BEHIND THE CURTAIN FOR THE CURRICULA ADOPTION PROCESSES IN OER AND NON-OER CLASSROOMS

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DR. JULIA SEAMAN
DR. JEFF SEAMAN
We will cover:

• Introduction and project background
• OER awareness and adoption in 2021-22
• Courseware adoption survey results
INTRODUCTION TO BAY VIEW ANALYTICS

Bay View Analytics 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.

Julia Seaman, Ph.D.  
Director of Research

Jeff Seaman, Ph.D. 
Director
We have conducted higher education surveys for over a decade with more planned.

Over 28,000 respondents across 11 reports on OER.

Report published June 2022 with a research brief on OER trends across all surveys.

All Reports available at BayViewAnalytics.com
Similar questions are asked year to 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.
OER AWARENESS AND ADOPTION

2021-22
OER Awareness: Reaching New Levels

- For the first time in our surveys, over half of all faculty have some level of awareness of OER.
OER Awareness: Growing Year over Year

- OER awareness has grown by 7% since 2020.
- Since 2014-15, OER awareness has more than doubled.
OER Use Continues to Grow: Almost Half of Faculty Report Using OER in Their Courses

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%

1 in 5 faculty require OER materials for their largest enrollment course, up from 1 in 20 in 2015-16
OER Used for Required and Supplemental Course Materials

Faculty: Use of OER Materials in Courses

- 14% use required course materials
- 8% use both required and supplemental course materials
- 18% use supplemental course materials

40% of all Faculty use OER materials
OER IS A MAJOR SOURCE OF COURSE MATERIALS

- Brian Murphy Group data on textbooks by publisher shows OpenStax is now among the top ten publishers.
- More awareness may lead to even more adoption.
- Substantial changes in teaching and course material distribution since the pandemic.

Is the adoption process for OER different than for commercial publishers?
COURSEWARE ADOPTION RESULTS

2021-22
ADOPTING COURSEWARE

Encompassed both required and supplemental materials

Extends beyond the textbook to software, videos, labs, etc.

Traditionally includes a required textbook, though less common than when we started our research

Process can vary widely between classrooms and institutions
Courseware Adoptions Topics

- Primary decision maker for selecting the primary textbook
- Restrictions on courseware decisions
- Current courseware satisfaction levels
- Likelihood to change courseware

Examined Factors

<table>
<thead>
<tr>
<th>Textbook Publisher</th>
<th>Big Three</th>
<th>OER</th>
<th>Other</th>
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**Big Three** = Pearson, McGraw, & Cengage
**OER** = Mostly OpenStax, My Open Textbook, & OER Commons
MAJORITY OF FACULTY ARE THE SOLE DECISION MAKER FOR THEIR CLASSROOM’S TEXTBOOK SELECTION

Who was the primary decision maker for selecting the primary textbook currently being used for this course?

- I made the choice alone: 62%
- A faculty committee: 22%
- Another faculty member: 6%
- A joint faculty/administrative committee: 6%
- Other: 2%
- An administrator or administrative committee: 2%
- Don't know: 1%
Big3 Textbook Users Are Least Likely to Make Their Decisions Solo

Who was the primary decision maker for selecting the primary textbook currently being used for this course?

"I made the choice alone"

- Total: 62%
- Big3: 52%
- OER: 60%
- Other: 69%

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MAJORITY OF FACULTY CLAIM TO HAVE NO RESTRICTIONS OR APPROVALS & HIGHEST RATE FOR OER USERS

There were no restrictions or other approvals required

- Big3: 15%
- OER: 80%
- Other: 77%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Big3 OER Other
There were similar restrictions between publisher groups

Restrictions or requirements:

<table>
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<tr>
<th>Requirement</th>
<th>Big3</th>
<th>OER</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires approval by faculty or academic administrators in the department</td>
<td>15%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Must meet technology requirements (e.g., available digitally)</td>
<td>9%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Must meet specific cost requirements for students</td>
<td>8%</td>
<td>7%</td>
<td>5%</td>
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Big3 publishers are more likely to need to meet technology requirements than the other two groups.
Faculty generally are satisfied with their current course curriculum materials.
Scope and Coverage: OER Slightly Lower Grades Than Other Publishers
Accuracy: OER & Big3 are similar, but behind other publishers.
INCLUDED INSTRUCTOR MATERIAL: OER FALLS BEHIND OTHER PUBLISHERS
Cost to Student: OER Outperforms
OVERALL SATISFACTION: OER AND OTHER PUBLISHERS HAVE BETTER GRADES; OER HAS LOWEST FAILING RATE
Despite issues, OER users are least likely to want to replace their current primary textbook.
### Course Level
- Intermediate level course faculty have the most independence in choosing their course materials.
- 85% of Advance Course faculty stated there were no restrictions or approvals required for choosing their courseware.

### Faculty Demographics
- Faculty with more years teaching are less likely to want to replace their primary textbook for their course.
- 71% Tenured faculty stated they made the primary textbook decision themselves compared to 55% of non-tenure track faculty.

### Institution Type
- Faculty at 2-year institutions are less likely to make textbook decisions on their own.
- Faculty at 2-year institutions also report fewer requirements or approvals to adopt new course materials.
CONCLUSIONS

- Faculty autonomy is important as faculty who chose their own materials (no matter the publisher) are:
  - Least likely to want to change the materials
  - Most likely to give it higher rating

- Courseware adoption is not a standardize process - it can be a very straightforward decision or an entire multistep process

- OER users tend to have more adoption independence than other faculty and leads to higher courseware ratings
CONCLUSIONS
## Current State of Course Materials

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<tr>
<th>FLUX</th>
<th>DIGITAL</th>
<th>OPEN</th>
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<td>COVID caused a lot of changes that institutions and faculty are still adjusting to</td>
<td>Seeing a switch to digital with new interactive products compared to traditional physical textbooks; Greatly supported by publishers</td>
<td>OER awareness and use keeps growing, and OpenStax has become a major textbook provider</td>
</tr>
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**FUTURE TRENDS**

- Adoption process may be moving away from the faculty (e.g., campus-wide adoption of Inclusive Access) – we are researching that right now.
- Increasing proportion of courses are fully online or have an online component.
- Greater use of technology, much wider adoption of digital materials.
Q&A

THANK YOU!

INFO@BAYVIEWANALYTICS.COM

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