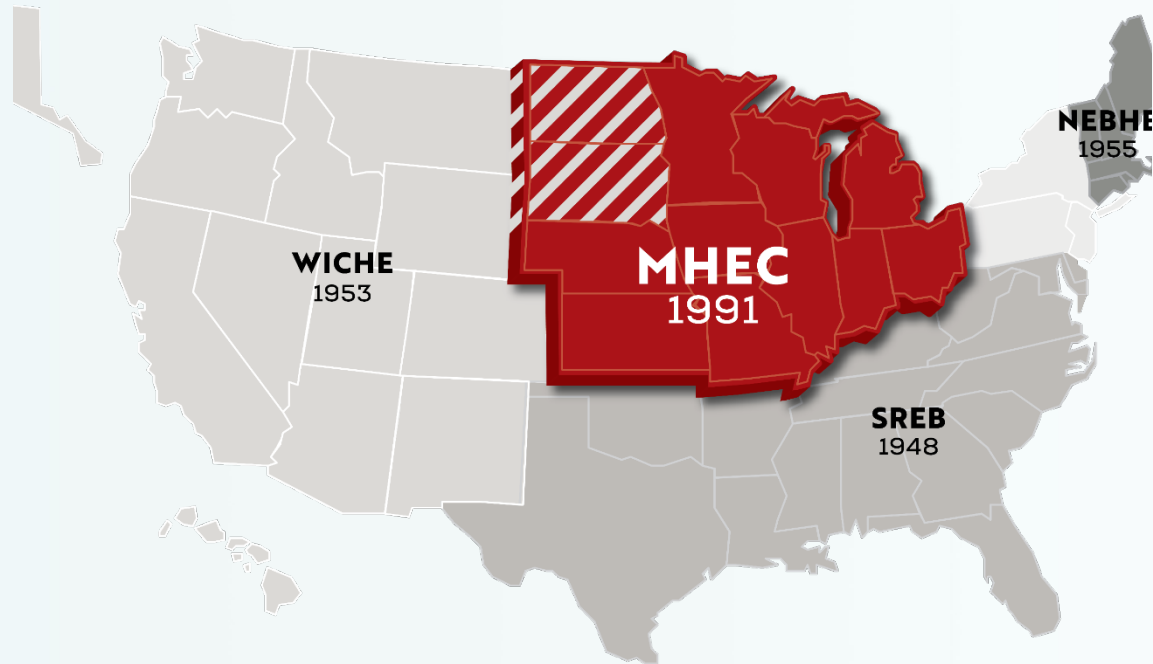
(Updates coming soon)

Regional compacts and National Consortium for OER

- Grant from Hewlett Foundation
- Nov 2020 through April 2022
- Equity forward focus
- Each compact has at least one research project
- MHEC and SREB are sharing the research on dual enrollment and OER
- For more information: https://wcet.wiche.edu/NCOER

Overview of presentation

- What are OERs?

- Purpose of research

- Research process

- High-level findings

- Project next steps

What are OERs?

Open educational resources are:

- Courses, textbooks and supplemental materials such as:
  - PowerPoints
  - Videos
  - Images
  - Lesson plans
  - Modules
  - Study guides
  - Problem sets (e.g., in math courses)
  - Homework assignments
  - Quizzes, exams

That are

- Online (or printed from online)
- Free or minimal cost to students (e.g., printing cost)
- Openly licensed (generally free use, distribution, repurposing allowed)
- Flexible
  - Easily expanded upon, revised
- Developed or hosted by
  - Organizations (e.g., museum)
  - State repositories (e.g., OERTX)
  - Instructors/schools/PS institutions

OERs in dual & concurrent enrollment (DE/CE)

- NACEP standards: CE courses use same course materials as on-campus course

- Remote learning isn't going away

- STEM textbooks usually more costly than arts, humanities textbooks – may discourage DE/CE STEM offerings

- PS OERs can eliminate (or drastically reduce) DE/CE textbook costs borne by
  - School districts/HS
  - Colleges
  - Students/families

- Which in turn can increase
  - # of courses available
  - # of seats available per course
  - Student participation

Put differently…

If we know that

- Many states have PS OER policies or textbook affordability policies, initiatives

And

- DE/CE programs exist in every state

And

- College textbook costs borne by districts, colleges or students can pose a DE/CE course offering or student participation barrier…

Intended research report audiences:

- State and institution-level OER stakeholders who may not have considered the potential benefits of OER in DE/CE offerings
- State and local DE/CE stakeholders who may not have considered the potential benefits of OER in DE/CE offerings

Research questions

- To what extent do state, local policies or initiatives **explicitly encourage integration of OER** into dual and concurrent enrollment programs?

and

- What **best practices and lessons learned** can we gather from existing policies and initiatives, to **inform the broadening of use of OER** in dual and concurrent enrollment programs

… **particularly with the goal of enhancing equitable access while maintaining program quality?**

Research process

- Researched state policies on entity responsible for covering DE/CE textbook costs

- Put out a call to OER, DE/CE stakeholders
  - State agencies
  - Institution-level

- Conducted interviews with 18 stakeholders in 9 states
  - Roughly even split between HLC and SACSCOC states
  - SHEEO/system office/state library staff
  - Institution staff such as
    - Associate VP for Instruction
    - Library Director
    - Director of Auxiliary Services
    - Dean, enrollment management and student success
    - Director of instructional design
    - DE/CE faculty
    - DE/CE coordinator

What did we find?

State policies & initiatives:

- CO OER grant pilot program (est'd 2018, renewed 2021)
  - DE/CE courses a consideration in grant application

- FL:
  - Orange Grove (1st statewide OER repository) (closed in 2020 due to budget cuts)
  - Complete Florida funding: CC OERs that HS students can benefit from
  - OPEN FL community: K-20 community sharing best practices

- GA: Open Tech cohort-based faculty training model
  - Result: Built-out OER course
  - OER courses being used at all 22 TCSG institutions

What did we find?

State policies & initiatives:

- LA: Launching 3-year effort
  - Develop 25 teams to develop 25 OER courses
  - Courses with high DFW rates

- TN: Redesigning learning outcomes, rolling out OER textbooks for statewide dual credit courses

- TX: OERTX statewide repository
  - 2019 legislation: K-12/PS dual credit MOUs must consider the use of OERs

Key Takeaways: Communicating, gaining buy-in

States can:

- Include state and system-level DE/CE partners early on to increase local awareness, buy-in on OER use
  - CO Dept. of Higher Ed. went to CO Concurrent Enrollment Advisory Board after 2018 leg. passage to spread the word about OER in CE

- Train faculty, institution staff to communicate benefits of OER
  - CO Open Education Ambassadors Program trains on effective messaging on, advocacy for use of OER

- Legislate teeing up the local conversation
  - TX overt mention of OER; could also require partners to explore strategies to reduce textbook costs, examine economic barriers

Key Takeaways: Communicating, gaining buy-in

Institution role groups

- Gain institution leader, department chair support
- Be cognizant of, be prepared to respond to common faculty concerns, e.g.,
  - Science: Concerns re: pseudoscience, out-of-date information
  - Humanities: Annotation, interaction with text
- Student government
  - Some institutions with high DE/CE enrollments have significant numbers of HS students involved in student government orgs

Key Takeaways: Communicating, gaining buy-in

State and institutional messaging

- Frame OER as
  - Part of broader state or institution equity, affordability efforts
    - Deans, department chairs need to be aware of the challenge textbook costs create (for all students, including in DE/CE programs)
  - Academic freedom (flexibility and variability), not "We're all going to use OER"
  - Opportunity to customize course content to improve course learning outcomes, student engagement, student performance
  - Solution to:
    - Landfill impact of traditional textbooks
    - Student backpack weight
    - Replacement cost if paper textbook is lost

Key Takeaways: Communicating, gaining buy-in

<u>All state and local stakeholders</u> can:

- Communicate and *listen* – people don't know what they don't know

- Provide guidance without mandates
  - Avoid forced integration

- Avoid pretending or implying you have all the answers!

Key Takeaways: State, local OER development, implementation

- Prioritize development of OERs for highest-demand courses, including highest-demand DE/CE courses

- Ensure OERs are engaging (not just F2F content dropped into online format)

Key Takeaways: State, local OER development, implementation

Faculty professional support

- Faculty cohort model can help OER development, broader adoption

- Faculty training, material support for making graphics, videos

- Faculty training also helpful to support day-to-day use by faculty not involved in OER development
  - Helping faculty help students use search function, take notes, annotate, etc.

Key Takeaways: State, local OER development, implementation

Instructor stipends
- Can free up time for faculty to develop, curate, update OER
- Can support HS instructor involvement
  - Collaborating with faculty on researching, developing OERs outside school day
  - Mileage driving to and from college
  - Lunches
  - During school day: Substitute teachers

- Stipends can come from non-state sources:
  - Regional service cooperative
  - Perkins funds (for PD for CTE OERs)

Key Takeaways: State, local OER development, implementation

What kind of access

- Mobile access

- Students with disabilities

- Wifi for some students
  - Rural
  - Bandwidth for households with WFH parents

Key Takeaways: State, local OER development, implementation

Liaising with HS

One CO CC: Each department, discipline has a CE liaison. Has supported OER implementation in CE offerings:

• OER messaging ("I have something that solves your problem!"

• Teacher PD

Key Takeaways: Sustaining OER support post-implementation

States and institutions should consider:

- Channels: Making sure there's a backup platform if the primary source has been defunded or decommissioned

- Maintaining a community of practice:
  - Open FL community: Free, K-12 and HE

- Ownership and maintenance
  - Making sure content reflects current knowledge, course learning outcomes/objectives
  - Making sure OER reflects current technology
  - Schedule for regular course maintenance
  - POC for updating content, technology as need identified

Looking ahead

States and institutions looking to:

- OERs for more DE/CE courses!
  - OERs for more CTE courses was of particular interest for some interviewees

- More, more accurate data on state, institutional textbook cost savings for DE/CE courses

Project next steps

- Report released fall 2021

Questions?

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Upcoming NACEP Wednesday Webinars

PUBLIC WEBINAR
JUNE 23 | 1:00 PM EST
NACEP

The Classroom Visit:
Pandemic Pivots to New
Program Practices

Mike Beam
Assistant Vice President for School Partnerships, Senior Assistant Vice Provost for Undergraduate Education
Indiana University

DeAnnia Clements
Vice President Academic Affairs
Wiregrass Georgia Technical College

Christine Denecker
Professor of English Director of the Center for Teaching and Program Excellence
University of Findlay

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PUBLIC WEBINAR
JUNE 2 | 1:00 PM EST
NACEP

CE Teacher Credentialing:
Options and Opportunities

Jessica Espinosa
Director, College Transitions, Minnesota State Colleges and Universities

Jenny Parks
Vice President, Midwestern Higher Education Compact (MHEC)

Liz Van Pay
Digital Communications & Marketing Intern, Midwestern Higher Education Compact (MHEC)

Amy Williams
Executive Director, NACEP

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