OERI - WHAT'S NEXT?

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ASCCC Open Educational Resources Initiative (OERI)
Overview

• OER, Student Success, and Equity
• “Year 1” Accomplishments
• Summer 2019
• Fall 2019
• Questions, observations, and suggestions…
OER, Student Success, and Equity

• What is the connection between open educational resources, student success, and equity?
Impact of Textbook Costs

- Today’s Learner: Student Views 2018 – Key Findings
  - Textbook Purchases Increase Student Stress
  - Students Sacrifice Food for Textbooks
  - Minority Students Are Disproportionally Impacted
  - Coping with the Financial Burden
  - Digital Access Drives Success
Aside from tuition, textbooks are the leading financial stressor for students.

85% of students say paying for textbooks and course materials is financially stressful, compared to:

- Student housing: 73%
- Healthcare: 69%
- Meals and food: 63%

Students make sacrifices to afford their textbooks and course materials:

- 4 in 10 skipped meals
- 2 in 10 changed their major to reduce the cost
- 3 in 10 decided not to take a course because of the high cost of textbooks
- 3 in 10 have taken fewer classes
Today's Learner: Student Views 2018

Students know what they want: having access to textbooks and course materials is more important than owning them.

73% believe having access to all related textbooks and course materials is more important than owning them.

81% of students say easily accessible digital course materials would have a positive impact on their grades.
Demographic Deep Dive

52% of African Americans say paying for textbooks and course materials has a big impact on their financial situation while in school.

60% of African Americans have opted not to buy the required textbooks or course materials.

39% of African Americans are very interested in a subscription-based service for digital learning materials, more than Whites and Hispanics.

64% of Hispanics have opted not to buy the required textbooks or course materials.

41% of Hispanics have decided not to take a course because of the cost of textbooks or course materials.

Women find paying for textbooks and course materials to be more financially stressful than men (60% v. 48%), and they're more likely to make large sacrifices in order to pay for them:

64% of women have purchased outdated versions of textbooks, compared to 57% of men.

76% of women have used financial aid or scholarship money to pay for textbooks and course materials, 10% more than men.

47% of women have taken out a loan to pay for textbooks, compared to 38% of men.
MARCH 2019

California Community Colleges #RealCollege Survey
CCC #RealCollegeSurvey

- 60% were housing insecure in the previous year.
- 50% of respondents were food insecure in the prior 30 days.
- 19% were homeless in the previous year.
- Seven in 10 experienced food insecurity or housing insecurity or homelessness during the previous year.
Rates of basic needs insecurity are higher for marginalized students, including African Americans, students identifying as LGBTQ, and students considered independent from their parents or guardians for financial aid purposes.

Students who have served in the military, former foster youth, and formerly incarcerated students are all at greater risk of basic needs insecurity.
ASCCC OERI

• Formally launched January 2019
• Fall 2018 – Spring 2019
  • Weekly webinars, and more…
• “Regional” Leads Identified
• OER Liaisons – 108/114
• Discipline Leads
OERI Regional Leads

- Dave Dillon
  - Counseling, Grossmont
- Shagun Kaur
  - Communication Studies, DeAnza
- Jennifer Paris
  - ECE/CD, College of the Canyons
- Amanda Taintor
  - ECE/CD/ID, Reedley
- Suzanne Wakim
  - Biology, Butte
OERI Discipline Leads

- Biology
- Child Development/ECE
- Communication Studies
- Counseling
- Economics
- English
- Geography
- Math
- Psychology
- Sociology
ASCCC OERI

• Estimating OER use (use of no-cost symbol)
• Needs analysis – on-going
  • Conversations with liaisons
  • Discipline-based surveys
• Canvas Site – continuing to evolve
• Initial analysis of OER curation/authoring platforms conducted
OER Curation/Authoring

- Usability
- Accessibility
- Print options
- Export to Canvas
- Ability to integrate resources (e.g., multi-media, assessments)
- Availability of support
- Attributions
OER Curation/Authoring

- LibreTexts
- OER Commons
- Pressbooks
Developing OER

- “Letters of Interest”
  - Over 60 responses received from over 33 colleges
  - 31 disciplines
  - ~$5,000 - $80,000

- Request for Proposals
  - Short-term
  - Up to $20,000
  - Anticipated that dollars will be funding the work of faculty
  - State-wide impact
  - Due May 30, 5pm – Late or incomplete will not be reviewed
  - Awardees informed by June 10
RFP

• RFP, Proposal Template, and Application available in OERI Canvas site - tinyurl.com/ASCCC-OERI
• Informational office hours will be held via Zoom
• Access the office hours by logging into Zoom and using the meeting ID oer4all or via this link: https://cccconfer.zoom.us/my/oer4all
• Friday, May 17, 12:00-1:00pm
Increasing the likelihood of faculty adoption of OER by:

1. making an OER text-equivalent available for a course commonly taught in the CCCs for which it has been established that OER are lacking,

2. improving upon an existing OER text-equivalent for a course commonly taught in the CCCs, or

3. developing ancillary resources that:
   a) address one or more of the OERI Statewide Priorities or
   b) increase the likelihood of OER adoption by supplementing an OER text equivalent for a course commonly taught in the CCCs.
OERI Statewide Priorities

• Text-equivalents or ancillaries for required courses in ADTs, career technical education (CTE) programs, or commonly-taught GE courses for which OER are generally not readily available.

• Resources explicitly addressing equity concerns, the implementation of AB 705, and/or guided pathways.

• Enhancements to available OER in order to better serve the students of the CCCs.

• Resources that will support a variety of courses and/or resources being developed by teams of faculty from more than one college.
Important

- Short-term, limited scope
- While collaboration is valued, it is not required
- Action Plan must include activities with associated dollars and the total funds requested
- Focus is statewide, if a proposal is focused solely on a course at a college, it will not be funded
May 30 - WebinarS

• Curating and Publishing OER Resources - An In-Depth Look at Three Platforms
  • 9am - 10am Pressbooks
  • 10am - 11am OER Commons
  • 11am - 12pm LibreTexts
• tinyurl.com/OERI-May30R
Summer 2019

- Curating and Publishing OER – training to be provided
- Resources developed
- Supporting awardees
Fall 2019

• Want OER for Flex? Let us know…
• Discipline Convenings
• More webinars, more resources
Spring 2020

• Funding opportunities anticipated
  • Commissioned
  • Longer-term

• What would you like to see?
Implementation Challenges – How do we determine what is really needed?

- What “holes” in OER availability exist?
- Where an OER text-equivalent exists, what do faculty need to facilitate adoption of that resource?
- When you have 114 colleges that are each doing their own thing, how do you develop a comprehensive assessment of their needs that somehow corrects for lack of awareness?
What we’ve learned…

- Determining needs is not easy
- Facilitating faculty adoption requires making OER adoption as easy as the adoption of a commercial text
More information...

- Michelle Pilati – mpilati@asccc.org
- https://tinyurl.com/ASCCC-OERIW
- https://www.asccc.org/signup-newsletters