DOES LOCATION MATTER FOR OER?
REGIONAL AND INSTITUTIONAL DIFFERENCES IN HIGHER EDUCATION OER AWARENESS AND ADOPTION

13 APRIL 2024

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PRESENTATION DETAILS

- Research background
- Survey Details
- Conclusions & Q&A
RESEARCH BACKGROUND
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 and survey design, sampling, and statistical analysis expertise.

Julia Seaman, Ph.D.  
Director of Research

Jeff Seaman, Ph.D.  
Director
Over a Decade of Research on OER Awareness

Survey asked about OER awareness


Higher Ed

K-12

Over 35,000 respondents across all our reports.

All Reports available at BayViewAnalytics.com/OER
SURVEYS AIM TO UNDERSTAND THE ROLE OF OER

Goals of Surveys

- To understand the role of OER in Higher Education and K-12
- To quantify perceptions and awareness of OER including its open licensing (e.g., Creative Commons)

Respondents

- Admins, Faculty, Teachers, and Chief Academic Officers
- Nationally representative for geography and type of institution

Project supported by

Bay View Analytics®
SURVEY DETAILS
Survey Details

April 2023

2,483 Faculty

50 States + DC
GENERAL FINDINGS IN HIGHER EDUCATION

• The return to classroom and in-person instruction post pandemic continues, though a small group of faculty report they only teach blended or online courses.

• Faculty regularly incorporate a number student- and instructor-focused tools in their teaching. Every course is different however, as only textbooks, lecture slides, and online homework systems are used by more than half of faculty.

• There was a slight decline in belief amongst faculty that digital materials are as good of a learning option for students as print materials, and a strong belief that digital offers more flexibility; concerns about the cost of education for students remain high for both faculty and administrators.

• OER awareness and use grew to the highest levels ever reported, continuing the trend: in 2022-23, 2 in 3 faculty were aware of OER, and 1 in 3 faculty required OER materials in at least one course.
How do different types of faculty think about and use OER?
5 Regions

- Based on census defined regions

<table>
<thead>
<tr>
<th>Region</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gulf</td>
<td>301</td>
</tr>
<tr>
<td>North East</td>
<td>385</td>
</tr>
<tr>
<td>Midwest</td>
<td>429</td>
</tr>
<tr>
<td>South</td>
<td>538</td>
</tr>
<tr>
<td>West</td>
<td>622</td>
</tr>
</tbody>
</table>
## Institutions

<table>
<thead>
<tr>
<th>Enrollment Size</th>
<th>Type</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1,000</td>
<td>2 – 4 years</td>
<td>Public</td>
</tr>
<tr>
<td>1,000 – 4,999</td>
<td>4 or more years</td>
<td>Private, not for profit</td>
</tr>
<tr>
<td>5,000 – 9,999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10,000 – 19,999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20,000 and above</td>
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</tr>
</tbody>
</table>
DIGITAL USE
TEXTBOOKS ARE PRIMARILY DIGITAL

• 9 out of 10 courses that require textbooks make them available in a digital format
• Majority of courses (71%) offer the textbook in both print and digital formats
NO REGIONAL DIFFERENCES IN TEXTBOOK FORMATS

Western schools are least likely to have required textbooks (28%)
Use of digital textbooks is universal across institutions, slightly more likely at larger ones.

Textbook Format by Institution Size

- **20,000 and above**: 8% Print Only, 71% Both, 20% Digital Only
- **10,000 - 19,999**: 17% Print Only, 68% Both, 15% Digital Only
- **5,000 - 9,999**: 12% Print Only, 73% Both, 15% Digital Only
- **1,000 - 4,999**: 11% Print Only, 73% Both, 16% Digital Only
- **Under 1,000**: 14% Print Only, 79% Both, 7% Digital Only

Textbook Format by Institution Control and Type

- **Public**
  - Print Only: 11%
  - Both: 71%
  - Digital Only: 18%
- **Private not-for-profit**
  - Print Only: 14%
  - Both: 75%
  - Digital Only: 12%
- **4 or more years**
  - Print Only: 11%
  - Both: 73%
  - Digital Only: 16%
- **2 to 4 years**
  - Print Only: 15%
  - Both: 67%
  - Digital Only: 18%

20,000+ schools are least likely to have required textbooks (30%)

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COURSE MODALITY
Most courses are in person but sizable number of faculty teaching online

- The majority of faculty (72%) teach at least one course that is entirely in person
- Overall, 72% of faculty report teaching in only one modality
- The proportion of face-to-face courses remains lower than pre-pandemic levels
North East lowest online; Western has lowest in-person
**Smaller Schools Focus on In Person, Mid Sized Schools Continue to Offer Fully Online**

<table>
<thead>
<tr>
<th>Enrollment Size</th>
<th>Fully Face-to-face</th>
<th>Fully Online</th>
<th>Blended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,000 - 4,999</td>
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<td>10,000 - 19,999</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>20,000 and above</td>
<td></td>
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</tr>
</tbody>
</table>

**Modality by Enrollment Size**

- **Fully Face-to-face**
  - Under 1,000: 79%
  - 1,000 - 4,999: 73%
  - 5,000 - 9,999: 73%
  - 10,000 - 19,999: 73%
  - 20,000 and above: 73%

- **Fully Online**
  - Under 1,000: 79%
  - 1,000 - 4,999: 46%
  - 5,000 - 9,999: 45%
  - 10,000 - 19,999: 29%
  - 20,000 and above: 21%

- **Blended**
  - Under 1,000: 25%
  - 1,000 - 4,999: 27%
  - 5,000 - 9,999: 27%
  - 10,000 - 19,999: 25%
  - 20,000 and above: 25%
FULLY ONLINE COURSES MUCH MORE LIKELY FROM FACULTY AT PUBLIC OR 2-YEAR SCHOOLS

**Modality by Control**

<table>
<thead>
<tr>
<th>Modality</th>
<th>Public</th>
<th>Private not-for-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully face-to-face</td>
<td>71%</td>
<td>81%</td>
</tr>
<tr>
<td>Fully online</td>
<td>42%</td>
<td>24%</td>
</tr>
<tr>
<td>Blended</td>
<td>28%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**Modality by Type**

<table>
<thead>
<tr>
<th>Modality</th>
<th>2 to 4 years</th>
<th>4 or more years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully face-to-face</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>Fully online</td>
<td>59%</td>
<td>31%</td>
</tr>
<tr>
<td>Blended</td>
<td>39%</td>
<td>23%</td>
</tr>
</tbody>
</table>
OER AWARENESS
OER Awareness at Highest Level for Faculty

- OER awareness continues to grow year-over-year.
- 7% increase during the 2022-23 academic year, reaching the highest level of OER awareness (64%) seen in the data.
- For 2022-23, more faculty are aware of OER, and those that are aware are more confident in their awareness, than any earlier year.
Almost no difference in OER awareness by region.

OER Awareness by Region

- North East: 59%
- Midwest: 64%
- Gulf: 60%
- South: 61%
- Western: 63%
But there are differences by Type and Control

OER Awareness by Institution Size

- 20,000 and above: 56%
- 10,000 - 19,999: 69%
- 5,000 - 9,999: 63%
- 1,000 - 4,999: 65%
- Under 1,000: 71%

OER Awareness by Institution Type and Control

- Public: 66%
- Private not-for-profit: 54%
- 4 or more years: 59%
- 2 to 4 years: 79%
OER Use
Almost half of all faculty use OER in some way

- 47% of faculty respondents report using OER materials as either required or supplemental course materials, or both.
- These OER materials can be any type of resource — they aren’t limited to textbooks.
- It is important to note that these responses are by individual faculty, and not by course: faculty can teach multiple courses and use OER in only one or across all for this question.
Minimal differences in OER use by region

OER Use by Region

North East
- Required: 11%
- Both: 14%
- Supplemental: 15%

South
- Required: 12%
- Both: 13%
- Supplemental: 18%

Midwest
- Required: 16%
- Both: 9%
- Supplemental: 21%

Gulf
- Required: 8%
- Both: 14%
- Supplemental: 19%

Western
- Required: 16%
- Both: 13%
- Supplemental: 17%
Similar to awareness, OER use is highest for public and 2-year schools.
CONCLUSIONS
Overall, the institutional characteristics are more influential on digital and OER use than region
- Interesting, since there are some concerted state and regional efforts to promote OER that are not particularly evident in our data

Why?
- OER awareness (OpenStax) and digital use are already quite high as baseline, so only small differences by region
- Institution characteristics tend to be related to student population (small liberal arts vs. large community college), and likely similar across regions