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.
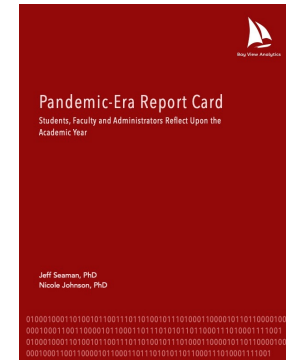
For our reports and more information:
Website: www.BayViewAnalytics.com
Twitter: @BayViewSurveys
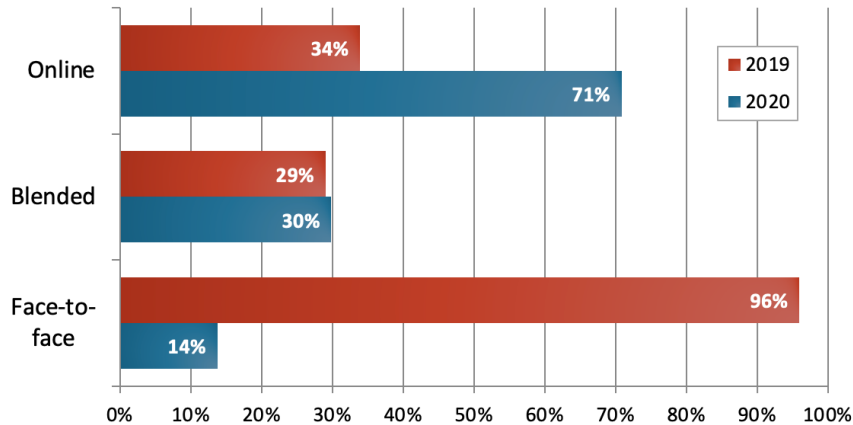**LinkedIn**: Bay View Analytics

We have conducted higher education surveys for over a decade with 10+ surveys since the pandemic

We will review some recent survey date on the impact of the pandemic in higher education, especially on known factors that affect OER adoption.
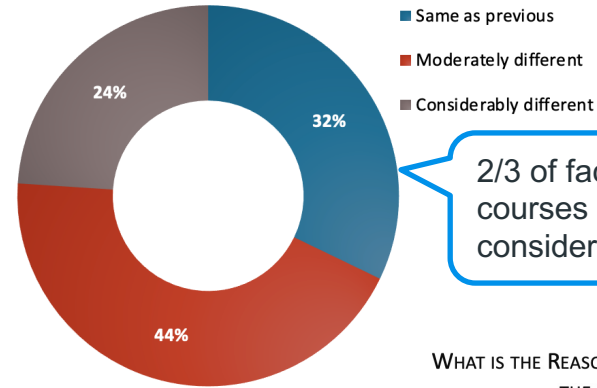

Digital Texts in the Time of COVID: Educational Resources in U.S. Higher Education, 2020

The Impact of OER Initiatives on Faculty Selection of Classroom Materials

Inflection Point: Educational Resources in U.S. Higher Education, 2019

Teaching During a Pandemic: Spring Transition, Fall Continuation, Winter Evaluation

Pandemic-Era Report Card: Students, Faculty and Administrators Reflect Upon the Academic Year

All Reports available at BayViewAnalytics.com including K-12

Faculty and students now have more far more experience with digital materials because of the pandemic
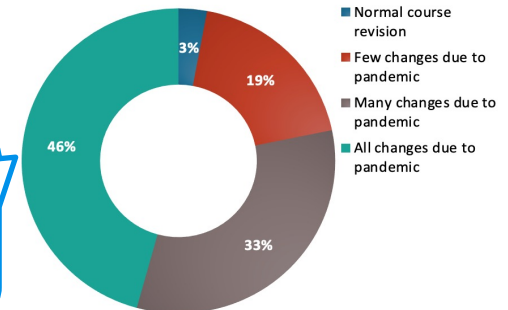
TEACHING STATUS 2019 AND 2020

Online
- 34% (2019)
- 71% (2020)

Blended
- 29% (2019)
- 30% (2020)

Face-to-face
- 96% (2019)
- 14% (2020)

Legend: 2019, 2020

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

HOW DOES THE VERSION OF THIS COURSE COMPARE PREVIOUS TERMS?

- Same as previous — 32%
- Moderately different — 44%
- Considerably different — 24%

2/3 of faculty stated their courses were moderately or considerably different.

WHAT IS THE REASON FOR THE CHANGES TO THE COURSE?

- Normal course revision — 3%
- Few changes due to pandemic — 19%
- Many changes due to pandemic — 33%
- All changes due to pandemic — 46%

Only 3% of changes were normal revisions – **97% of changes were due to the pandemic,** with almost half entirely pandemic-induced.
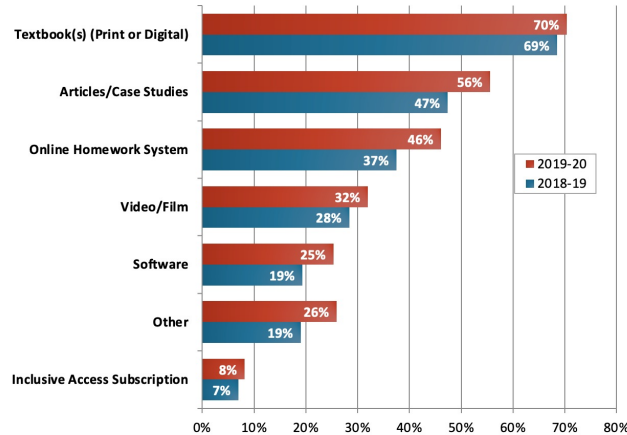
Despite move to digital education, the content and materials used were relatively similar to pre-pandemic

CHANGES TO THE PRIMARY TEXTBOOK FOR FALL 2020

- Same as previous — 87%
- Different from previous — 10%
- Other — 2%

PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIALS FOR THEIR COURSE: 2018-19 AND 2019-20

Material	2019-20	2018-19
Textbook(s) (Print or Digital)	70%	69%
Articles/Case Studies	56%	47%
Online Homework System	46%	37%
Video/Film	32%	28%
Software	25%	19%
Other	26%	19%
Inclusive Access Subscription	8%	7%

CHANGES TO TEXTBOOK FOR FALL 2020

Change	%
Newer edition of the textbook	55%
Added a digital option	32%
Switched to all digital	10%
Inclusive Access arrangement	11%
Other	10%

Only 1 in 10 faculty reported a change to their textbook

There were slight changes in materials, with increases in non-textbook options
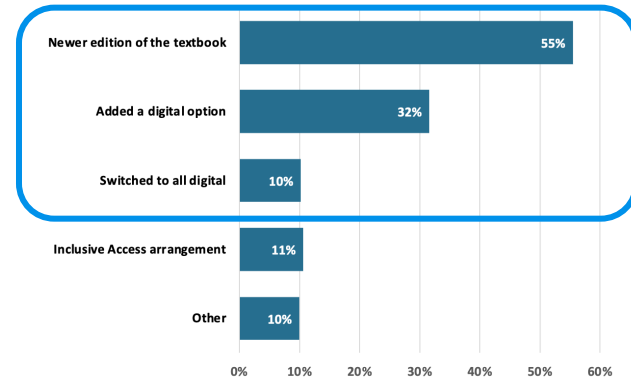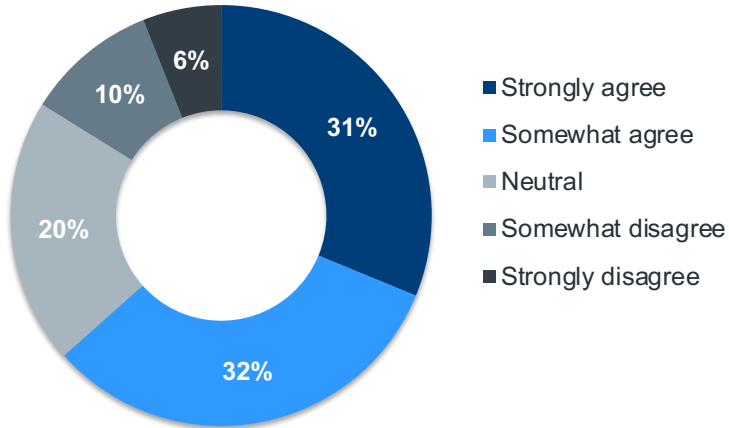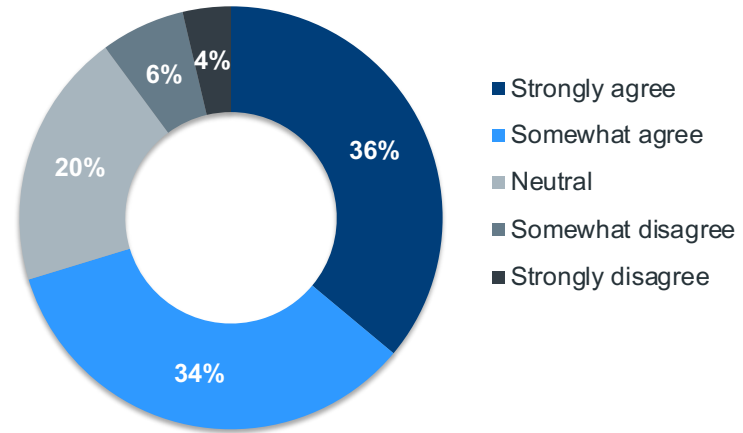
While most faculty used the same textbook as previously, many added digital options for Fall 2020

With the digital education exposure, now majority of both students and faculty prefer digital materials over print

STUDENTS: I PREFER TO HAVE MORE DIGITAL MATERIALS AND DIGITAL RESOURCES IN MY COURSES

- 31% Strongly agree
- 32% Somewhat agree
- 20% Neutral
- 10% Somewhat disagree
- 6% Strongly disagree

FACULTY: I PREFER TO INCLUDE MORE DIGITAL MATERIALS AND DIGITAL RESOURCES IN MY COURSES

- 36% Strongly agree
- 34% Somewhat agree
- 20% Neutral
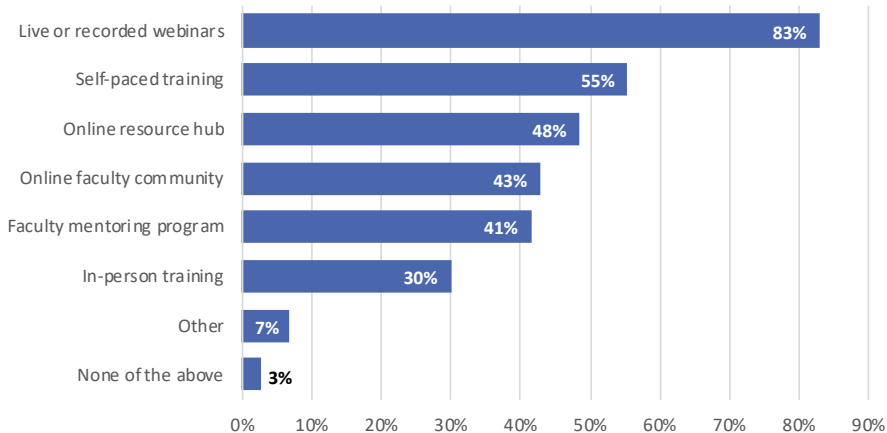- 6% Somewhat disagree
- 4% Strongly disagree

The pandemic forced massive changes in education – but institutions responded

Professional Development

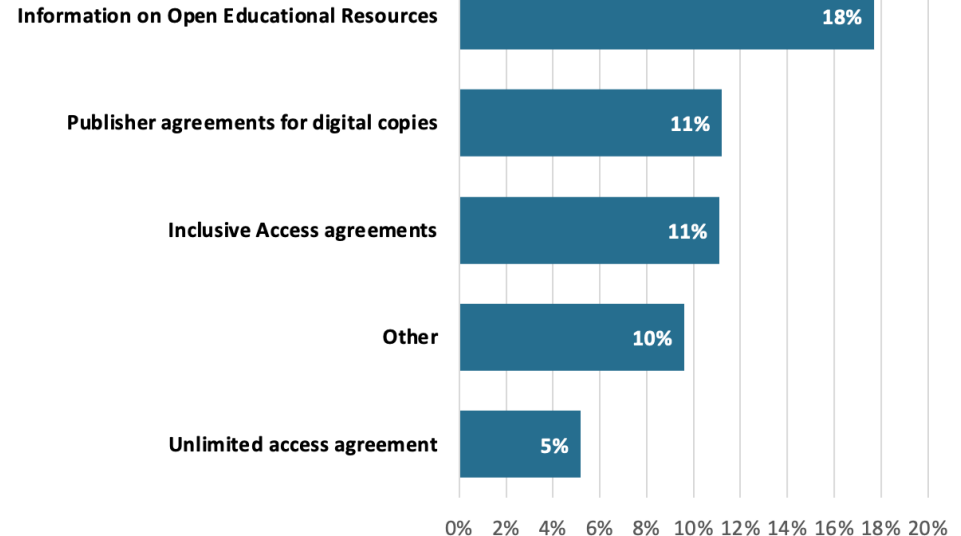97% of institutions had faculty who never taught an online teaching course

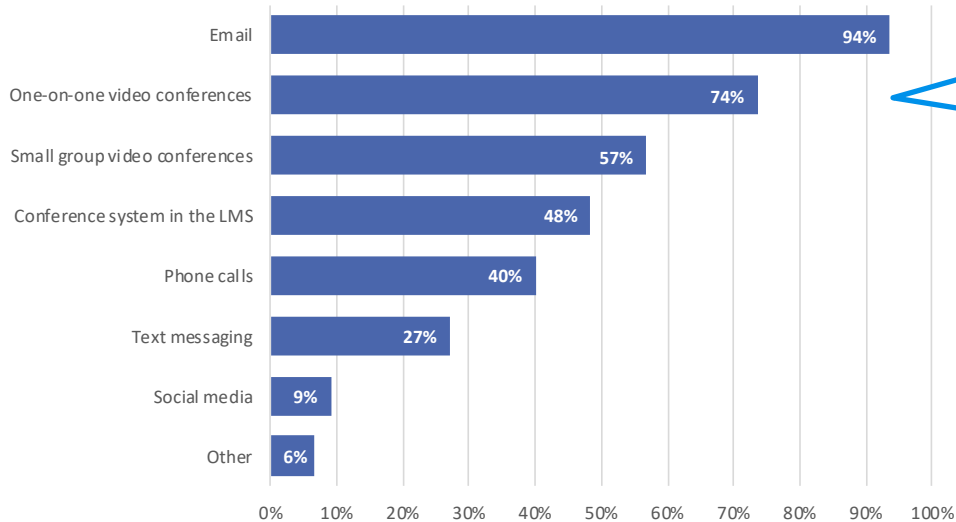### Recommended and/or provided professional development

Category	Percentage
Live or recorded webinars	83%
Self-paced training	55%
Online resource hub	48%
Online faculty community	43%
Faculty mentoring program	41%
In-person training	30%
Other	7%
None of the above	3%

Technological Support

STEPS INSTITUTIONS TOOK TO PROVIDE COURSE MATERIALS

Category	Percentage
Information on Open Educational Resources	18%
Publisher agreements for digital copies	11%
Inclusive Access agreements	11%
Other	10%
Unlimited access agreement	5%

6

During the pandemic, digital tools supported and enhanced student engagement with faculty

Communicate with students outside of class sessions

Category	Percent
Email	94%
One-on-one video conferences	74%
Small group video conferences	57%
Conference system in the LMS	48%
Phone calls	40%
Text messaging	27%
Social media	9%
Other	6%

Video conferencing were often rated better than prior face-to-face meetings

However, while student-faculty interactions were well supported and improved during the pandemic, **student-to-student interactions** were lacking.

The pandemic created higher levels of stress for everyone, though especially for students

All three groups ranked the top 3 student barriers the same

Rank	Students	Faculty	Administrators
1	Feelings of stress	Feelings of stress	Feelings of stress
2	Level of motivation	Level of motivation	Level of motivation
3	Having time to do coursework	Having time to do coursework	Having time to do coursework
4	Support from my academic institution	Having a suitable workplace to do coursework	Internet connectivity (e.g., WIFI)
5	Internet connectivity (e.g., WIFI)	Internet connectivity (e.g., WIFI)	Having a suitable workplace to do coursework
6	Having a suitable workplace to do coursework	Support from my academic institution	Access to a learning device (laptop, home computer, tablet)
7	Access to a learning device (laptop, home computer, tablet)	Access to a learning device (laptop, home computer, tablet)	Support from my academic institution

During the pandemic, the satisfaction for OER textbooks had just surpassed non-OER textbooks

MEDIAN SATISFACTION RATING OF PRIMARY TEXTBOOK

OER Textbook — 89

Non-OER Textbook — 85

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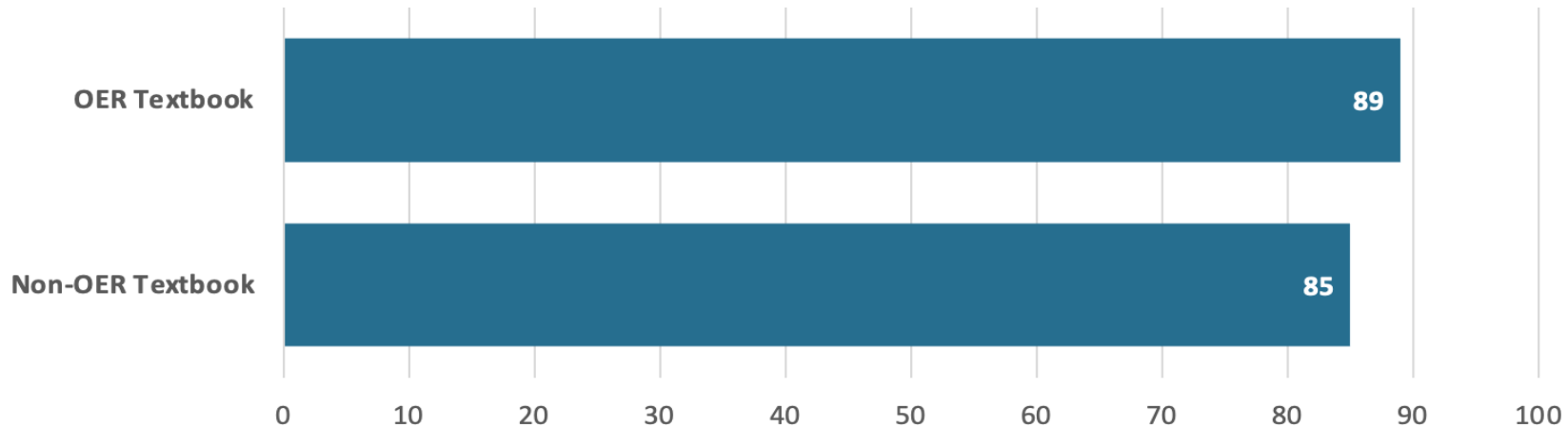
Fall 2019 results showed identical ratings (84%)

Median Score means half of respondents rated above and half below

The pandemic changed a lot to factors that impact OER adoption – how it will balance is still unknown

Factor associated with OER adoption	Recent Changes in 2020	Impact
Faculty with online teaching experience were more likely to adopt OER	Faculty with experience teaching online has doubled	⇧
Faculty with experience using digital materials were more likely to adopt OER	Substantially more faculty used and like digital materials	⇧
Faculty making changes to their courses and willing to try new approaches were more likely to adopt OER	Pandemic teaching exposed faculty to new ways of teaching that they plan to continue using post-pandemic	⇧
Faculty with the luxury of time searching for and evaluating OER were more likely to adopt	Pandemic course adoption and revisions were quick and chaotic and outside normal course revision pathways	⇩
Faculty who do not value supplemental resources (test banks, online homework, etc.) were more likely to adopt OER	More faculty used courseware provided-supplemental materials than ever before for pandemic teaching	⇩
Cost has always been the driving force for faculty OER adoption	Commercial publishers massively increased their inclusive access and similar programs, often with discounts	⇩