OER in Dual Enrollment

Leveraging Open Educational Resources to Expand Equitable Access

Webinar

October 13, 2021

MIDWESTERN HIGHER EDUCATION COMPACT & SREB

Where We're Headed Today

- Welcome and Introductions: Jenny Parks

- MHEC and OER: Jenny Parks

- SREB and OER: Charlotte Dailey

- OER and Dual Enrollment report overview: Jennifer Zinth

- The Central Lakes College Story: Paul Preimesberger

- The Tennessee Board of Regents Story: Zachary Adams

- Q+A

MHEC and OER

Jenny Parks
Vice President
Midwestern Higher Education Compact

Outcomes: MHEC

Teaching and learning practices
- Sharing successful practices via conferences, webinars, and leadership training.

Deeper understanding, improved policies and practices for scaling OER
- Collaboration with national OER organizations, regional compacts, WCET, etc.

Greater availability and use of OER and filling gaps in research
- Creation of CTE resources in collaboration with REBUS (one to focus on incarcerated populations); research on tracking and calculating cost savings; research on use of OER in concurrent enrollment programs.

Embedding equity in high-quality OER policy, practice, research
- OER-centered outreach to Midwestern MSIs, HBCUs, and Tribal Institutions; equity requirement for state OER conferences; equity focus in collaborations with OEN and REBUS.

Collaboration with other Compacts
- Scaling of OER will be increased significantly by coordination and alignment of a wider range of activities with WCET and other regional compacts over the 18-month period of the grant.

Activities to Achieve Outcomes

Continued Work With OER State Action Teams (Measure Capacity)

Cost Savings & ROI- Make Recommendations

Support Virtual State OER Conferences or Virtual Leadership Events (OEN)

Dual Enrollment & OER (Collaborate with SREB)

MSIS (Collaborate with SREB)*

Develop CTE Resources (REBUS)

Webinars
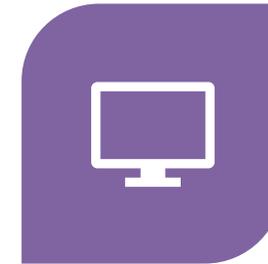
OER Technology Working Group

*not yet started

SREB and OER

Charlotte Dailey
Program Specialist
Southern Regional Education Board

Southern Regional Education Board

SREB Outcomes and Focus Area:

Scale adoption of high-quality open educational resources in states and systems across the region, through sustainable models and appropriate materials, with an emphasis on dual enrollment and career and technical education pathways as students move from high school into postsecondary education.
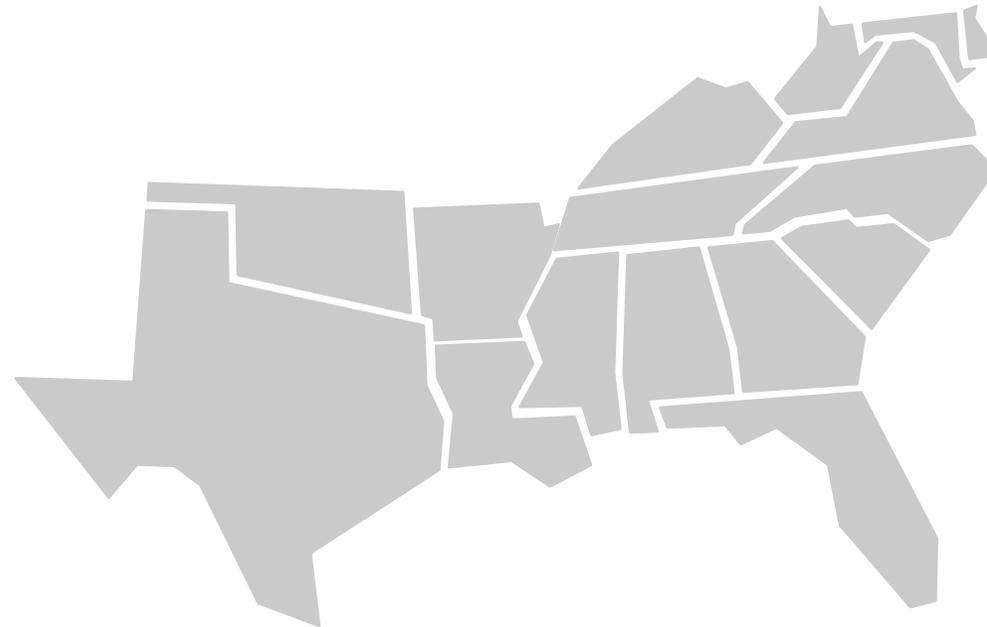
Southern Region

Alabama	Louisiana	Tennessee
Arkansas	Maryland	Texas
Delaware	Mississippi	Virginia
Florida	North Carolina	West Virginia
Georgia	Oklahoma	
Kentucky	South Carolina	

SREB

Activities and Deliverables

- Develop and disseminate survey to identify current OER and DE activity in SREB states

- Conduct webinar series for policymakers, educators, and practitioners on OER and DE

- Initiative conversations and networking with HBCUs and MSIs to explore equity challenges, college readiness, and access OER adoption materials

- Raise awareness of OER and DE by coordinating with SREB states to create a contact list to improve communication and networking. (1st Draft 06/15/2021)

- Host a regional conference for OER and DE leaders to increase awareness and share policies (Spring 2022)

- Develop publications along trending OER topics… *coming soon—SREB publication on recent survey, and OER BLOG series (Launched October 12, 2021)*

- **Collaborate with other regional compacts through activities such as weekly conference calls, joint research projects, coordinated webinar presentations, and other networking opportunities**

- Research developmental education and college readiness standards to determine how these issues factors into minority and low-income student participation and enrollment

- Research legislation to identify laws that have improved, or have the potential to improve, access and awareness of OER funding and costs that are passed on to the students

SREB

SREB Activities

SREB's strengths include research, data, publications, and convening stakeholders to increase communication and collaboration across the region. Sharing legislation, policies, and practices helps to raise the bar across the entire region.

Activities to achieve the SREB outcomes are coordinated with the other regional compact initiatives, to further the collaborative OER efforts across the United States.

Host Regional Conference

SAVE THE DATE!

February 24-25, 2022
Atlanta, GA

Joint Research with other compacts

OER in Dual Enrollment
Leveraging Open Educational Resources to Expand Equitable Access

Research legislation to identify laws that improve OER

Publishing Research

Increase awareness and Share Polices

SREB

INTENDED OUTCOMES OF THIS REPORT

Inform state and local OER and dual enrollment stakeholders on:

- The potential benefits of using OER in dual enrollment courses

- State policies re: entity responsible for paying for dual enrollment textbooks

- Best practices for integration of OER in dual enrollment courses
    - Both for stakeholders new to OER in dual enrollment and for more seasoned stakeholders looking to enhance OER and processes

METHODOLOGY

- Review of DE textbook policies in the 50 states, DC – clarification with agency/system staff

- Call for interviews in early 2021 on MHEC, SREB, and OEN listservs

- SREB interviews more focused on state- or system-level initiatives

- MHEC interviews included HLC states (CO) outside MHEC region, more focused on institution-level initiatives

- Total of 11 remote interviews conducted with 19 state and local stakeholders
  - SHEEO agency/system office staff overseeing OER and/or dual enrollment
  - State digital library staff leading OER efforts
  - Institution-level staff:
    - Institution administration (e.g., associate VP for instruction, dean)
    - Department chair/faculty, including those teaching dual enrollment courses
    - Director of instructional design
    - Librarian
    - Dual enrollment coordinator

WHO PAYS FOR DUAL ENROLLMENT TEXTBOOKS?

- Paying entity may vary in single state depending on DE program, PS institution type, or HS type (public, nonpublic, home school)

- Responsible entity:
  - State: 3 states
  - District or secondary school: 7 states
  - Postsecondary institution: 1 state
  - Student: 13 state
  - Local decision (specified in K-12, PS partner agreement): 16 states
  - Policy silent: 20 states + DC

- "Local decision" and "policy silent" programs create greatest potential for inequitable DE access within a district

STATE-LEVEL INTERVIEWS: WHAT DID WE LEARN?

Some state initiatives more well-established, some very new

Fewer CTE OER than liberal arts OER

What can help state efforts?

- State-level direction *and* grassroots support

- Focusing OER development on most impactful courses

- Funding

- Cohort approach

- State repositories

- Training to help institution-embedded individuals be more effective advocates

INSTITUTION INTERVIEWS: WHAT DID WE LEARN?

- Approve learning outcomes first, then develop or approve OER

- Explain the "why" behind the "what"
  - May need to clarify potential OER benefits to department chairs, faculty, including benefits of capacity to customize OER content to specific student populations or specific faculty preferences, learning outcomes

- "Don't just tell faculty to swim in the ocean"
  - Involve curriculum developers, librarians

- High-quality PD, training invaluable for faculty, approved HS instructors

- Sending institution staff, faculty to state or regional conference can empower local adoption, innovation

The Central Lakes College Story
Paul Preimesberger
Dean, Enrollment Management and Student Success
Central Lakes College

Overview of Central Lakes College OER Work for Dual Enrollment Courses

- 4-year project, grant funded
- 16 different school districts, mostly small rural districts
- 56 participants, mostly high school faculty, around 8-10 college faculty
- 18 different dual enrollment courses representing 10 different content areas, all were liberal arts courses
- 5-6 meetings held at the college, each was 3 hours, and contained best practice sharing and independent work time
- Meetings were held during the school day from 12-3 pm

Overview con't

- Stipends were provided for each participant

- School districts were reimbursed for sub costs and mileage

- Participants were grouped by content/course into "learning circles" or PLCs

- Last meeting provided an opportunity to share findings from the work—school district admin invited

Words to the Wise

- Approximate cost savings to district when recruiting participants
- A key question was when to do this work: during the school year or summer, after school or during school?
- As important as OER is the technology programs used to edit and curate the content
- Teachers need time to independently explore the resources
- Sharing best practices and challenges encountered in group setting was key to ease anxiety and provide encouragement
- Collaboration between high school and college faculty a real bonus
- Dual enrollment courses had autonomy/flexibility for revision that core high school courses didn't have

Statewide Dual Credit

- Courses and corresponding challenge exam developed by Tennessee college and university faculty

- Taught by high school faculty

- Students who earn the cut score or higher can articulate credit to any public college or university in the state

Dual Enrollment

- Courses taught by instructors that meet accreditation requirements for teaching at the postsecondary level

- College credit is earned if a student passes the course

What are the current program impacts on students?

1) SDC served 38,648 students this past year.

2) 2,427 (6.3%) students banked college credit saving Tennessee students an estimated $2,686,034.00; this is over a 100% return on the state's investment in SDC.

Tennessee OER

Why did we focus on OER in our statewide dual credit program?

Low pass rates	Resource constraints in some school districts	Exponential program growth

Tennessee OER

Statewide Dual Credit Exams Taken

— Exams Taken — Pass Rate

R² = 0.9725
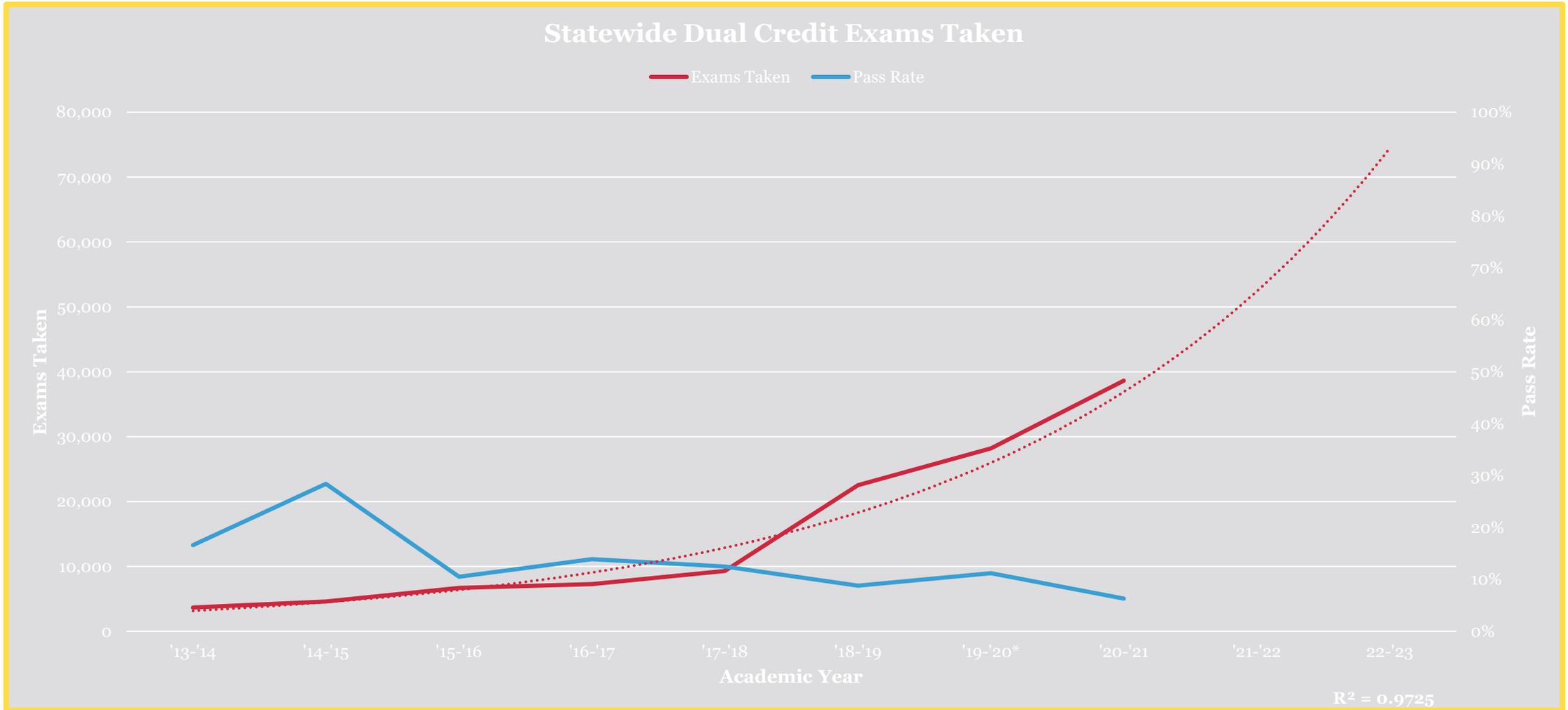
Tennessee OER

How did we select an OER, redesign the course, and implement with high school teachers?

1) Recruit faculty for course development teams

2) Select text, revise/create learning objectives, revise/create exam items

3) Develop new training for high school teachers on the updated courses
   - How is OER different from traditional textbooks? How does OER impact curriculum planning and lesson planning?

What have we learned?

1) Educators are thrilled to have a comprehensive, foundational text for their course that is free

2) Not all subjects have a comprehensive OER text

   We are developing the first ever plant science OER and a world history OER that is inclusive of all cultures, not just western civilizations

3) Texts were implemented this year, so we will see early impacts on student success this December and May.

Q+A

Thank you!