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

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OLC Innovate™ EDUCATION REIMAGINED 2023

CONTENTS

We will cover:

- Introduction and project background

- OER awareness and adoption in 2021-22

- Courseware adoption survey results

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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
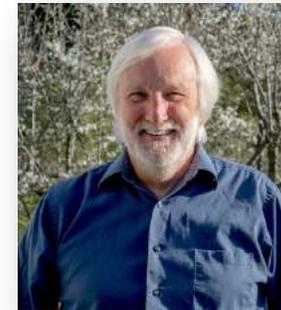
Jeff Seaman, Ph.D.
Director

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WE HAVE CONDUCTED HIGHER EDUCATION SURVEYS FOR OVER A DECADE WITH MORE PLANNED

| 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |

OER Surveys

Survey Underway

Planned

Over 28,000 respondents across 11 reports on OER
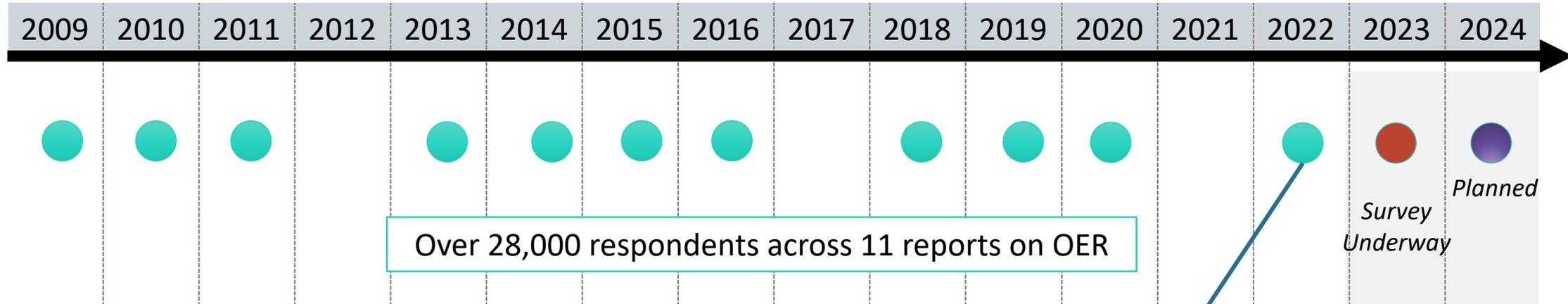
Report published June 2022 with a research brief on OER trends across all surveys

Turning Point for Digital Curricula:
Educational Resources in U.S. Higher Education, 2022
Julie E. Seaman and Jeff Seaman

OPEN

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Research Brief:
Open Educational Resources:
Becoming Mainstream

WILLIAM + FLORA
Hewlett Foundation

OLC ONLINE LEARNING™
CONSORTIUM

SURVEY QUESTIONS & DEFINITIONS

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 re-purposing 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.*

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OER Awareness and Adoption

2021-22

OER Awareness: Reaching new levels

Faculty: OER Awareness Strict

- **I am very aware of OER and know how they can be used in the classroom** — 23%
- **I am aware of OER and some of their use cases** — 23%
- **I am somewhat aware of OER but I am not sure how they can be used** — 11%
- **I have heard of OER, but don't know much about them** — 13%
- **I am not aware of OER** — 30%
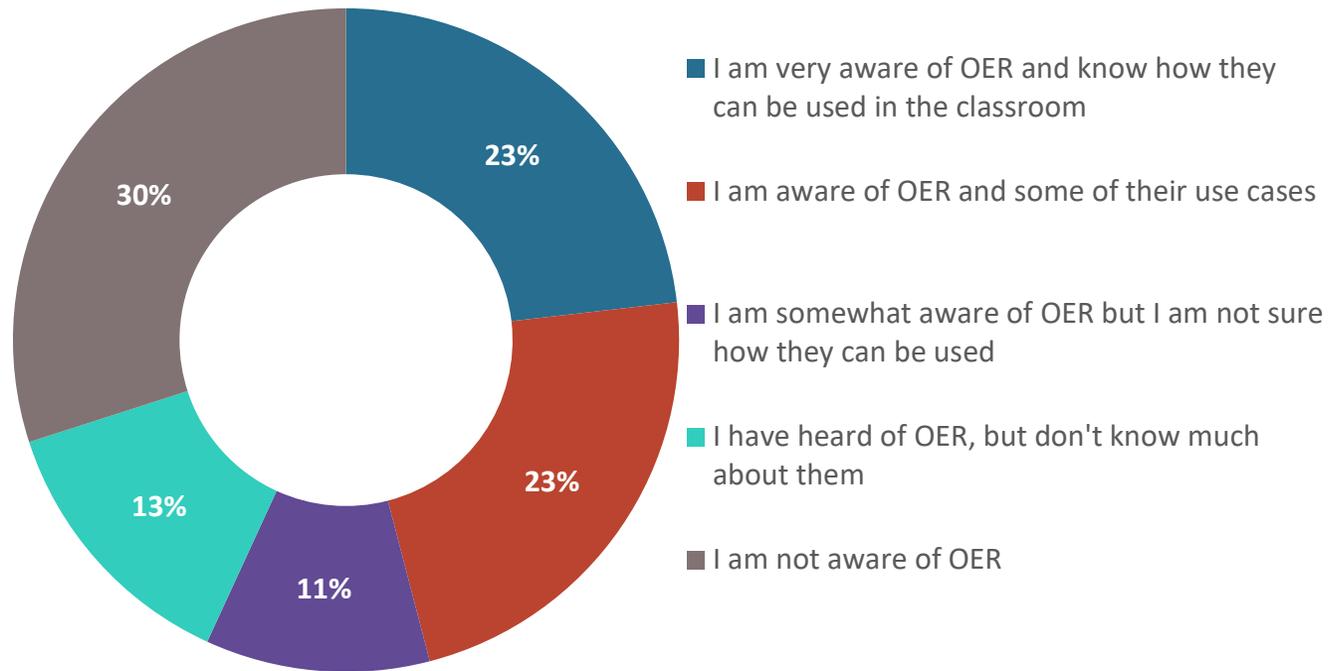
- For the first time in our surveys, **over half of all faculty have some level of awareness of OER**.

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OER Awareness: Growing Year over Year

Faculty: OER Awareness (Strict) by Year
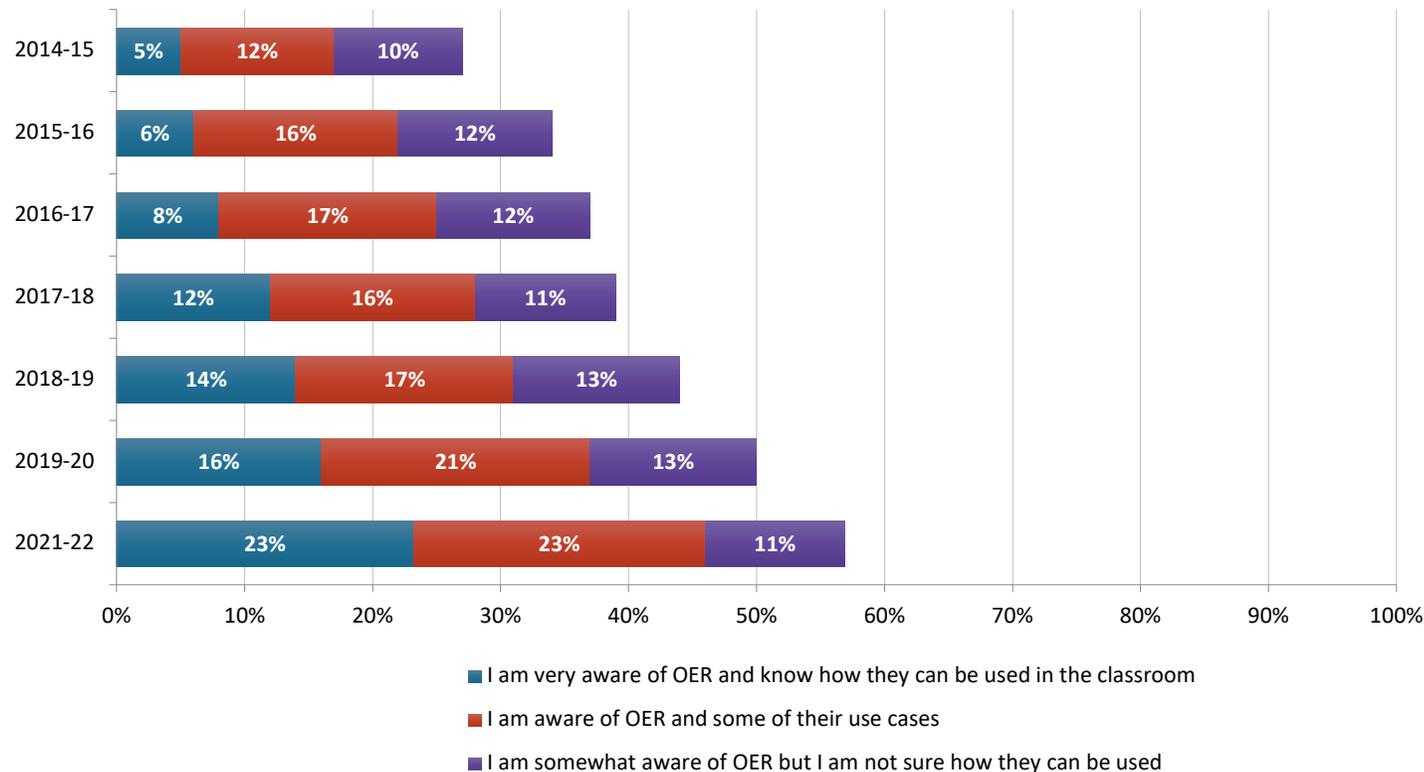
- OER awareness has grown by 7% since 2020.

- 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

Use as Required Materials

Year	Percentage
2015-16	5%
2016-17	6%
2017-18	13%
2018-19	14%
2019-20	15%
2021-22	22%
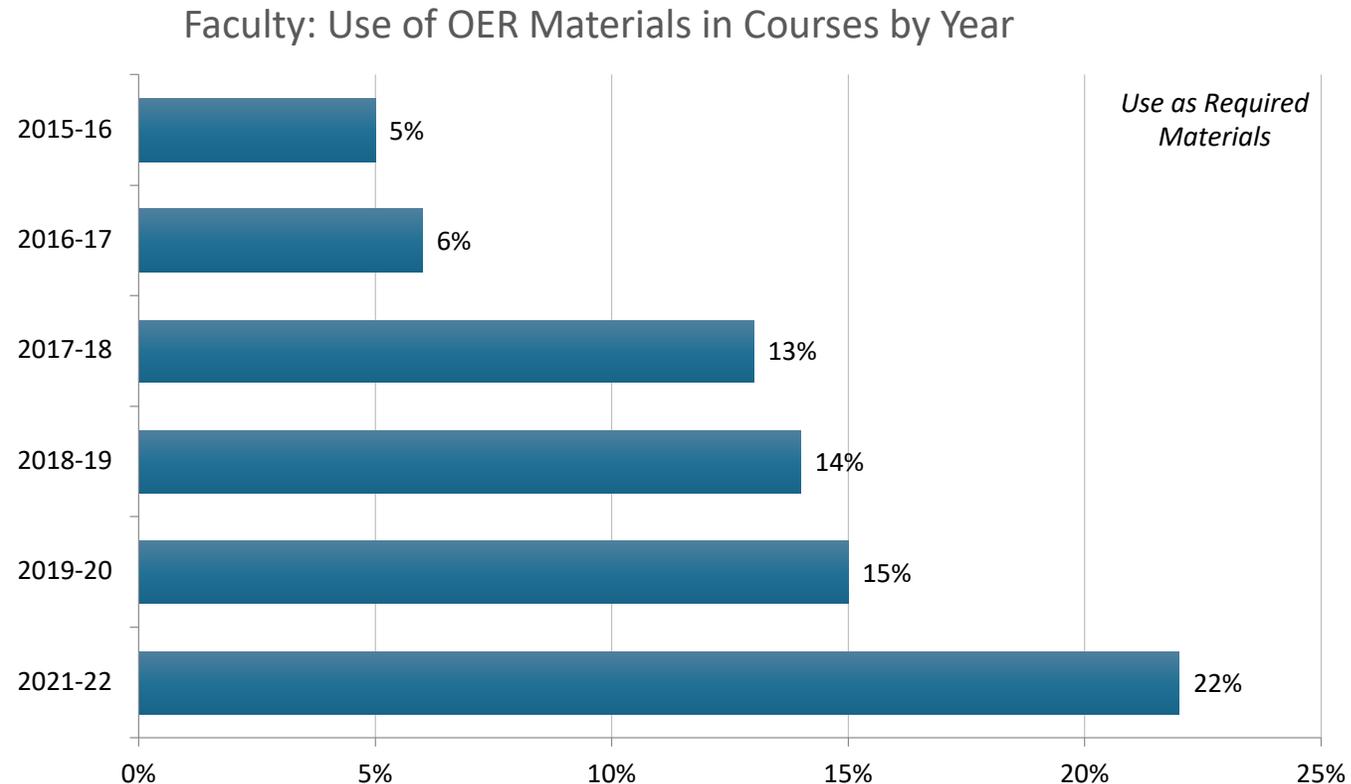
1 in 5 faculty require OER materials for their largest enrollment course, up from 1 in 20 in 2015-16

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Faculty were asked to consider their largest enrollment course when answering

OER Used for Required and Supplemental Course Materials

Faculty: Use of OER Materials in Courses
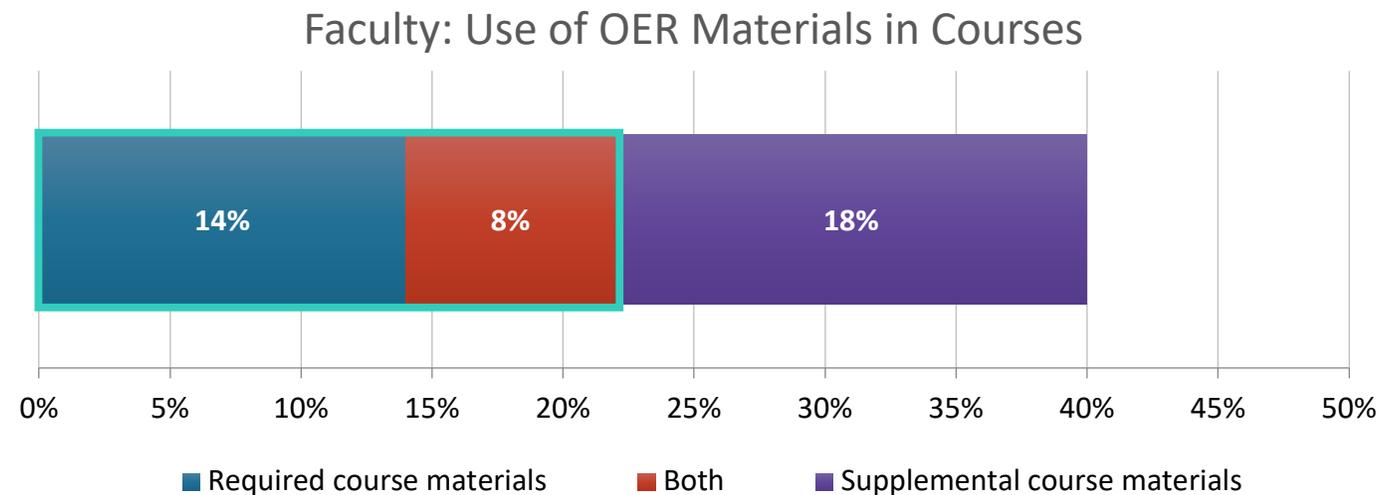
40% of all Faculty use OER materials

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

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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	
Textbook Publisher	Big Three
	OER
	Other

Big Three = Pearson, McGraw, & Cengage
OER = Mostly OpenStax, My Open Textbook, & OER Commons

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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?

Total: 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%
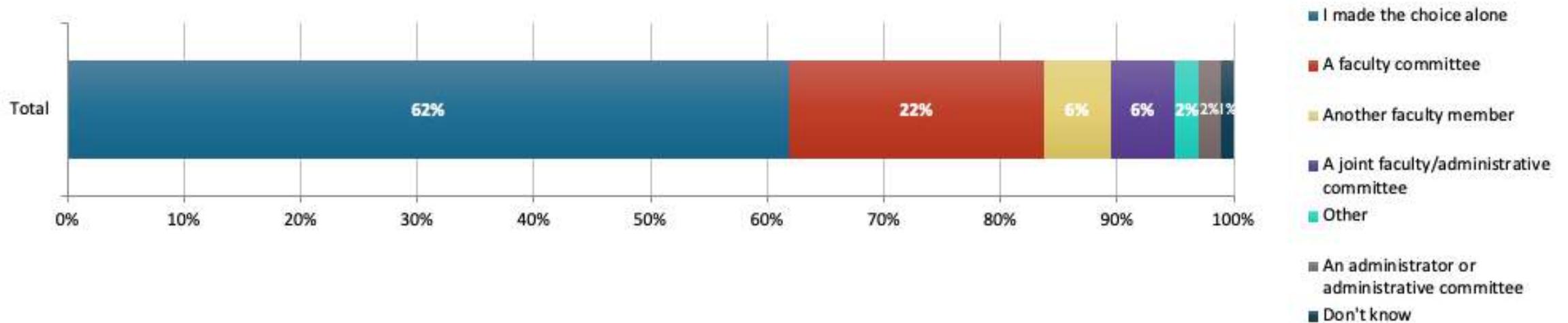
# BIG3 TEXTBOOK USERS ARE LEAST LIKELY TO MAKE THEIR DECISIONS SOLO

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%

8%

■ Total ■ Big3 ■ OER ■ Other

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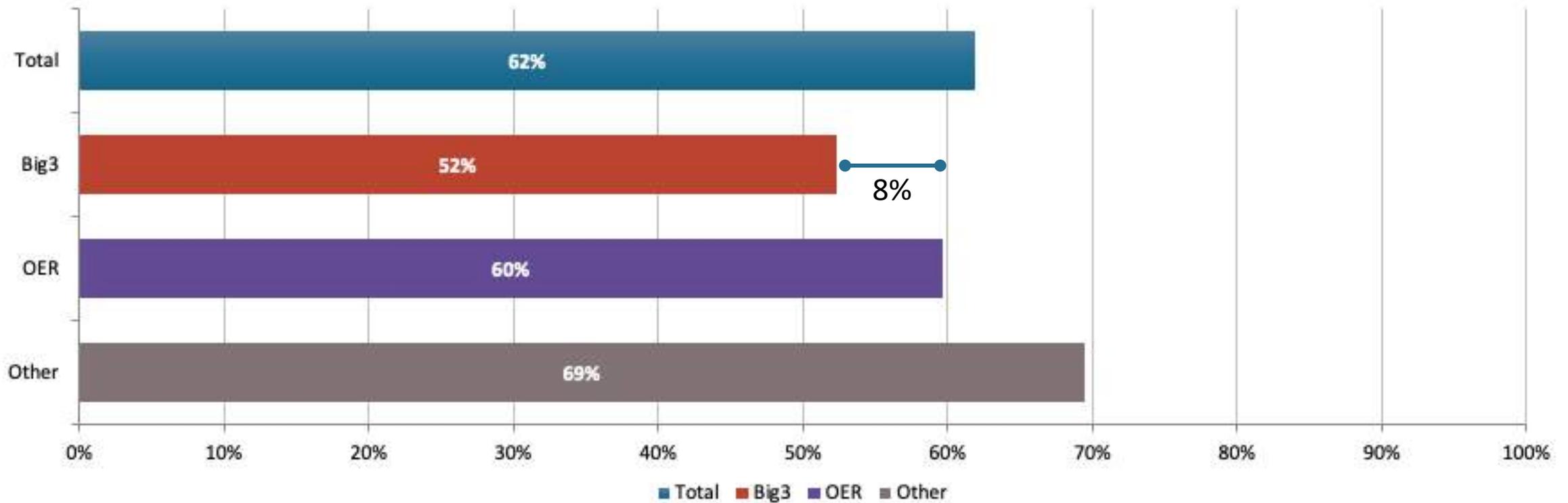
MAJORITY OF FACULTY CLAIM TO HAVE NO RESTRICTIONS OR APPROVALS & HIGHEST RATE FOR OER USERS

There were no restrictions or other approvals required

Big3: 65%
OER: 80%
Other: 77%

15%

Big3   OER   Other

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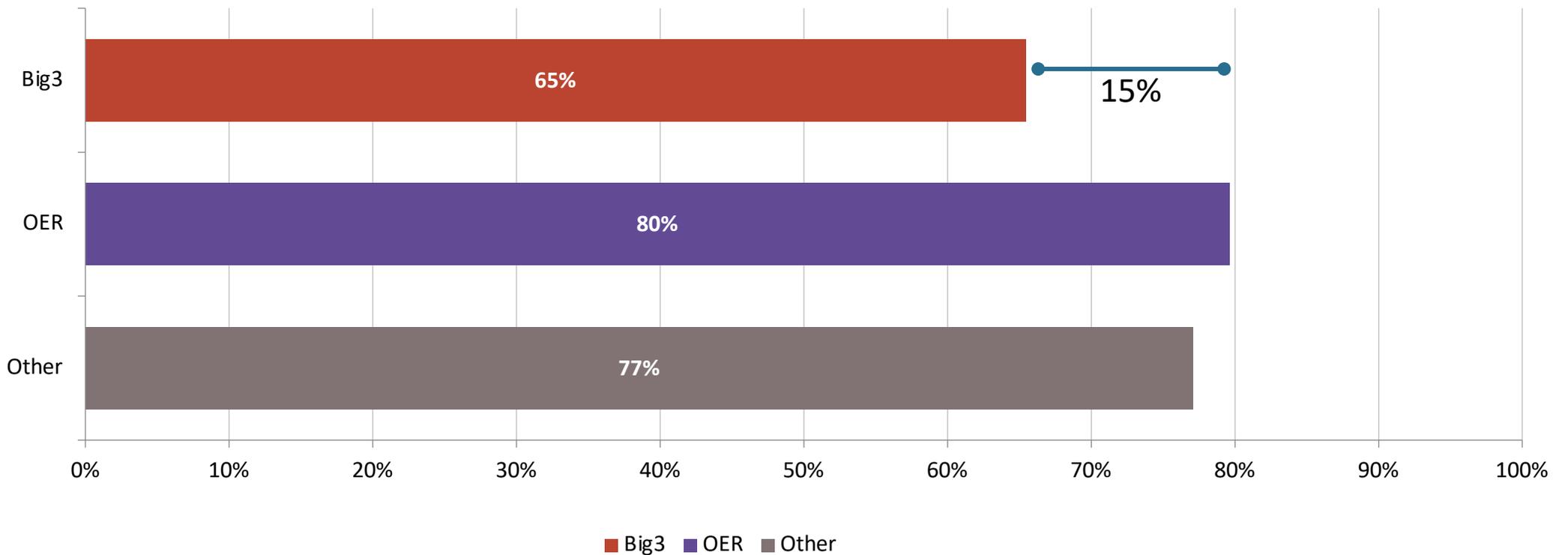
There were Similar Restrictions Between Publisher Groups

Restrictions or requirements:

	Big3	OER	Other
Requires approval by faculty or academic administrators in the department	15%	14%	11%
Must meet technology requirements (e.g.. available digitally)	9%	3%	4%
Must meet specific cost requirements for students	8%	7%	5%

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

Faculty Course Curriculum Ratings

|	
Overall level of satisfaction	81%
Scope and coverage of content	84%
Accuracy of content	86%
Included supplemental instructor material	67%
Cost to the student	69%

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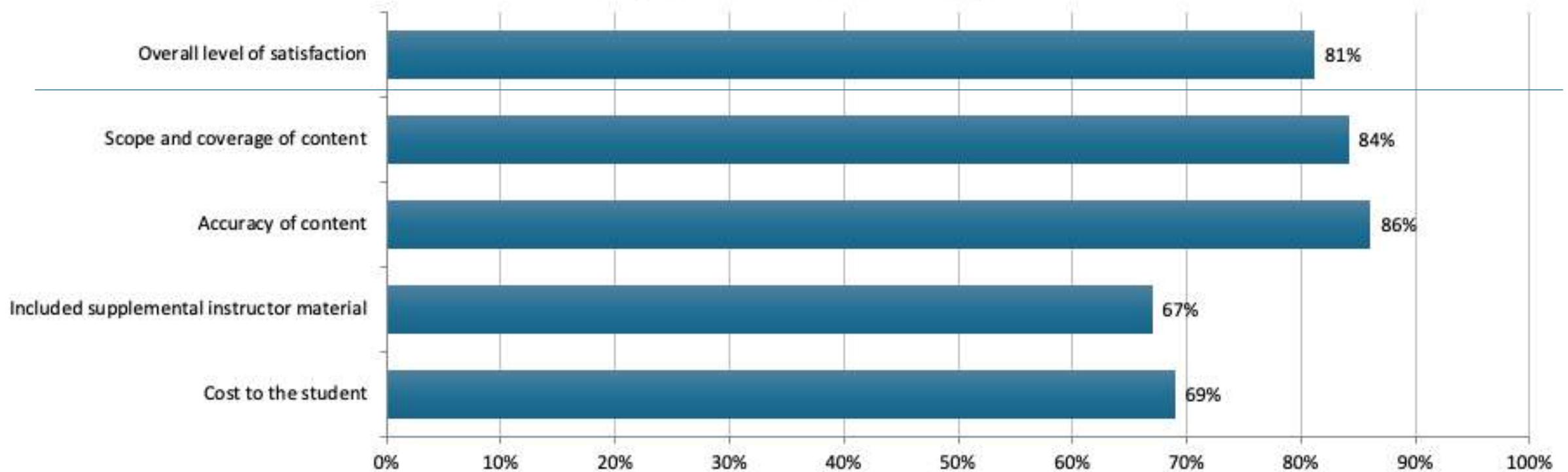
SCOPE AND COVERAGE: OER SLIGHTLY LOWER GRADES THAN OTHER PUBLISHERS

Scope and coverage of content

	A	B	C	D	F
Total	50%	23%	13%	6%	8%
Big3	48%	27%	14%	5%	6%
OER	40%	28%	15%	8%	10%
Other	55%	20%	12%	6%	8%

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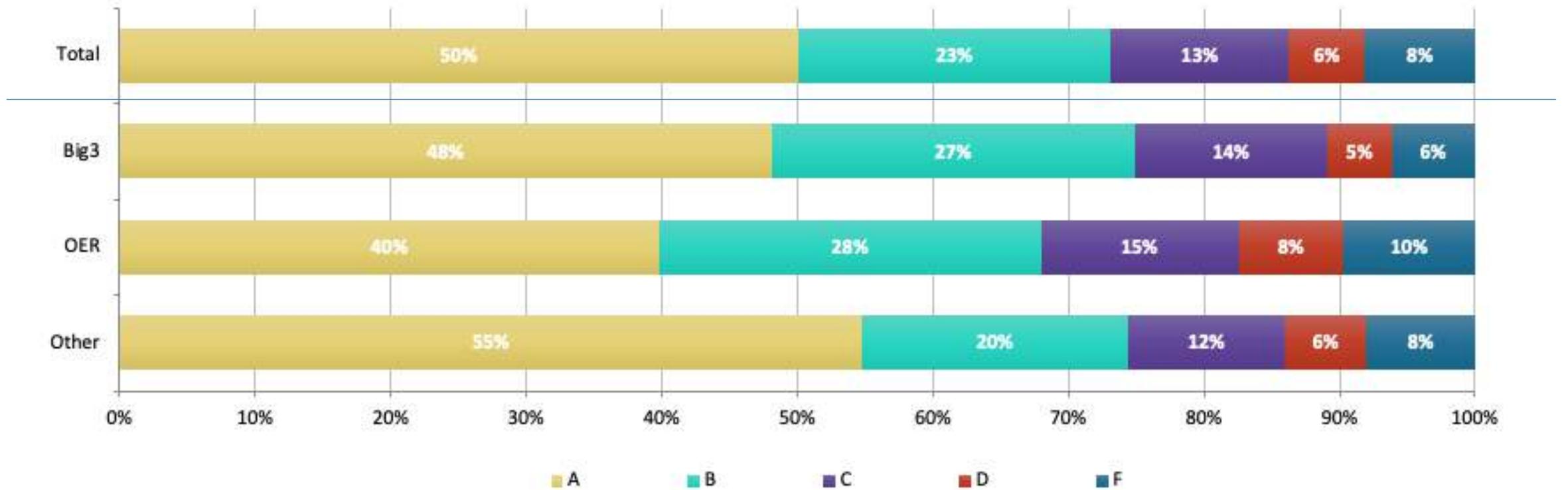
ACCURACY: OER & BIG3 ARE SIMILAR, BUT BEHIND OTHER PUBLISHERS

Accuracy of content

	A	B	C	D	F
Total	57%	20%	12%	4%	7%
Big3	51%	23%	15%	4%	7%
OER	47%	27%	12%	10%	5%
Other	65%	16%	9%	4%	6%
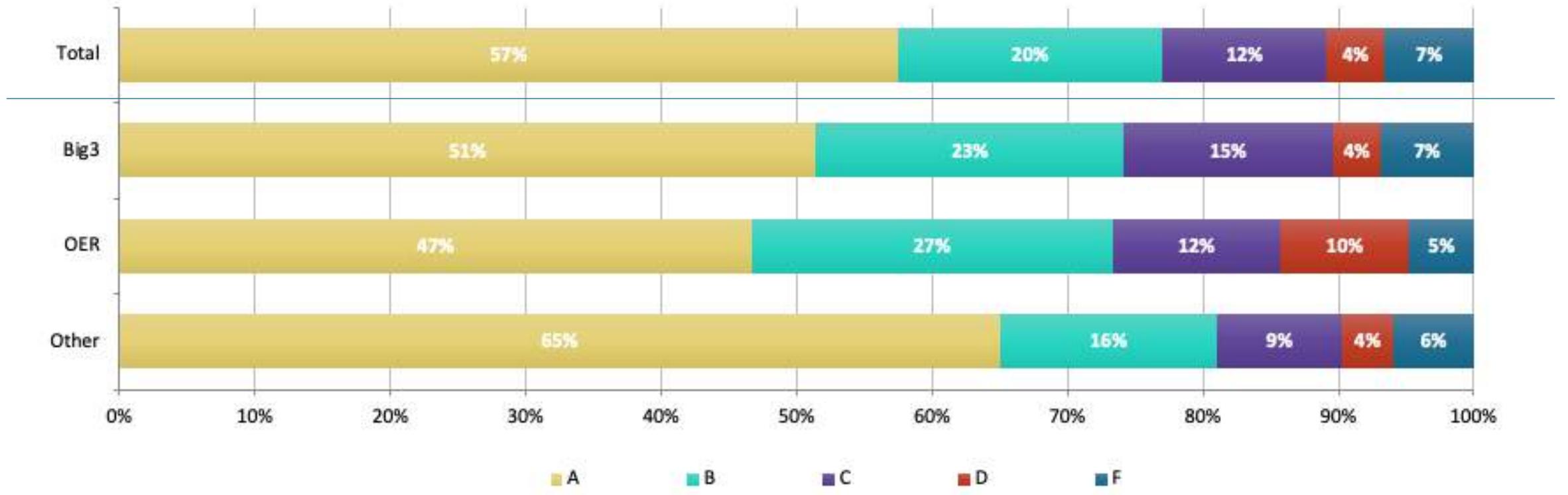
Included Instructor Material: OER Falls Behind other Publishers

Included supplemental instructor material

|	A	B	C	D	F
Total	28%	14%	13%	11%	34%
Big3	25%	17%	15%	8%	34%
OER	16%	14%	13%	17%	40%
Other	34%	11%	9%	12%	33%

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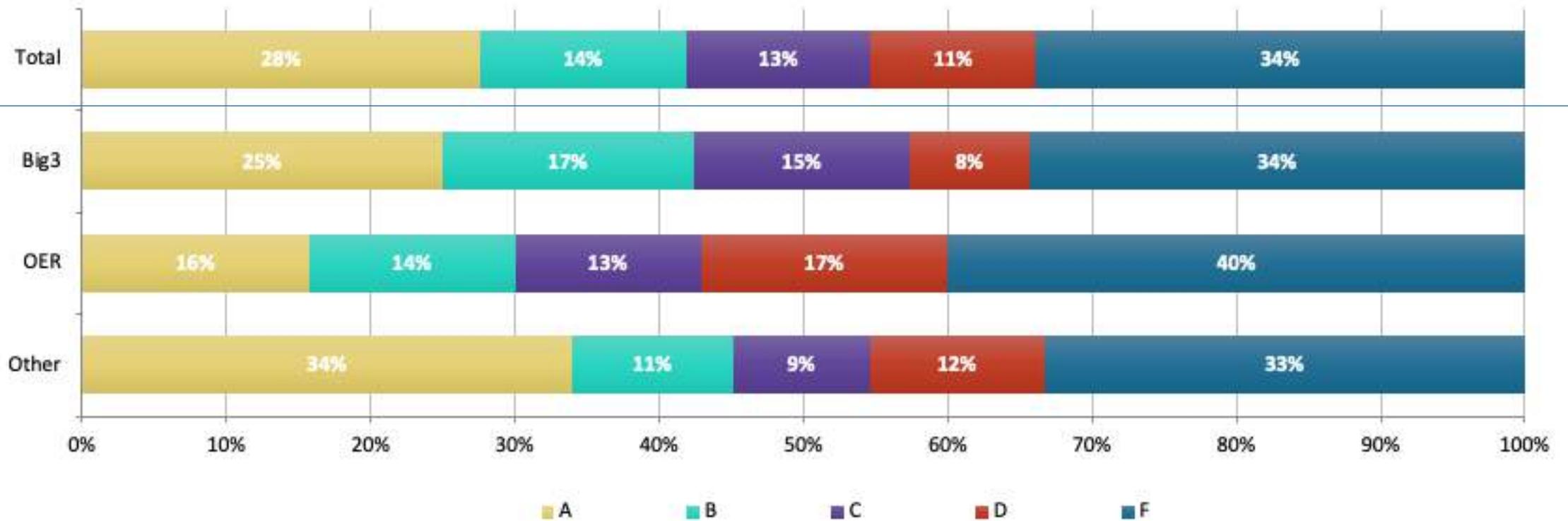
COST TO STUDENT: OER OUTPERFORMS

Cost to the Student

OVERALL SATISFACTION: OER AND OTHER PUBLISHERS HAVE BETTER GRADES; OER HAS LOWEST FAILING RATE

Overall level of satisfaction

	A	B	C	D	F
Total	39%	28%	17%	7%	9%
Big3	29%	32%	21%	9%	10%
OER	45%	25%	23%	2%	5%
Other	47%	25%	14%	6%	8%

■ A   ■ B   ■ C   ■ D   ■ F
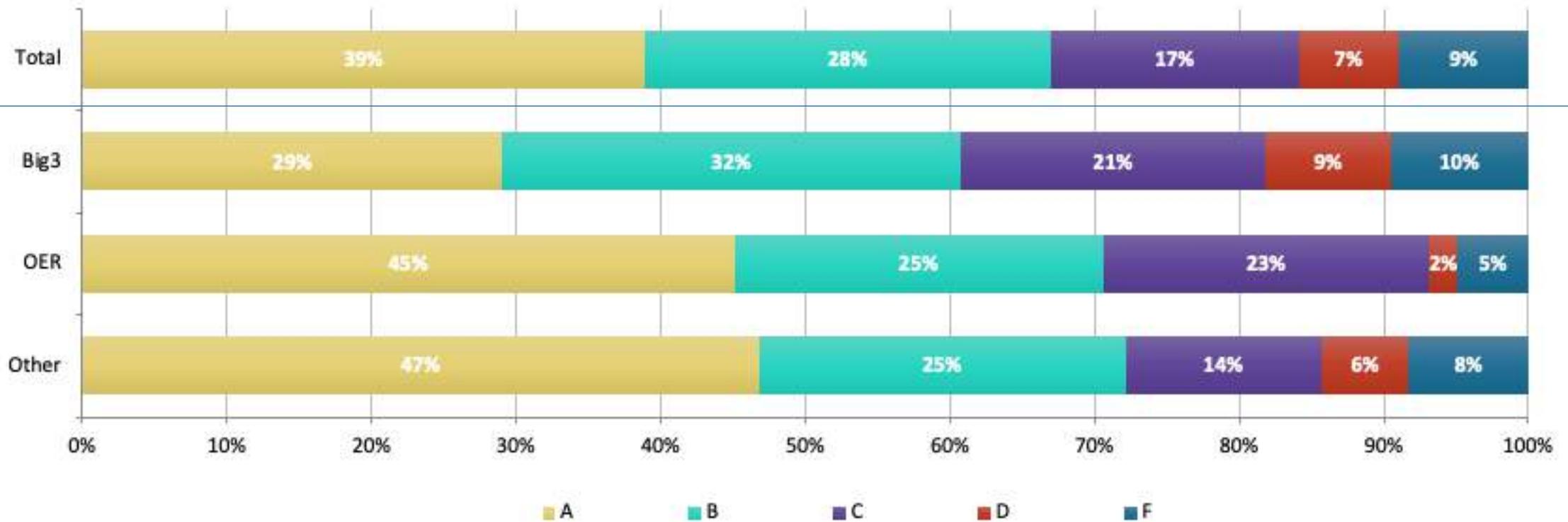
Despite Issues, OER Users are Least Likely to Want to Replace Their Current Primary Textbook

If it were totally up to you, how likely would you be to replace the current primary textbook for this course?

	Very Likely	Somewhat Likely	Unsure	Somewhat Unlikely	Very Unlikely
Big3	9%	23%	21%	23%	24%
OER	10%	15%	13%	25%	38%
Other	9%	17%	17%	24%	33%

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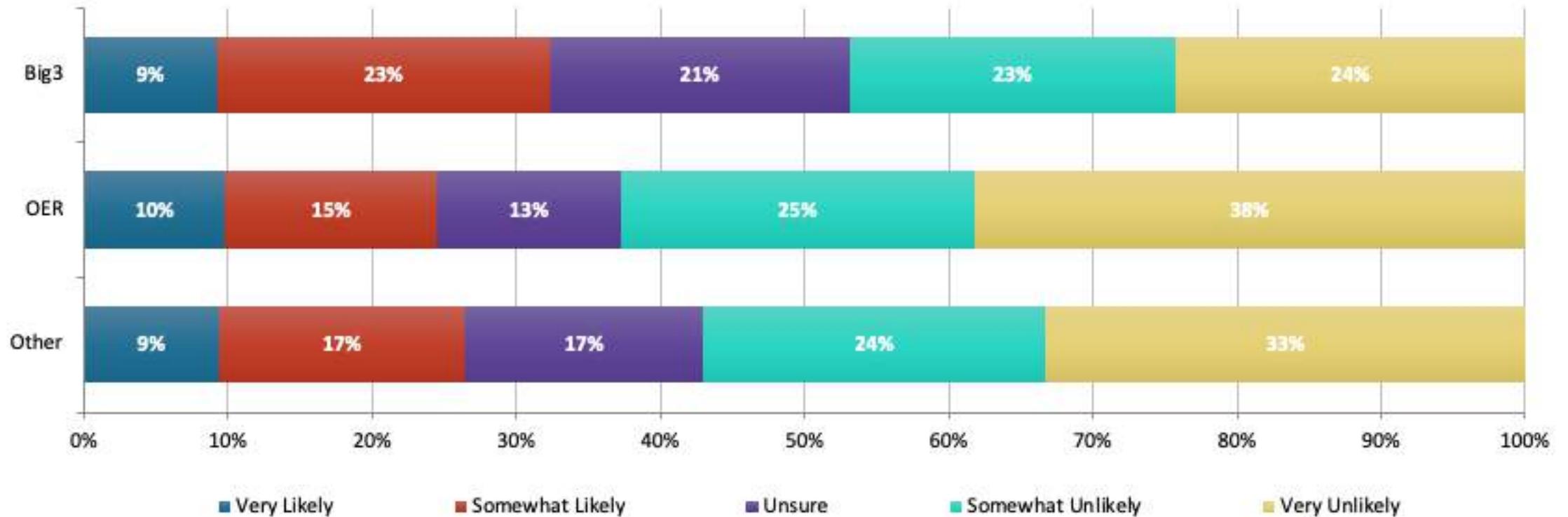
OTHER FACTORS RELATED TO COURSE ADOPTION DECISIONS

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

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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

FLUX

COVID caused a lot of changes that institutions and faculty are still adjusting to

DIGITAL

Seeing a switch to digital with new interactive products compared to traditional physical textbooks; Greatly supported by publishers

OPEN

OER awareness and use keeps growing, and OpenStax has become a major textbook provider

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.

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Q&A
Thank You!

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