CRUNCHING THE OER NUMBERS

Fri Aug 5, 9:30 AM

DR. JEFF SEAMAN AND DR. JULIA SEAMAN, BAY VIEW ANALYTICS
Bay View Analytics, formerly known as the Babson Survey Research Group, offers a comprehensive suite of consulting services in survey design and statistical research. Our services build on nearly two decades of research design, sampling, survey design, and statistical analysis expertise.
2021-2022 Higher Education Survey

- Survey conducted April 2022
- 1,843 Faculty
- 916 Administrators
- All 50 states and D.C.
- Included both returning and new questions

Results in this presentation also include responses from an additional 82 faculty from California.
We have conducted higher education surveys for over a decade.

Over 26,000 respondents across all OER surveys. All reports available at BayViewAnalytics.com.
SURVEY GOALS AND TARGETED RESPONDENTS

Goal of Surveys

• To understand the role of OER in Higher Education
• To quantify perceptions and awareness of OER

Respondents

• Higher Education Administrators, Faculty, and Chief Academic Officers
• Nationally representative for geography and type of institution

Project supported by

Bay View Analytics®
Over our reports, similar questions were asked year over year to allow trends to be examined.

Definitions used in surveys

**Open Educational Resources (OER):** OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

**Licensing Types**

**Public Domain:** A designation for content that is not protected by any copyright law or other restriction and may be freely copied, shared, altered, and republished by anyone.

**Creative Commons:** Open license that gives everyone from individual authors to governments and institutions a simple, standardized way to grant copyright permissions to their creative work, provided by Creative Commons.
TOPICS

• Pandemic Impact
• Teaching Modalities
• Curricula Materials
• Textbook Formats
• Perspectives on Digital versus Print
• Cost Factor
• Curricula Satisfaction
• OER Awareness
• OER Use
• OER Initiatives

Please let us know if anything is surprising or interesting to you in the chat!

We want to know your feedback on the results – what is most useful for you? What else do you want to know?
WHAT DID HIGHER EDUCATION LOOK LIKE IN 2021-2022?

HOW MUCH HAS THE PANDEMIC CONTINUED TO IMPACT CLASSROOMS?

HOW DO FACULTY WANT TO TEACH?
PANDEMIC IMPACT: BACKDROP FOR THE 2021-2022 YEAR

- Improvements in opinions on digital materials for both faculty and administrators
- Worsened experiences for students
- No major differences across regions
**Teaching Modalities: Western States Have Higher Proportion of Fully Online Courses**

- Nationally, there was a large return to face-to-face teaching, and away from online.
- Face-to-face is still far below pre-pandemic levels

- CA and Western states were more likely to go fully online & not face-to-face
- May be due to 1) higher online course rates in general and/or 2) stronger & longer COVID measures
I would like to teach some of my courses as a combination of in-person and online instruction.

I want the option to teach some of my courses in a fully online format.
What I observed during the pandemic is that faculty who had taught online... AND who used a variety of features in their LMS were better positioned to adapt to the pandemic... This speaks to the need to stay up-to-date with faculty development.

— Administrator

Online classes turn faculty into content providers. In person classes allow us to be the educators we are. As teachers we know how to read a room, which is an essential part of the learning experience for our students — and an essential part of teaching. You can’t do that with a bunch of rectangles on a screen.

— Advanced History/Government Faculty

The pandemic forced faculty to engage (sometimes unwillingly) with digital course materials and online learning. What could have taken many years occurred in a very short time frame.

— Intermediate Humanities Faculty
What materials are used in courses?

- How important are textbooks?
- How much material do students access digitally?
Curriculum Materials: CA leads regions for requiring digital textbooks

Online homework systems are the most commonly required curricula material.
Textbooks of any format were required by 60% of faculty.
CA faculty require digital textbooks more than any other region, and much more often than physical (58% vs. 45%), the largest difference in any region.

Faculty were asked to consider their largest enrollment course when answering.

<table>
<thead>
<tr>
<th>Curriculum Materials</th>
<th>Difference for CA vs. National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print textbook(s) required</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Online homework system required</td>
<td>+1.3%</td>
</tr>
<tr>
<td>Software required</td>
<td>+2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>+2.7%</td>
</tr>
<tr>
<td>Articles/Case studies required</td>
<td>+3.9%</td>
</tr>
<tr>
<td>Video/Film required</td>
<td>+7.2%</td>
</tr>
<tr>
<td>Digital Textbook(s) required</td>
<td>+10.5%</td>
</tr>
</tbody>
</table>
**Textbook Formats: Many Options for Students Though Print Still Dominates**

Two-thirds of faculty reported that their textbooks are available in more than one format.

Faculty were asked to consider their largest enrollment course when answering. Only asked to 60% of faculty who require textbooks.

CA has highest rate of offering free digital texts.

**Faculty: Primary Textbook Student Availability (select all)**

- **Required Textbook Formats**
  - New print version available for sale
  - Used print version available for sale
  - Digital version available for sale
  - Print version available for rent
  - Digital version available on reserve in library, department office, etc.
  - Digital version available as part of an inclusive access/day one arrangement
  - Digital version available for sale
  - Print version available without cost
  - Print version available on reserve in library, department office, etc.
  - Digital version available for rent
  - Digital version available without cost

**Difference for CA vs. National**

- New print version available for sale: -8%
- Used print version available for sale: -5%
- Print version available for rent: -5%
- Digital version available as part of an inclusive access/day one arrangement: -4%
- Digital version available for sale: -2%
- Print version available without cost: -1%
- Print version available on reserve in library, department office, etc.: +1%
- Digital version available for rent: +2%
- Digital version available without cost: +9%
**PERSPECTIVES ON DIGITAL VERSUS PRINT: GROWING ACCEPTANCE OF DIGITAL AS LEARNING MATERIALS**

Faculty belief that physical materials are better for learning than digital is declining

Both faculty and administrators acknowledge that digital materials offer more flexibility
Digital vs. Print Preferences: Even across the continuum

- There is no single preference or large group for faculty on the print to digital continuum.
- There are an equal proportion of faculty who want more print or more digital.
- Faculty preferences are very diverse: the same course materials are just as likely to be completely preferred by faculty as they are to be criticized.
Digital vs. Print Preferences: Digital Preferred by Online Course Faculty and Those in Western US

Faculty rated themselves on a 0-100 scale, with “0” preferring all physical and “100” preferring all digital.
Cost Factor: Majority agree that course material costs are a problem across the country

Agreement with the statement "The cost of the course materials is a serious problem for my students."

- Strongly agree: 30%
- Agree: 34%
- Neutral: 20%
- Disagree: 12%
- Strongly disagree: 5%
Faculty and Administrator Voices

As we are very rural and high poverty, access to the Internet at home is a real barrier for our students. Therefore, I never use a digital homework system, since students may not have access when they need it. Also, I won’t use a digital textbook with supplements that require always-on Internet access.

— Advanced Arts & Literature Faculty

The pandemic taught us that many classes or parts of classes can be taught digitally. Students are so tied to their phones and computers, that not using digital media is a disservice to them. Faculty is not changing rapidly enough to digital media to keep up with their students.

— Intermediate Humanities Faculty
How good are the materials in courses?

What factors impact faculty ratings?

Does the publisher impact the curriculum rating?
Curricula Satisfaction: Generally satisfied, more for scope & accuracy than cost & supplementals.
**Curricula Satisfaction: Higher for Faculty Using OER Materials**

Faculty rated curricula on a 0-100 scale.

- **OER publisher**: 84
- **Other Commercial**: 83
- **Big Three**: 79

**Big Three** = Cengage, McGraw Hill, and Pearson
**Curricula Satisfaction: Higher for Faculty Using OER Materials**

- All regions rate OER curricula higher than Big Three publishers, though many have it on par or below other commercial publishers
- CA rates OER curricula highest of all, and with the largest difference to Big Three’s rating
What is the current status for OER?

Do faculty know what OER is?  
How is OER used in courses?
OER Awareness: Two-thirds of faculty have some level of OER awareness

- 67% percent of faculty have some level of awareness of OER.
  - 52% saying that are “aware” or “very aware,” and 15% saying they are “somewhat aware.”
- Only 15% of faculty said they are “not aware” of OER.
Faculty who are “Aware” of OER:
- May confuse it with any free online materials
- May confuse it with “open source” materials

Therefore, this question alone may be imprecise.

An improved measurement for OER Awareness requires a combination of both OER Awareness and Creative Commons Awareness.

Respondents who report that they are unaware of Creative Commons licensing are removed from the "Aware" categories, creating a stricter index of OER awareness.

Can we trust these answers?
Licensing Awareness: Very High Levels Across All Licensing Types

- Over 90% of faculty are somewhat to very aware of both copyright and public domain.
- Awareness of creative commons licensing is just under 80% for any level.
- All three types of licenses have over 50% awareness for aware or very aware, indicating faculty are confident in their own awareness levels.
OER AWARENESS: WITH STRICTER DEFINITION, LOWER RATE BUT STILL OVER 50%; HIGHER IN WESTERN US

Faculty: OER Awareness Strict

- I am very aware of OER and know how they can be used in the classroom
- I am aware of OER and some of their use cases
- I am somewhat aware of OER but I am not sure how they can be used
- I have heard of OER, but don’t know much about them
- I am not aware of OER

OER Awareness Strict by Region

- Total: 24% (very aware), 23% (aware), 11% (somewhat aware)
- Northeast: 26% (very aware), 16% (aware), 9% (somewhat aware)
- South: 21% (very aware), 22% (aware), 12% (somewhat aware)
- Midwest: 20% (very aware), 24% (aware), 13% (somewhat aware)
- California: 29% (very aware), 22% (aware), 9% (somewhat aware)
- West: 25% (very aware), 32% (aware), 11% (somewhat aware)

Highest level of “very aware”
For the first time in our surveys, over half of all faculty have some level of awareness of OER.

OER awareness has grown by 7% since 2020.

Since 2014-15, OER awareness has more than doubled.
# OER Awareness: Varies by Publisher and Region

## Faculty: OER Awareness (Strict) by Publisher

<table>
<thead>
<tr>
<th>OER Publisher</th>
<th>Very Aware</th>
<th>Aware</th>
<th>Somewhat Aware</th>
<th>Heard of</th>
<th>Not Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>OER Publisher</td>
<td>65%</td>
<td>16%</td>
<td>19%</td>
<td>15%</td>
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<tr>
<td>Other Commercial</td>
<td>21%</td>
<td>27%</td>
<td>13%</td>
<td>13%</td>
<td>26%</td>
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<tr>
<td>Big Three</td>
<td>18%</td>
<td>25%</td>
<td>11%</td>
<td>12%</td>
<td>34%</td>
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20% of OER users are not aware of OER.

## OER Awareness for OER Publisher by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Very Aware</th>
<th>Aware</th>
<th>Somewhat Aware</th>
<th>Heard of</th>
<th>Not Aware</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>66%</td>
<td>15%</td>
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<tr>
<td>South</td>
<td>70%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
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<tr>
<td>Northeast</td>
<td>46%</td>
<td>15%</td>
<td>0%</td>
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<tr>
<td>Midwest</td>
<td>47%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>West</td>
<td>71%</td>
<td>14%</td>
<td>0%</td>
<td>2%</td>
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<tr>
<td>California</td>
<td>76%</td>
<td>15%</td>
<td>2%</td>
<td>0%</td>
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Almost all OER users are aware of OER.
OER Use Continues to Grow: Almost Half of Faculty Report Using OER in Their Courses

Faculty: Use of OER Materials in Courses

- Required course materials
- Both
- Supplemental course materials

Faculty: Use of OER Materials in Courses by Year

- 2015-16: 5%
- 2016-17: 6%
- 2017-18: 13%
- 2018-19: 14%
- 2019-20: 15%
- 2021-22: 22%
OER Use: CA has the highest OER use rates

OER Use by Region

- **Total**: 14% (Required), 9% (Both), 18% (Supplemental)
- **South**: 11% (Required), 8% (Both), 20% (Supplemental)
- **Midwest**: 12% (Required), 8% (Both), 17% (Supplemental)
- **Northeast**: 17% (Required), 8% (Both), 15% (Supplemental)
- **West**: 16% (Required), 9% (Both), 18% (Supplemental)
- **California**: 16% (Required), 11% (Both), 17% (Supplemental)
OER Use: Only a small number of faculty require an OER textbook for their course

- CA has highest proportion of OER publishers for the required course textbook
- Big Three publishers – Cengage, McGraw, and Pearson – hold ~40% of the market
- 100+ publishers make up the other commercial publishers

Faculty were asked to consider their largest enrollment course when answering. Only asked to 60% of faculty who require textbooks
OER USE: OpenStax is most common publisher

- OpenStax is the most common OER publisher and 4th common publisher overall
- OER Commons and Open Textbook Library are also common
- “Other” are often self- or department-published textbooks
OER INITIATIVES: MAJORITY OF FACULTY ARE UNAWARE; CA HAS HIGHER AWARENESS THAN ANY OTHER REGION

Faculty: OER Initiative Awareness

- 27% I am not aware of any such initiatives
- 66% I am aware of a departmental, institutional, or system-wide Open Educational Resources initiative
- 7% Other / Don’t Know

OER Initiative Awareness

- California: 35%
- West: 24%
- South: 25%
- Northeast: 25%
- Midwest: 28%
- Total: 27%
Having moved to open resources, I will never again use expensive text books. Using OER and an array of supplemental texts enables me to customize my art history courses in response to current events and discoveries, to keep the courses fresh and engaging, and - most importantly for my predominantly low-income students - to ensure that the source materials are free to them.

– Introductory Arts & Literature Faculty

I would love to use OER for cost benefit to my students. Until they can match the adaptive learning component of McGrawHill’s SmartBook, I’m not sure how much I’ll consider them. I’ve seen such significant improvements in student learning, that I’m not sure it’s worth going to an OER option at the expense of student learning.

– Introductory Other Discipline Faculty
So...what do all these data mean for OER?

How does OER awareness and OER use overlap?  

Do OER initiatives have an impact on awareness or use?
PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

Three measures of OER

• OER Awareness
• OER Initiative Awareness
• OER Use

<table>
<thead>
<tr>
<th>Aware of OER</th>
<th>Aware of Initiative</th>
<th>Use OER</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
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<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

Overlap of Awareness and Use

- Not Aware of OER nor Initiatives, Don't Use
- Aware OER, Not Initiatives, Don't Use
- Not Aware of OER, Aware of Initiatives, Don't Use
- Aware of OER & Initiatives, Don't Use
- Not Aware of OER nor Initiatives, Use OER
- Aware OER, Not Initiatives, Use OER
- Not Aware of OER, Aware of Initiatives, Use OER
- Aware of OER & Initiatives, Use OER
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PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

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- Not Aware of OER, Aware of Initiatives, Use OER
- Aware of OER & Initiatives, Use OER

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OER Use as Required or Supplemental Materials
PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

Overlap of Awareness and Use

- 28% of faculty still need to learn about OER or an initiative

- 21% are aware of OER, not initiatives, and don’t use

- 9% are not aware of OER but aware of initiatives, and don’t use

- 3% are aware of OER & initiatives, but don’t use

- 20% are aware of OER but not initiatives, and use OER

- 5% are not aware of OER but aware of initiatives, and use OER

- 0.5% are aware of OER & initiatives, and use OER

- 17% are not aware of OER nor initiatives, but use OER

- 0% are aware of OER, not initiatives, and use OER

- 0% are not aware of OER nor initiatives, don’t use

- 0% are aware of OER & initiatives, don’t use
PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

Overlap of Awareness and Use

- 28% Not Aware of OER nor Initiatives, Don’t Use
- 21% Aware OER, Not Initiatives, Don’t Use
- 9% Not Aware of OER, Aware of Initiatives, Don’t Use
- 3% Aware of OER & Initiatives, Don’t Use
- 20% Not Aware of OER nor Initiatives, Use OER
- 3% Aware OER, Not Initiatives, Use OER
- 1% Not Aware of OER, Aware of Initiatives, Use OER
- 17% Aware of OER & Initiatives, Use OER

3% of faculty who use OER are unaware of it

OER Use as Required or Supplemental Materials
PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

Overlap of Awareness and Use

- 28% Not Aware of OER nor Initiatives, Don’t Use
- 21% Aware OER, Not Initiatives, Don’t Use
- 1% Not Aware of OER, Aware of Initiatives, Don’t Use
- 9% Aware of OER & Initiatives, Don’t Use
- 3% Not Aware of OER nor Initiatives, Use OER
- 20% Aware OER, Not Initiatives, Use OER
- 0.5% Not Aware of OER, Aware of Initiatives, Use OER
- 17% Aware of OER & Initiatives, Use OER

TOTAL

72% Aware of OER or initiatives

OER Use as Required or Supplemental Materials
PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

Overlap of Awareness and Use

Impact of Awareness: Of the 72% aware of OER or initiatives, 57% are OER users (up from 40% for everyone)

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Putting it all together – OER Awareness, Initiative Awareness, and OER Use

Overlap of Awareness and Use

Self-Awareness: Of the 67% aware of OER, over half are unaware of initiatives
PUTTING IT ALL TOGETHER – OER AWARENESS, INITIATIVE AWARENESS, AND OER USE

Overlap of Awareness and Use

Initiatives work to spread awareness: only 4% of faculty aware of initiatives are unaware of OER
Putting it all together – OER Awareness, Initiative Awareness, and OER Use

Overlap of Awareness and Use

Initiatives may help with use: 64% of faculty aware of initiatives are using OER
• While students are returning to the classroom, there has not been a return to pre-pandemic levels.
  - Faculty and administrators have expressed a growing acceptance, and even preference for online or blended learning environments, as well as digital courseware

• Cost to students is a major concern for both faculty and administrators
  - Required textbooks are most commonly available as physical and then digital, both for a fee; free options exist, albeit in limited numbers
  - 86% of administrators and 64% of faculty agree that the cost of course materials is a serious problem

• Acceptance of digital course materials has grown, along with awareness and usage of open educational resources (OER)
  - Our stricter measure of OER awareness, which requires awareness of the term OER as well as licensing options, has grown to 57% (up 7%) this year, with a large increase in OER as required courseware

• California exhibits a few very interesting differences from the rest of the country
  - Courses were more likely to be online, using digital textbooks
  - CA faculty report using film more (but no differences for other materials)
  - Minimal differences on overall preferences for print or digital as learning tools for students, but there is a difference for preferences on the print to digital continuum
  - CA uses more OER, and has a higher level of OER and OER initiative awareness
What does this mean for OER?

Positive News
- OER awareness and growth continue to grow — *But can it keep going?*
- Growing faculty acceptance of digital materials
- OER continues to have highest curriculum ratings of all publishers

The OER “Gap”
- Not all OER users are aware of OER
- Not all people who are aware use OER
- Awareness of initiatives and OER varies

Bad News
- Return to face-to-face reduces need for digital curriculum
- Increasing competition for OER
  - Commercial publishers offering digital curriculum
  - Increasing use and awareness of Inclusive Access
Q&A
THANK YOU!

INFO@BAYVIEWANALYTICS.COM
FULL REPORTS AT BAYVIEWANALYTICS.COM

We are always open to new projects – please reach out!
APPENDIX
### Curricula Materials

<table>
<thead>
<tr>
<th></th>
<th>California</th>
<th>Midwest</th>
<th>Northeast</th>
<th>South</th>
<th>West</th>
<th>National</th>
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<tr>
<td>Textbook(s) print Required</td>
<td>44.77%</td>
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<td>Textbook(s) digital Required</td>
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<tr>
<td>Inclusive Access subscription Required</td>
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<td>Articles/Case studies Required</td>
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<td>50.21%</td>
<td>46.32%</td>
<td>44.52%</td>
<td>49.46%</td>
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<tr>
<td>Online homework system Required</td>
<td>67.75%</td>
<td>69.69%</td>
<td>64.57%</td>
<td>64.16%</td>
<td>68.02%</td>
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<td>Video/Film Required</td>
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<td>30.61%</td>
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<td>Other</td>
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<td>Textbook(s) print Required</td>
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Faculty: Inclusive Access Awareness

- I use Inclusive Access in my teaching: 14%
- Inclusive Access is used at my institution, but not in any of my courses: 15%
- I am aware of Inclusive Access, but I am not sure it is used at my institution: 21%
- I am not aware of Inclusive Access: 21%
- Unsure: 7%

Inclusive Access

<table>
<thead>
<tr>
<th>Region</th>
<th>I use Inclusive Access in my teaching</th>
<th>Inclusive Access is used at my institution, but not in any of my courses</th>
<th>I am aware of Inclusive Access, but I am not sure it is used at my institution</th>
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Bay View Analytics®
Textbook Availability

- New print version available for sale
- Used print version available for sale
- Print version available for rent
- Print version available on reserve in library, department office, etc.
- Print version available without cost
- Digital version available for sale
- Digital version available as part of an inclusive access/day one arrangement
- Digital version available for rent
- Digital version available without cost

California
Midwest
Northeast
South
West
Total

Bay View Analytics®
OER AWARENESS BY PUBLISHER & REGION

OER Awareness for Big Three by Region

- Total: 18% very aware, 24% aware, 11% somewhat aware
- South: 17% very aware, 23% aware, 12% somewhat aware
- Northeast: 20% very aware, 24% aware, 6% somewhat aware
- Midwest: 13% very aware, 23% aware, 19% somewhat aware
- West: 21% very aware, 44% aware, 7% somewhat aware
- California: 22% very aware, 19% aware, 9% somewhat aware

OER Awareness for OER Publisher by Region

- Total: 66% very aware, 15% aware, 2% somewhat aware
- South: 70% very aware, 10% aware, 3% somewhat aware
- Northeast: 46% very aware, 15% aware, 0% somewhat aware
- Midwest: 47% very aware, 21% aware, 0% somewhat aware
- West: 71% very aware, 14% aware, 0% somewhat aware
- California: 76% very aware, 15% aware, 2% somewhat aware

OER Awareness for Other Publisher by Region

- Total: 21% very aware, 27% aware, 13% somewhat aware
- South: 16% very aware, 30% aware, 15% somewhat aware
- Northeast: 26% very aware, 14% aware, 10% somewhat aware
- Midwest: 22% very aware, 28% aware, 15% somewhat aware
- West: 24% very aware, 29% aware, 13% somewhat aware
- California: 22% very aware, 30% aware, 12% somewhat aware
OER Factors by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>OER Awareness</th>
<th>OER Use</th>
<th>OER Initiatives Awareness</th>
<th>OER Textbook</th>
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Publisher Share for Largest Enrollment Courses

- Pearson Education: 38%
- McGraw-Hill Education: 15%
- Cengage Learning: 13%
- Norton: 11%
- OpenStax: 5%
- Oxford University Press: 4%
- SAGE Publications: 3%
- Wiley: 3%
- Macmillan Learning: 3%
- Other: 3%
Overlap of Awareness and Use

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<th>Aware of OER &amp; Initiatives, Don’t Use</th>
<th>Not Aware of OER nor Initiatives, Use OER</th>
<th>Aware OER, Not Initiatives, Use OER</th>
<th>Not Aware of OER, Aware of Initiatives, Use OER</th>
<th>Aware of OER &amp; Initiatives, Use OER</th>
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Bay View Analytics®