Findings of the OER Course Marking Landscape Analysis Survey

Presenters:

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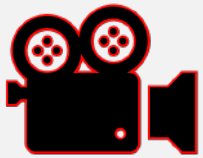
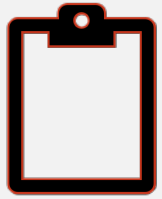


This presentation is being recorded.

Resources available on the MHEC website post-event.

Submit questions in the Q&A.



Please complete our survey.

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Presenters

Jenny Parks
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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)

WILLIAM + FLORA Hewlett Foundation

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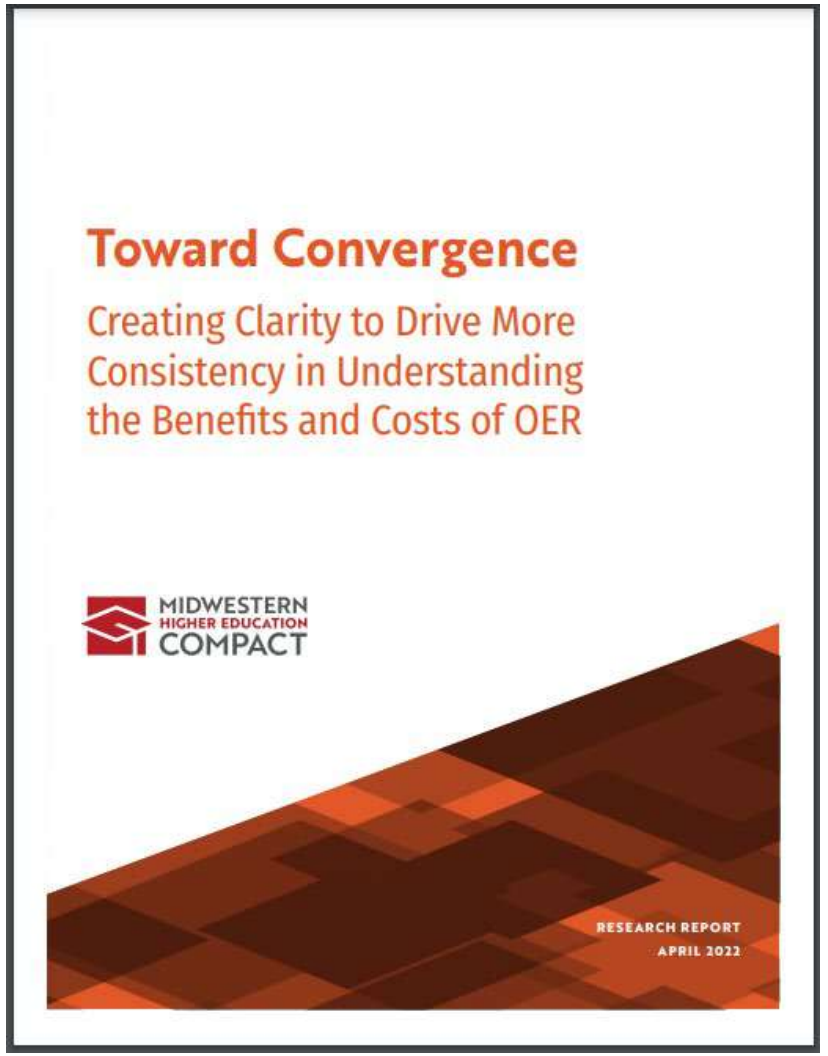
First Report in the Series

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



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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

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Calculating Student 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.

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WICHE Research on OER

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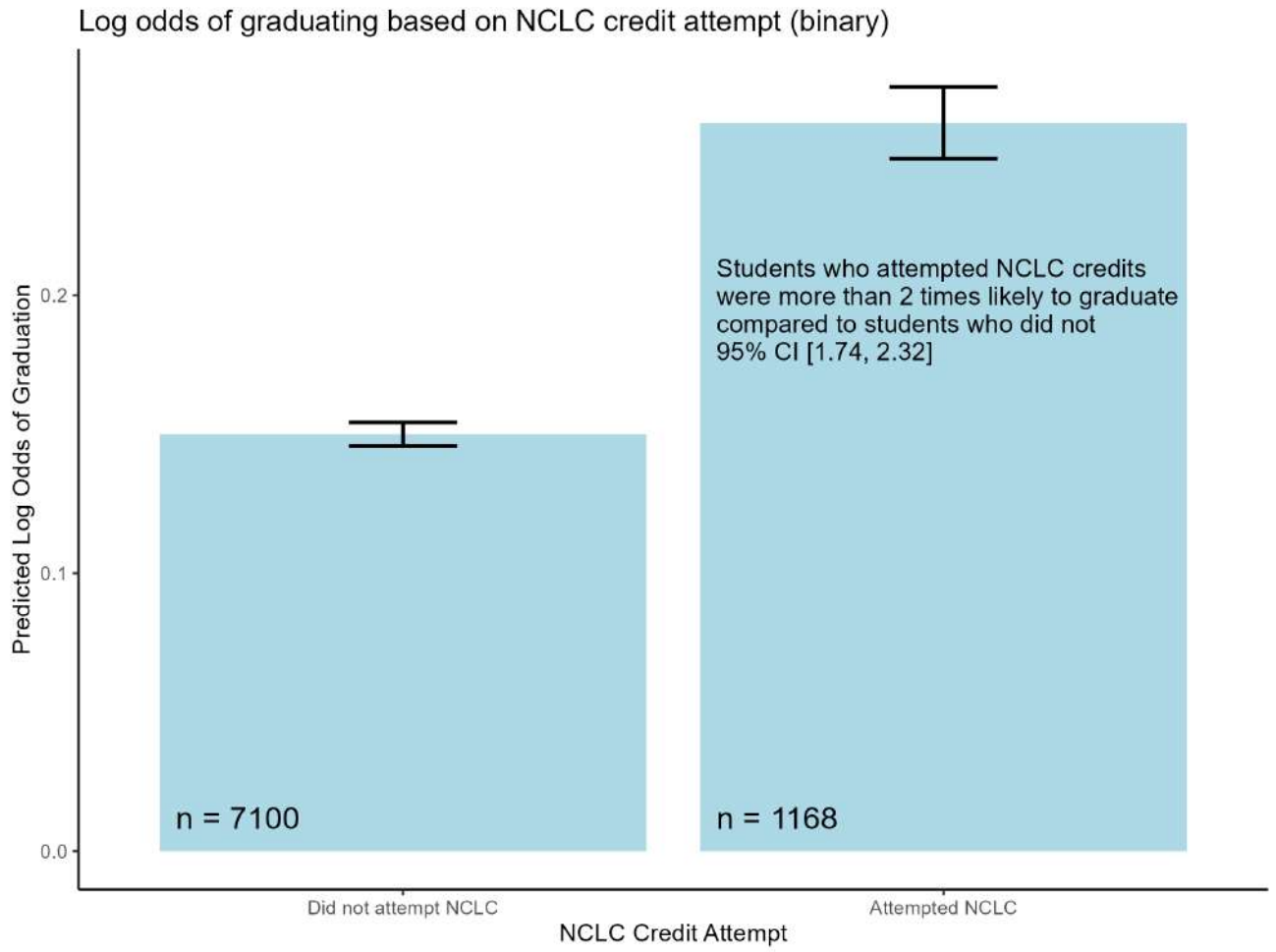
Time-to-Completion: No-Cost/Low-Cost



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

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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

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Current Report in the Series

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

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Survey Methodology

- 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

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Does your institution/system have a method for marking courses that use OER?

Response	Percentage	Number
Yes, we have implemented a method for marking courses.	37%	60
No, but we are in the formal planning stage of method development.	6%	10
No, but we have discussed developing a method for marking courses.	31%	51
No, this is not a topic we have discussed at our institution.	26%	43
Other	0%	0

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Course Marking Process

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At your institution/system, which of the following course marking designation(s) includes OER? (Select all that apply.)

Response	Percentage	Number	Percentage	Number
	Institutions		Systems	
OER is its own designation	33%	15	13%	1
OER is captured as part of "No cost to students/Zero Textbook Cost (ZTC)"	67%	30	88%	7
OER is captured as part of "Low cost to students/Low Textbook Cost (LTC)"	29%	13	38%	3
Other		9		1

30 different terms shared involving 41 different definitions.
Most common (11): “Low-cost” is <$40

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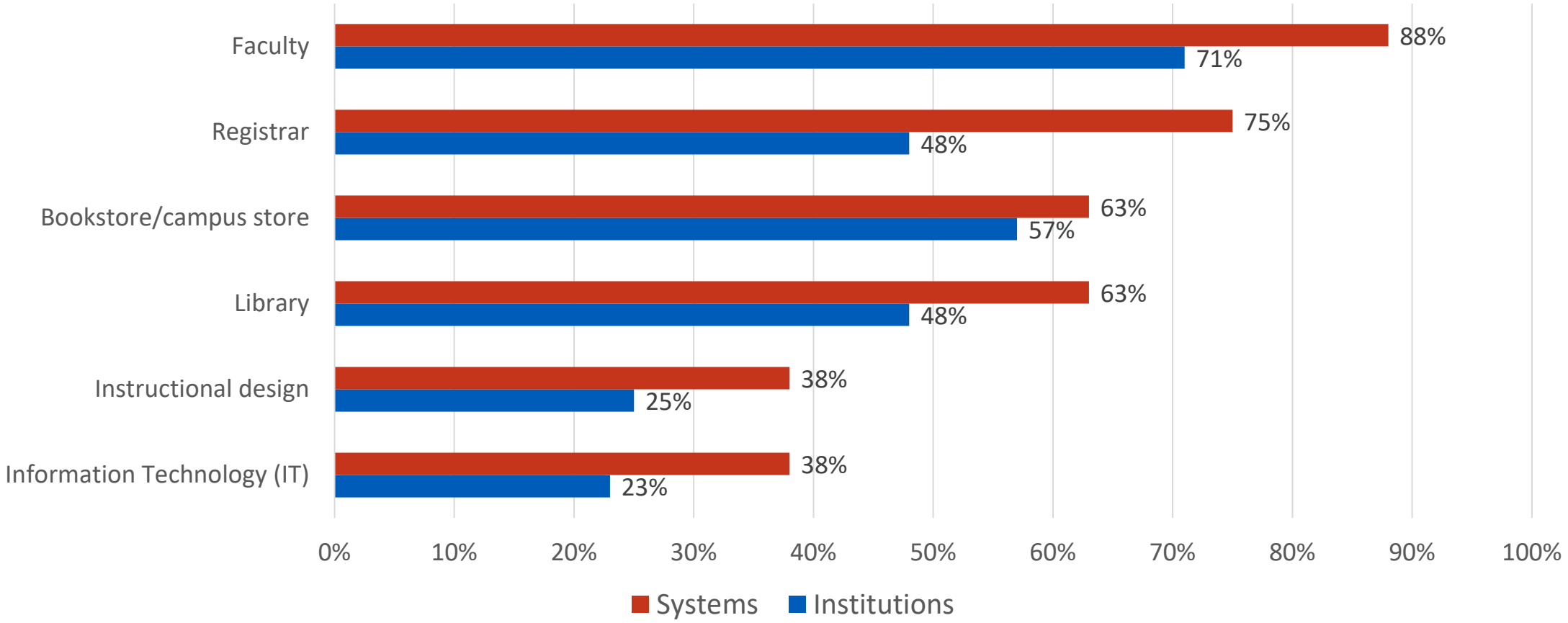
What units or individuals are involved in course marking at your institution? (Select all that apply.)



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What was the process that led to the establishment of course marking? (Themes)

- State law was enacted
- System-level/Board policy was enacted
- Participation in external programs related to OER (e.g., Open Education Network's Certificate in OER Librarianship, OpenStax Institutional Partner Program)
- Initiated by OER leads (e.g., librarian, teaching & learning, Registrar)
- Initiated by OER/affordable learning committee
- Initiated by faculty and retention professionals
- Initiated by student government
- Initiated by one department and spread to institution
- Dean-level/leadership support
- Feature of bookstore catalog
- Created Z-degree and needed a method of tracking participation

24% of institutions and 25% of systems that responded have a **committee or task force** that oversees course marking of OER.

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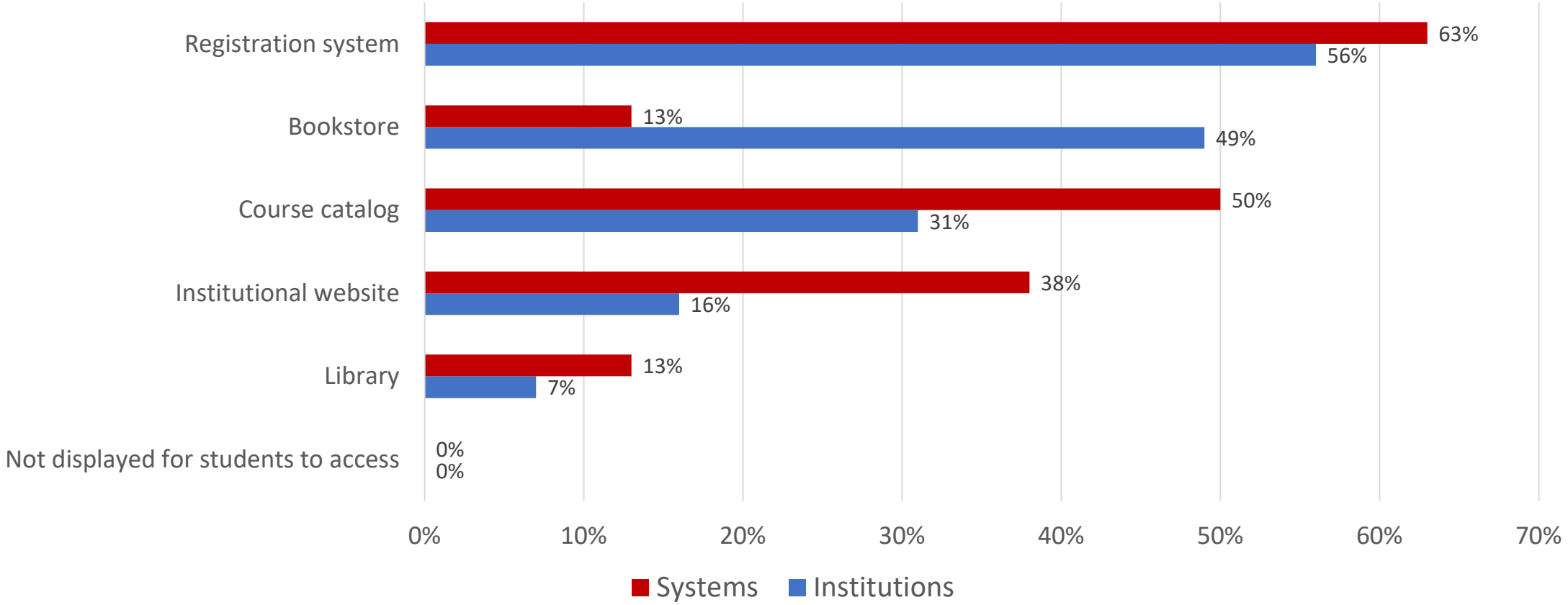
Where are course marking data stored for access by the institution/system for administrative purposes? (Select all that apply.)



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Course Marking Validation Process

Is **training** provided for the individuals responsible for marking course data related to OER?

Institutions

33% Yes | 49% No | 18% Unsure

Systems

13% Yes | 63% No |25% Unsure

When an individual marks a course as using OER, is there a **process for checking** that the course does, in fact, use OER?

Institutions

42% Yes | 53% No | 4% Unsure

Systems

25% Yes | 63% No |13% Unsure

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Use of Course Marking Data

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In which of the following ways does your institution/system use course marking data related to OER? (Select all that apply.)

Response	Percentage	Number
To provide information to students about course materials.	85%	11
For cost savings/return on investment (ROI) analyses.	38%	5
To assess impact on student outcomes.	38%	5
To comply with reporting requirements.	23%	3
We do not currently use course marking data related to OER.	15%	2

Survey respondents who shared their email address to receive a preview of results and who reported that they mark courses were asked to complete a brief follow-up survey on use of course marking data. 13 respondents completed the follow-up survey.

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Technology

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If your institution/system has an SIS and/or course catalog software, did you need to make changes to your SIS and/or software to be able to mark courses with OER?

Institutions

42% Yes | 32% No | 26% Unsure

Systems

71% Yes | 14% No |14% Unsure

Necessary technology changes:

- Add a new designator field or attribute to their system(s), though a few institutions indicate course type using a comment field
- Labels were added so that students can search for different course types in the course catalog
- Changes made to the course search and display pages so that the SIS/software displayed course type for students to access in their searches

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Motivations for Course Marking of OER

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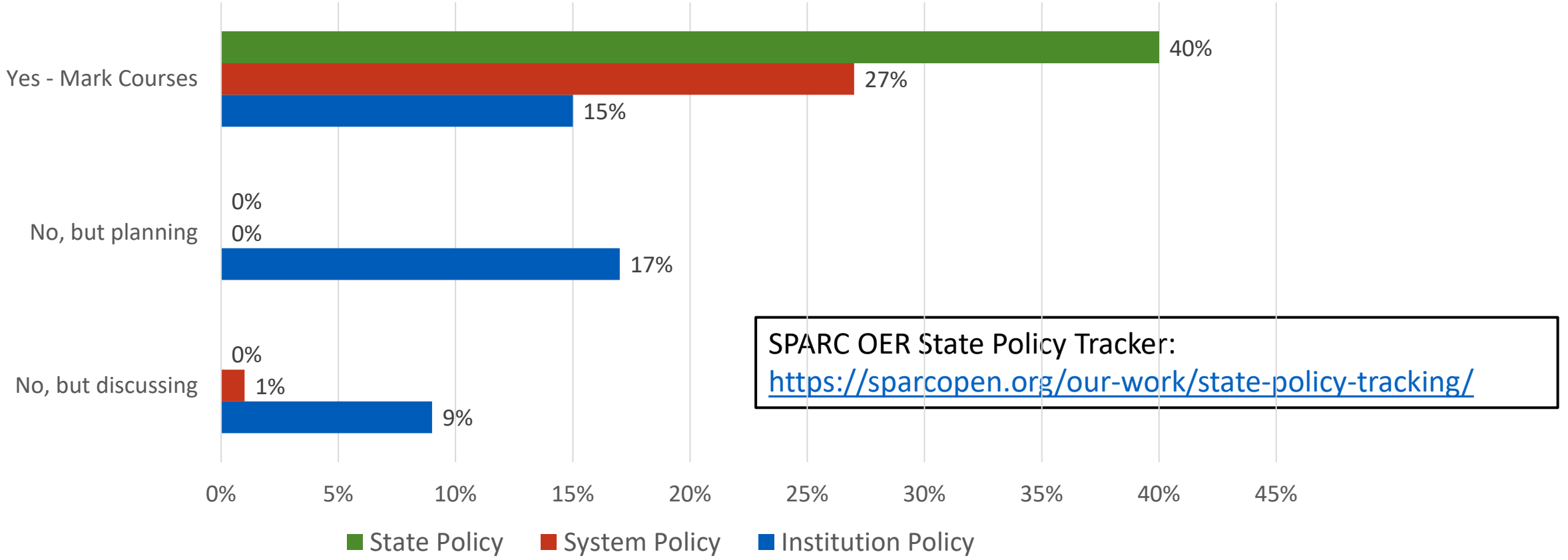
Policies Related to Course Marking



SPARC OER State Policy Tracker:
https://sparcopen.org/our-work/state-policy-tracking/

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What is working well?

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Resource Allocation

- OER part of strategic plan
- Resources committed to OER
- Committed and helpful registrar
- Effective OER committee

Technology/Process

- Attribute already existed in systems
- Bookstore and publishers recognize markings
- Established workflow

Communications

- Between bookstore and institution
- With students

Ease of Use

- For students to see costs/find courses
- For faculty to report information

Other

- Visual signal to students – affordability and accessibility
- Promotes OER/increased number of courses using OER
- Award for depts offering the most courses using OER
- Provides useful data for the institution

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What are the obstacles?

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Lack of Support

- OER use is low
- No state-level policy
- Lack of funding
- Leadership turnover
- Lack of institutional commitment
- No committee
- No lead
- Lack of faculty involvement
- Challenging to work with IT/textbook provider
- Limited tech resources
- Lack of time

Definition challenges

- Lack definition of “low cost”
- Lack clarity when faculty say no textbook required (e.g., OER, on reserve, in database with institutional fee)

Technology/Process

- Bookstore partner system is inconsistent
- Course marking not available in institutional systems
- Difficult to make changes in SIS
- Lack of universal SIS
- Data not easily extractable
- Difficult o compile data in one place for students
- Process not automated
- Marking done by course, not faculty

Data input

- Inconsistent/lack of marking by faculty
- Course materials change by semester
- Mark course, not faculty for section
- Data are needed earlier than faculty are assigned
- Lack of verification of data
- High turnover in admin asst who input data

Awareness

- Lack of student awareness that data are available
- Lack of faculty awareness that they need to initiate the marking process

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Next Steps

- Explored the topic of marking open and affordable courses with a workgroup of national experts (September 2023 to January 2024).
- Compiling resources to draft a report of recommendations of the OER Course Marking Workgroup (January to April 2024).
- Report of recommendations anticipated Summer 2024.

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Questions

Submit questions in the chat.

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