



October 23, 2023

Open Educational Resources: FY23 Overview

Dr. Robert Awkward, Assistant Commissioner for Academic Effectiveness

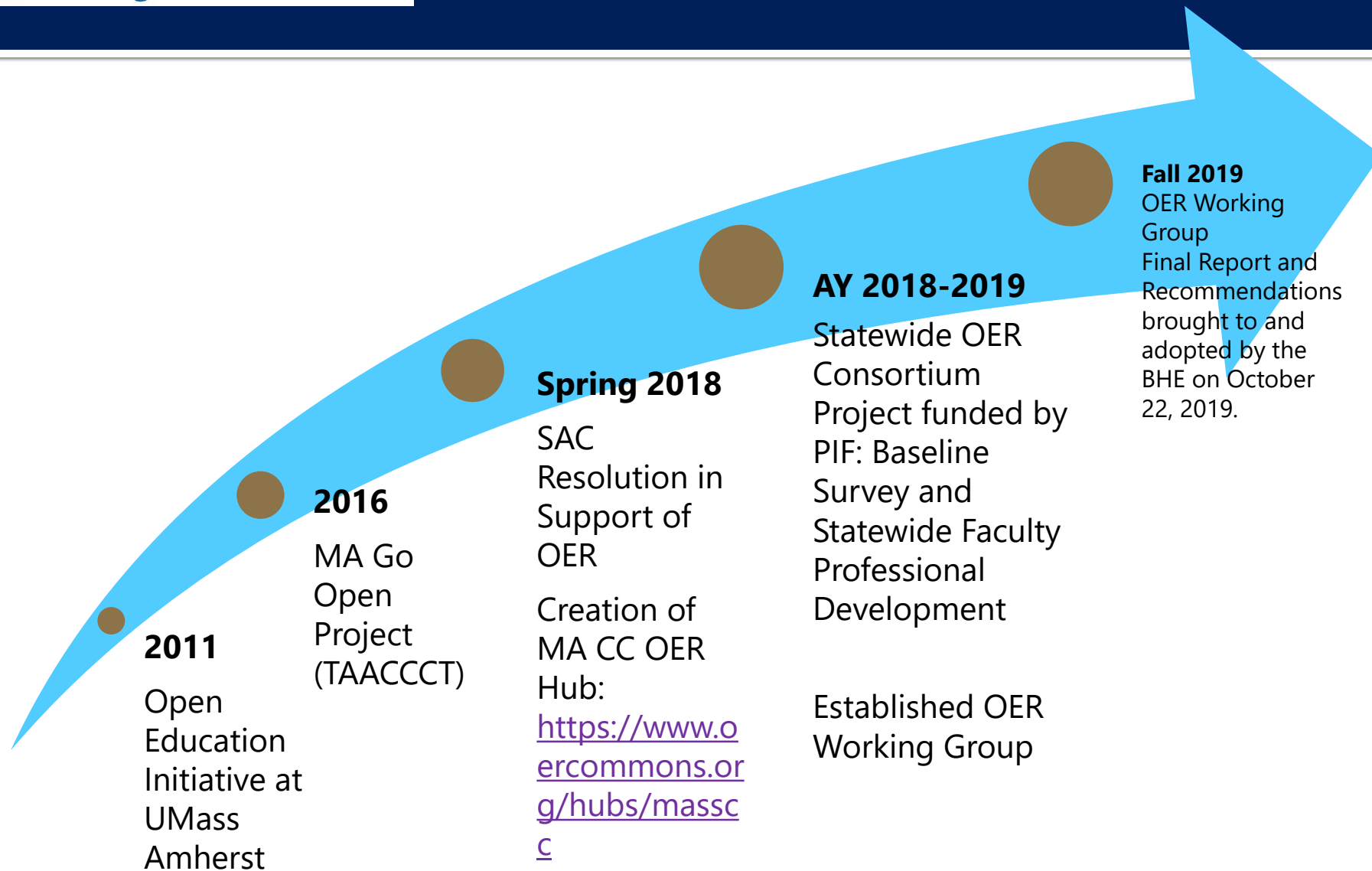


MASSACHUSETTS
Department of
Higher Education

What are Open Educational Resources?

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions (UNESCO).





OER Working Group



- Convened by Commissioner Santiago
- Convened November 26, 2019
- Co-Chairs:
 - Marilyn Billings, Head, Office for Scholarly Research Communications, University of Massachusetts Amherst
 - Susan Tashjian, Coordinator of Instructional Technology, Northern Essex Community College
- Staff Support:
 - Robert Awkward, then Director of Learning Outcomes Assessment
- Membership:
 - UMass System (4), State Universities (5), Community Colleges (7)
 - Faculty (4), Librarians (7), Administrators (5), Students (2)
 - External (3)



OER Working Group



Established to convene, study, evaluate, and make recommendations to address:

- The growing legislative interest to identify lower cost educational resources for Massachusetts students
- Achieving public higher education's Equity Agenda goals through broader utilization of OER
- The issue of equity of access and participation in higher education for under-served, low-income, and first-generation students; especially students of color
- Enhancing instructional effectiveness while lowering costs for students.



Final OER Work Group Recommendations: Status Update



Short-term

- Adopt OER definition
- Establish OER statewide advisory council
- Designate statewide OER coordinator
- Identify OER courses in course management systems
- Continue to encourage student advocacy

Mid-term

- Provide faculty professional development
- Use OER for graduate & continuing education
- Expand and establish a unified statewide OER repository

Long-term

- Increase funding to address campus technology challenges
- Encourage the consideration of OER in faculty tenure & promotion

OER Advisory Council



Millie Gonzalez and Sue Tashjian serve as Co-Chairs

Representatives from the 29 public higher education institutions plus four student members, an external member, and several ex-officio members

Generally the OER Advisory Council meets monthly from September to June.

The work was done through its five committees:

- Assessment Committee: Jackie Kremer, Fitchburg State University, Chair
- Course Flagging Committee: Ceit DeVitto, Bunker Hill Community College and Donna Mellen, University of Mass. Lowell, Co-chairs
- Marketing & Education Committee: Karen Hines, Berkshire Community College, Chair
- Professional Development Committee: Jessica Birthisel, Bridgewater State University and Andrea Milligan, North Shore Community College, Co-chairs
- Repository Committee, William Hoag, Roxbury Community College, Chair

Marketing & Education Committee



- Open Access Week: October 24 – 28, 2022
- Open Education Week: March 6 – 10, 2023
- Second Annual OER Faculty Awards given in May 2023
 - Gold Award – Prof. Patricia Lynne, Framingham State University
 - Silver Award – Profs. Eileen Cusack & Renee Tetrault, STCC
 - Bronze Award – Librarian Lauren Weiss, UMass Amherst
- Quarterly Newsletter – Vol. 1 and 2

Professional Development Committee



Faculty OER 101 Training conducted October 26 and November 3, 2022

Faculty Survey Results:

- 58.4% adopted OER in fall 2020 (May 2020)
- 60.9% adopted OER in fall 2021 (May 2021)
- 63.7% adopted OER in spring 2023 (Oct./Nov. 2022)
- 71.1% said the training influenced their decision to adopt (May 2020)
- 65.7% said the training influenced their decision to adopt (May 2021)
- 68.2% said the training influenced their decision to adopt (Oct./Nov. 2022)

Repository Committee



- Hired Rachel Oleaga at Northern Essex Community College as the Repository Coordinator (part-time)
- Rachel has worked to increase the visibility and utility of the Repository including adding four-year participants
- The Repository was renamed *Open Massachusetts: A Public Higher Education Repository*
- Committee decided to sunset

What is Course Marking?



“Course marking is the process of assigning specific, searchable attributes to courses”

(Ainsworth, Allen, Dai, Elder, Finkbeiner, Freeman, Hare, Heige, Helregel, Hoover, Kirschner, Perrin, Ray, Raye, Reed, Schoppert, & Thompson, 2020).

Marking Open and Affordable Courses

Best Practices and Case Studies

T E X T B O O K D W
E D U S T S O C O N
Z E R O C O S T N E
J Z T C S A L T E P
M R C W J K N O L O
A F F O R D A B L E
O E R L E E R F X 

Edited by Sarah Hare, Jessica Kirschner, and Michelle Reed

Course Flagging Committee



Results-to-Date:

- Course marking was already/has been implemented at twelve community colleges and one UMass campus (13/28).
- Course marking to be implemented within the next two years at one community college, four state universities, and three UMass campuses (8/28).
- There remain two community colleges and five state universities who will need significant additional support (7/28).

Course Marking Committee



- A webinar was developed and provided for CAOs, Deans and Department chairs, IT, Registrars and OER representatives on February 2022 to:
 - ensure everyone understood the June 30, 2021 deadline
 - conduct a detailed review of the *Course Marking Implementation Guide*
 - answer questions or concerns.
- Subsequent SIS sessions were held for Banner, Jenzabar and Colleague institutions to encourage peer-to-peer learning
- Similar plans were developed and delivered in 2023 including three webinars based on the level of readiness, an Action Plan and a Survey Template
 - "Where to Begin" on Feb. 9, 2023
 - "Getting Unstuck with Course Marking" on Feb. 23, 2023
 - "Course Marking: Advocacy & Beyond" on Mar. 7, 2023

Why Is Course Marking Important?



- Address our Equity Agenda
- Identify course type (i.e., OER, Low-Cost or Traditional)
- Empower students to lower costs and increase their success
- Meet the demands of students for free and low-cost quality teaching and learning materials (Clinton & Khan, 2019)
- Lower student cost (Ashford, 2018; St. Amar, 2020; Daly, Mills, Sebastian, & Sebesta, 2020)
- Increase student learning (Covard, Watson, & Park, 2018; Ashford, 2018; Griffiths, Mislevy, Wang, Shear, Ball, & Desrochers, 2020)
- Increase enrollment intensity (Fischer, Hilton, Robinson, & Wiley, 2015)

OER Type Policies



- OER/No Cost/Library Resources
 - No textbook to purchase and no cost for students
 - To be so designated, a course/section should use OER as the primary, required instructional materials

- Low-cost (\$50 or less)



Assessment Committee



- Effort was led by Jackie Kremer and Connie Strittmatter, then ex-officio member of Fitchburg State University
- After extensive review, an *OER Key Performance Indicators Implementation Guide* was developed
- We partnered with DHE Research & Planning to collect and analyze the data
- Agreed we would only collect four of the seven Indicators for FY22.
- For FY23, we added the two equity measures.

OER Key Performance Indicators



- Cost
 - Total costs savings (average national textbook cost x no. of students versus no/low-cost textbooks x no. of students)
- Outcomes:
 - Total no. of OER courses/sections as a percentage of total courses/sections
 - No. of students enrolled in OER courses as a percentage of total enrollment
 - Changes in DFW rates in OER vs. Non-OER courses (delayed)
 - Demographics of students taking OER courses vs. students in non-OER courses (delayed)
- Usage:
 - No. of faculty, staff, students participating in OER activities on campus

FY 22 Selected Highlights



- 17 out of 28 undergraduate-serving institutions reported (61%)
 - 13 out of 15 community colleges
 - 4 out of 9 state universities
 - No UMass campuses
- Of the 17 institutions, nine (53%) have implemented course marking
- Of the remaining eight, three used Bookstore data.

KPI 1A/B: Total Cost Savings



- Total student costs saving = At least \$7,621,994
 - Highest savings = \$1,266,717
 - Average savings = \$448,353
 - Lowest savings = \$70,965
- Return on Investment (ROI)
 - $\$7,621,994 / 62,107$ (\$2,107: institutions + \$60,000: DHE) = \$123:1*
- Student cost savings per FTE for the 17 institutions
 - $\$7,621,994 / 46,459$ (no. of FTE students) = \$164.06

Notes:

*It is important to note that the \$7.6 million in savings in FY22 includes spending prior to FY22. Thus, it is not exactly one-to-one. Also, the savings is cumulative and exponential over time.

KPI 3: Student Enrollment in OER Course Sections

- Overall percentage of students in No Cost course sections = 11.5%
- Overall percentage of students in Low Cost course sections = 5.5%
- Overall percentage of students in No/Low Cost course sections = 17.0%

External Advocacy



- Presentation of the OER Key Performance Indicators made to the BHE Academic Advisory Council on April 25, 2022
- Bob Awkward and Sue Tashjian serve on NEBHE's Open Education Committee
- Bob Awkward represents Massachusetts at DOERS3 and serves on Equity Work Group
- Many of our members lead and presented at the Northeast OER Conference and the Open Education Conference