

OER @SCC

OERI Liaison + Task Force Report

OER @ SOC

- Updates from beyond Solano
- Updates from Solano (Task Force, ZTC Designation, Statistics workshop held 5/4)
- Going Forward

What are OER?

Hewlett Foundation:

“High- quality teaching, learning, and research materials that are free for people everywhere to use and repurpose.”

Usually have a Creative Commons license, chosen by the creator (s) to allow the 5Rs, or are in the public domain.

Community- driven.

The 5R Permissions of OER

Retain

- Make and own copies

Reuse

- Use in a wide range of ways

Revise

- Adapt, modify, and improve

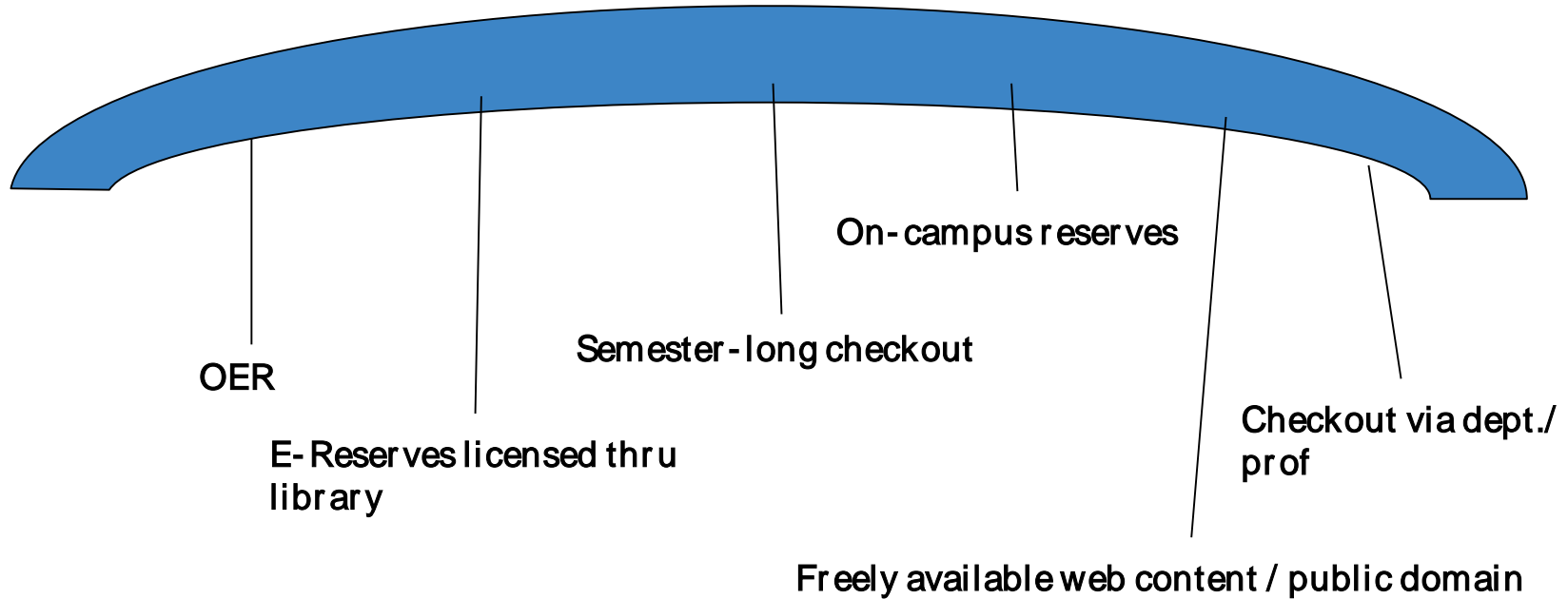
Remix

- Combine two or more

Redistribute

- Share with others

Textbook affordability is more than OER



Publishing Landscape

As it becomes harder to make money from printed textbooks, publishers are moving to other models:

- Online access codes
- “Inclusive” access marketed to administrators, bypassing faculty
- Monetizing data on students well beyond quiz scores
- SPARC Landscape Analysis

Issues with that

Issues:

- Academic freedom;
- Student goodwill;
- Federal financial aid requires opt-out and reimbursement.;
- Recent cases - inclusive access, ASU contract and related [lawsuit](#)
- Privacy + potential liability
- Flexibility to adapt to new mandates

What Do Students Think? 2016 College of the Canyons Study

“The textbook I received for this course is just as useful, needed, and helpful as the textbooks I get in other classes.”

“Very easy to understand, great value out of the book.”

“I like the availability of the OER books, as they can be easily downloaded onto phones/computers as an on-the-go reference guide (digital one)”

““It should be something readily available for students.”

“Open educational resources help students see different perspectives of learning.” (source: Jennifer Paris, CC-BY 4.0)

University of Georgia Study (N=21,822) (table Jennifer Paris CC-BY4.0)

OER vs. commercial	Change in Grade	Change in DFW Rates
All Students	+8.65%	-2.68%
Non-pell eligible	+7.4%	-2%
Pell eligible	+12.3%	-4.4%
Non-white	+13%	-5%
Part-time	+28%	-10%

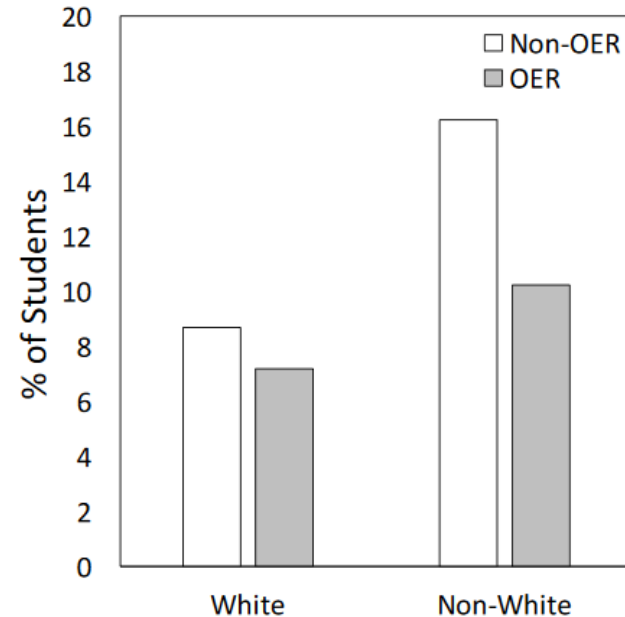
“The Impact of Open Educational Resources on Various Student Success Metrics.”

Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for all students. They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education. OER address affordability, completion, attainment gap concerns, and learning.

Colvard, Nicholas B., et al. “The Impact of Open Educational Resources on Various Student Success Metrics.” *International Journal of Teaching and Learning in Higher Education*, vol. 30, no. 2, Jan. 2018, pp. 262–276. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cpid,uid&custid=s4302453&db=eric&AN=EJ1184998&site=ehost-live.

Figure 5

Percent of DFW students for non-OER and OER based courses for White and Non-White students. Students classified as “Asian” were removed from the analyses.



If OER is a train...



Going Forward

Consider adopting a version of ASCCC 2019 Resolutions 9.03, 9.05 and 13.02 (in your packet)

- Allow for OER in Course Outline of Record
- Support stipends for faculty for evaluating, adapting and adopting OER
- “Encourage local colleges to identify and support a faculty open educational resources coordinator.”

Citations and further reading

ASCCC [Webinar on OER and Equity](#) (CC-BY)

Colvard, Nicholas B., et al. “The Impact of Open Educational Resources on Various Student Success Metrics.” *International Journal of Teaching and Learning in Higher Education*, vol. 30, no. 2, Jan. 2018, pp. 262–276.

EBSCOhost,

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SPARC [Landscape Analysis](#)