Open Educational and No/Low Resources:
A tool to support our core values of accessibility, affordability and academic excellence

Development Day Presentation to Faculty
1/13/22

2021-2022 Open and Affordable Education Committee

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Invited Students: Kerry McManus, SGA president, Marcus Perla, SGA	**Invited Presenter: Barbara Cormier**

OER Definition

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions[1].

[2]

[1] Open Educational Resources. Retrieved June 18, 2019, from United Nations Educational, Scientific, and Cultural Organization Web site: https://en.unesco.org/themes/building-knowledge-societies/oer.

[2] The 5Rs defining open content. Materials created by David Wiley, CC by 4.0

NO/LOW Resources

NO Cost Resources include OER but also include:

- No Cost: Instructional materials are provided to students at no direct cost
- Library Resources: Unlimited simultaneous user resources from the campus library including ebooks, digital journal articles, streaming films, etc.

Low-Cost Materials are instructional materials where the combined cost of the materials is $50 or less.

Student-Ready Campus and OER

In Fitchburg State's Strategic Plan:

GOAL TWO: Become a model student-ready university and narrow the achievement gap

> **Desired Outcome:** "Open Education Resources (OER) will be a resource readily available to faculty and students alike."
> **Metric example:** Percentage UG students utilizing open educational resources (OER).

Fitchburg State Core Values:
Affordability, Accessibility, and Academic Excellence

How Can OER Impact Student Success?

"Using the course materials in this class instead of a traditional textbook kept me from withdrawing from the class."

30.7% Strongly Agree

FSU Open & Affordable Education Committee. (2021). *Course material satisfaction student survey* [329].

How Can OER Impact Student Success

"Using the course materials in this class instead of a traditional textbook increased my <u>engagement with the course lessons</u>."

46.2% Strong Agree

"Using the course materials in this class instead of a traditional textbook increased my <u>participation in the class</u>."

31.3% Strongly Agree

"Using the course materials in this class instead of a traditional textbook increased my <u>exposure to different ways of learning</u>."

55.3% Strongly Agree

FSU Open & Affordable Education Committee. (2021). *Course material satisfaction student survey* [329].

How Can OER Impact Student Success?

- *86% of students spend a few hours to a week searching for affordable course material options.

- *30% of students have taken fewer classes in order to afford textbooks.

  "Allows for more accessibility for students with low income, **and possibly makes it more enticing to attend more classes per semester."

- Allocation of time as a resource.

*Cengage. (2018). *Today's learner: Student views 2018* [1651].

**FSU Open & Affordable Education Committee. (2021). *Course material satisfaction student survey* [329].

MA Equity Agenda and OER

Open and Affordable Education Resources (OER) is one of the strategic initiative projects of the DHE in support of their equity agenda of "achieving equity for under-served, low-income, and first-generation students". The OER project's goals aligned with the Equity Agenda are to:

1. Reduce Cost and Increase Affordability
2. Increase student persistence and Increase student success.

DHE Requests

Massachusetts Department of Higher Education

    a. <u>July 27, 2021 letter from the DHE Board and Commissioner Santiago</u> requesting course markings: "The Board views providing students information that will enable them to make choices that reduce their cost of attending higher education, provides faculty additional teaching and learning tools, and increases students' likelihood of persistence and completion - especially for our minoritized students - as totally in alignment with our Equity Agenda.

    b. <u>November 23, 2021 follow-up email</u> from Pat Marshall, Deputy of DHE, with recommendations for course markings and KPIs "because of the value of increasing the utilization of open educational resources (OER)"

Note: The <u>Board of Higher Education on October 22, 2019 (AAC-20-03)</u> called for support of OER and a course marking system.

Why Course Markings?

Course marking, is an essential component in implementing the Board's Equity Agenda, especially for minoritized students through the widespread adoption of OER, which in turn has the capacity to:

• reduce the costs of course instructional materials (the third highest cost for students after tuition and fees and room and board)
• address issues of inequity
• increase affordability
• improve student learning
• ensure all students have access to learning materials on the first day of class
• improve student success (i.e., persistence and completion) *

*BHE AC 21-15, June 2021

What are Course Markings?

a. What is course markings?
   i. the process of assigning specific, searchable attributes to courses (Ainsworth et. al., 2020)
b. Details of course markings
   i. What is no cost ($0)
   ii. What is low cost (<$50)

How Would this Be Accomplished??

What might the process look like?
- Meet with various stakeholders to gather information on preferences, concerns, ideas
  - Open & Affordable Education Committee
  - Faculty
  - Administration
  - IT
  - Other state registrars

- Based on stakeholder input, a process will be developed that is sustainable and meets the DHE's request

Progression of OER on our campus: 2018-2019

- Provost convened OER Working Group to determine viability of OER on our campus
    - Outcomes:
        - Recommendation for creation of the Open and Affordable Education Committee
        - Development of an Open Educational Resources Guide
        - Development Day Presentation with Math Faculty in May 2019

Progression of OER on our campus: 2019-2020

- Open & Affordable Education Committee - Year 1
  - Outcomes:
    - Open Educational Resources Presentation for FSU and MWCC faculty - co-sponsored with North Central Mass Early College Academy, Center for Teaching & Learning, and Library

    - OER Adoption Grant Pilot Project - $500 stipend
      - Received $4000 in funding from AA, $500 from Library and $500 from SGOCE
      - Received 22 applications

Progression of OER on our campus: 2020-2021

Open and Affordable Education Committee - Year 2

- Received $25,000 from the Davis Foundation Presidential Grant Program
  - With the funds we were able to do the following:
    - Fund the remaining 12 OER adoption grant applications from Pilot Project I
    - Award $2000 grant to 3 faculty to create original course materials
    - Convene an OER Community of Practice with 17 faculty participated
    - Created an Accessibility Toolkit for Open Educational Materials

Progression of OER on our campus: 2020-2021

- Promotion Efforts
  - Partnered with MASSPIRG & SGA for #TEXTBOOKBROKE: A Discussion on OERs as a Solution to the Cost of Textbooks program in Fall 2020
  - OER Stories highlights faculty stories about how they got involved with Open Educational Resources

- Received $20,000 from University Strategic Funding Request
  - With the funds we were able to fund 12 faculty teaching 16 courses who were adopting, adapting, or creating no cost course materials

Progression of OER on our campus: 2021-2022

Open & Affordable Education Committee - Year 3

- Additional call for adoption grants - 3 faculty were awarded grants to adopt No/Low course materials in Spring 2022.

- Data collection practices for MA Statewide OER Key Performance Indicators

- Exploration of course markings in the seats list

- Continued promotion and education of OER on campus

Remixing Open Textbooks through an Equity Lens (ROTEL):
Culturally Relevant Open Textbooks for High Enrollment General Ed Courses and Career and Professional Courses at 6 Public MA Colleges

Purpose: The ROTEL program provides stipends for faculty to remix and/or develop accessible, intentionally inclusive open textbooks and other OER that reflect students' local and lived experiences to improve student learning outcomes. The goal is to have 72 textbooks created by the 6 schools at the end of 3 years.

Fitchburg State Faculty - Year 1

Amy McGlothlin and Jennifer Bill- Art of Music, Music Appreciation	Rachael Norton and Peter Staab- Applied Statistics problem sets
Michael Hove- Biological Psychology	Collin Syfert- Introduction to Speech Communication & Public Speaking

FITCHBURG STATE UNIVERSITY
THE IMPACT OF OER GRANTS

For every $1 spent on OER grant stipends, $6.15 of textbook savings was realized.
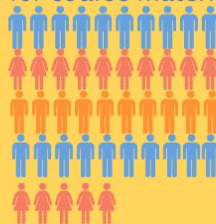
SINCE FALL 2020...

35 COURSES

75 SECTIONS

29 faculty across 14 academic departments transitioned their classes from a commercial textbook to OER or library resources.

1,342 STUDENTS

benefitted from faculty who adopted OER/ Library resources for course materials.

$117 SAVINGS PER STUDENT

Students were able to put money that they would have spent on textbooks for one class towards other expenses.

$157,014 TOTAL TEXTBOOK SAVINGS

By using Open Educational Resources in their courses, faculty reduced the amount of money students' spent on course materials.

JOIN THE OPEN EDUCATION MOVEMENT

Are you already using course materials that are of no cost to your students?
Want to learn more about how to incorporate OER into your classes?

CLICK ON **HTTPS://FORMS.GLE/HVQ5FCGXJ3KD7CR5A** AND LET US KNOW!

What Questions Do We Have?

Discussion