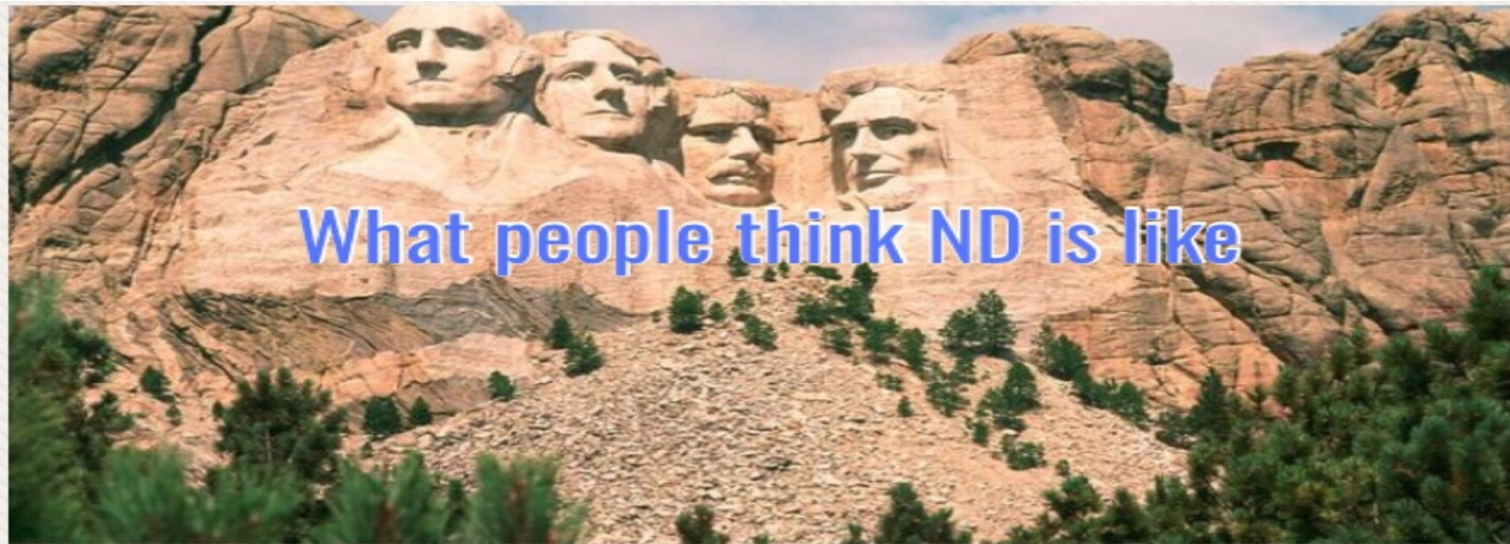


OPEN EDUCATIONAL RESOURCES

Dr. Tanya Spilovoy, Director of Open Policy
WICHE Cooperative for Educational Technologies



NORTH DAKOTA



What people think ND is like



What ND is actually like



WCET is the leader in the practice, policy, & advocacy of technology-enhanced learning in higher education. WCET is a national, member-driven, non-profit which brings together colleges and universities, higher education organizations and companies to collectively improve the quality and reach of e-learning programs.



Steering Committee

The Steering Committee is representative of the WCET membership, makes recommendations on programmatic issues of interest to the membership, and leads and/or contributes to activities in support of WCET's programs and membership.

Chair, Leah Matthews

APRIL 3, 2018 STUDY BY TEMPLE UNIVERSITY AND WISCONSIN

HOPE LAB

“STILL HUNGRY AND HOMELESS IN COLLEGE”

36% of college students say they are food insecure.

36% say they are housing insecure

9% report being homeless

Community College students:

42% struggled to get adequate food

9% said they had gone at least one day/month without eating

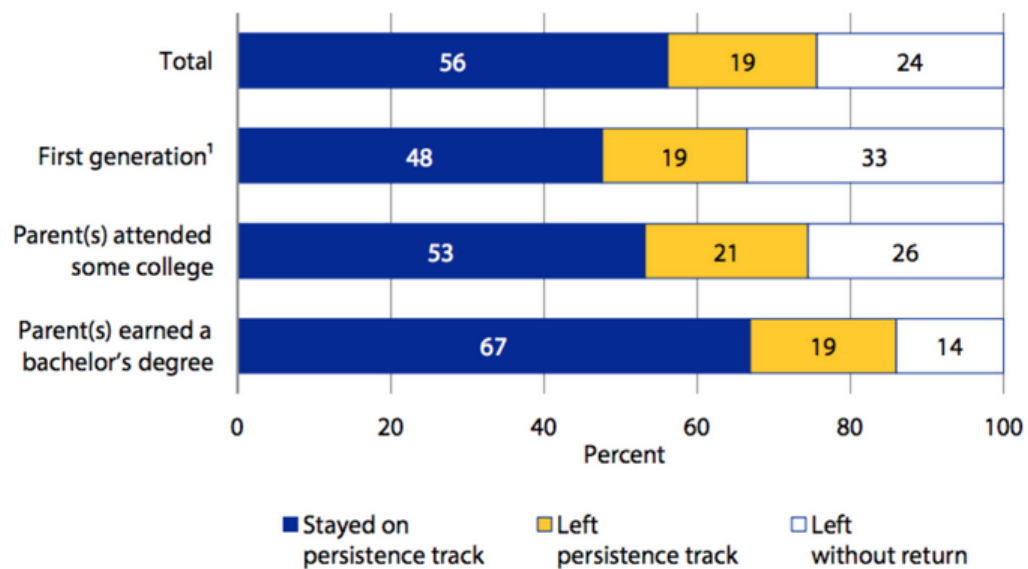
46% said they had difficulty paying for housing and utilities

DOE-\$5 Million for OER

We believe that educational opportunities
should be available to **all learners**

Creating an open education ecosystem
involves making learning materials, data, and
educational opportunities available **without
restrictions**

Three-year persistence by parents' education



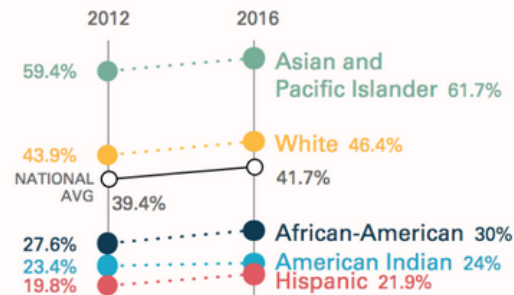
<https://nces.ed.gov/pubs2018/2018421.pdf>

Credential Attainment by Race and Ethnicity

Factoring in race and ethnicity

Even as the nation makes progress, educational attainment remains unequal across racial and ethnic groups. In our society, where real opportunity depends on learning beyond high school, these persistent inequities harm us all as Americans.

Education beyond high school is key to increasing economic opportunity and social mobility. That's why we know that, to achieve the 60 percent goal, **we must close gaps by race, ethnicity, income, and immigration status.**



Values above do not include postsecondary certificates, only achievement of associate degree or higher.

<http://strongernation.luminafoundation.org/report/2018>

Postsecondary Student Characteristics

'New Normal' Students in Higher Education

74% of all undergraduate students have at least one nontraditional characteristic



66% transfer between institutions prior to completion

62% work either full or part time

43% attend part time

28% have at least one dependent

35% are enrolled in two-year colleges

63% are first-gen students

Source: National Center for Education Statistics. (2015).²

<http://tech.ed.gov/HigherEdNETP>

STRUGGLING STUDENTS



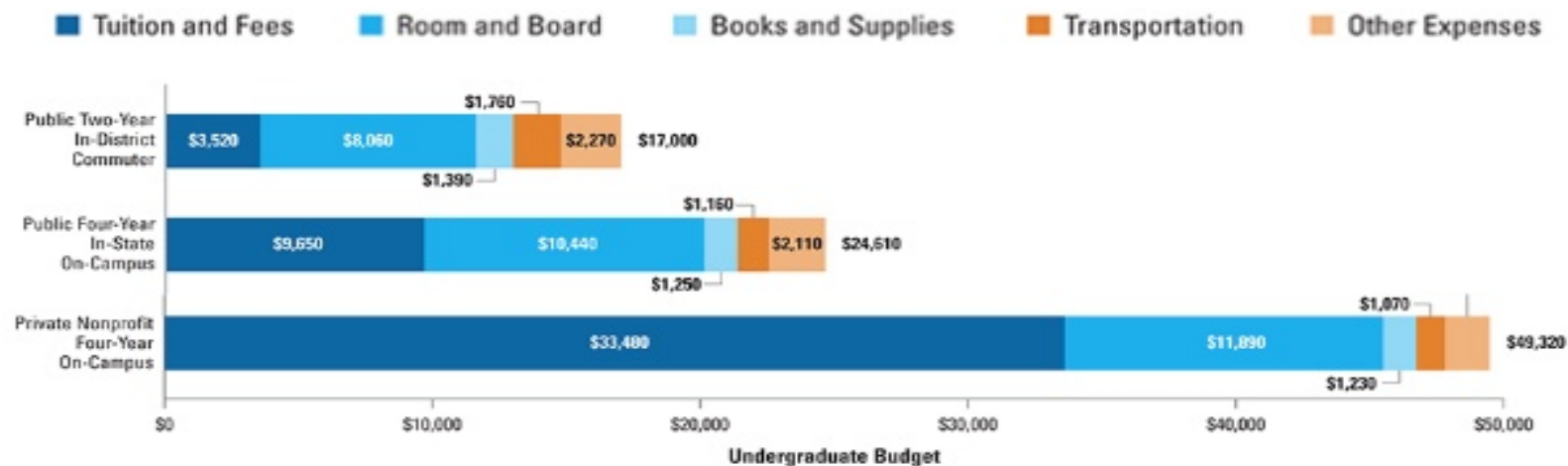
www.phdcomics.com

THE COST OF COLLEGE

- \$1.44 trillion in total U.S. student loan debt
- 44.2 million Americans with student loan debt
- Student loan delinquency rate of 11.2% (90+ days delinquent or in default)
- Average monthly student loan payment (for borrower aged 20 to 30 years): \$351
- Median monthly student loan payment (for borrower aged 20 to 30 years): \$203

(NY Federal Reserve. 2016)

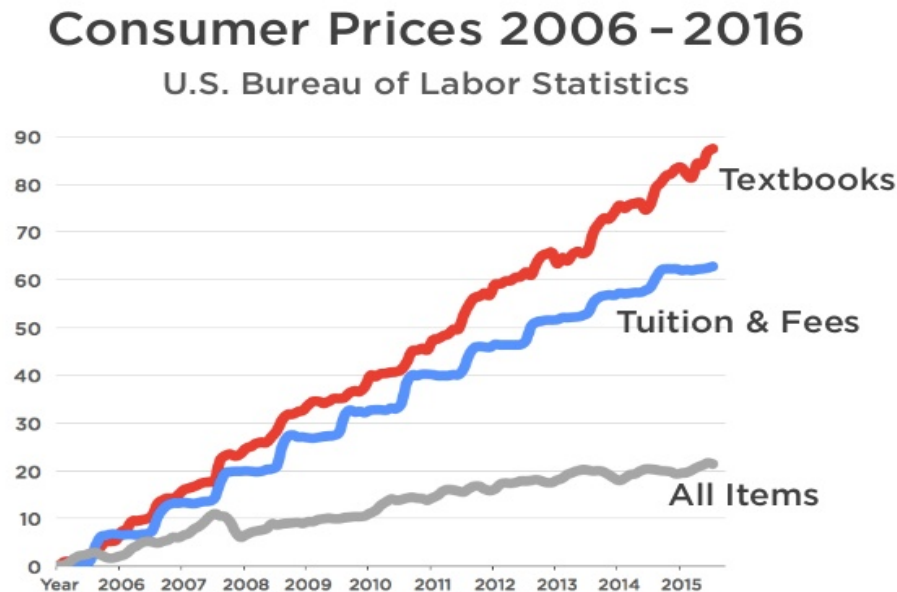
Average Estimated Undergraduate Budgets, 2016-17



Books & Supplies = \$1,200+

Source: College Board

COLLEGE TEXTBOOK PRICES



College textbook prices have risen 812% since 1978, and 65% of students have sometimes chosen not to buy the textbook, even though 94% of students believe it will affect their grade. (Center of the Public Interest Research)

OREGON STATE UNIVERSITY STUDENTS



STUDENTS VS TEXTBOOKS

- Purchase an older edition of a textbook
- Delay purchasing a textbook
- Never purchase a textbook
- Share the textbook with another student
- Download textbooks from the internet

In your academic career, has the cost of required textbooks caused you to:

2012	2016	
63.6%	66.5%	Not purchase the required textbook
49.2%	47.6%	Take fewer courses
45.1%	45.5%	Not register for a specific course
33.9%	37.6%	Earn a poor grade
26.7%	26.1%	Drop a course
17.0%	19.8%	Fail a course

VIRGINIA TECH



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Create Freely Available Textbooks & Learning Resources



Share to Maximize
IMPACT

Share

Share

Share

\$498

4%

Raised toward our \$10,000 Goal
23 Donors



31 DAYS LEFT

Project ends on May 10, at 08:00 AM EDT

Project Owners



Donate Now

YOU KEEP USING THAT WORD

**I DO NOT THINK IT MEANS
WHAT YOU THINK IT MEANS**

WHAT ARE OER?

Open educational resources (OER) are freely available learning materials that can be downloaded, edited and shared to better serve all students.

(William and Flora Hewlett Foundation)

This means all students have access to free learning materials the first day of class.

WHAT ARE OPEN TEXTBOOKS?

Open Textbooks are textbooks that are freely available with non-restrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several websites.

This means all students have access to free learning materials the first day of class.

PROMISING DATA FOR HIGHER EDUCATION

OER show promise in improving student outcomes as supported by research, they provide more learning and authorship opportunities for faculty and students, and they are openly available to everyone.

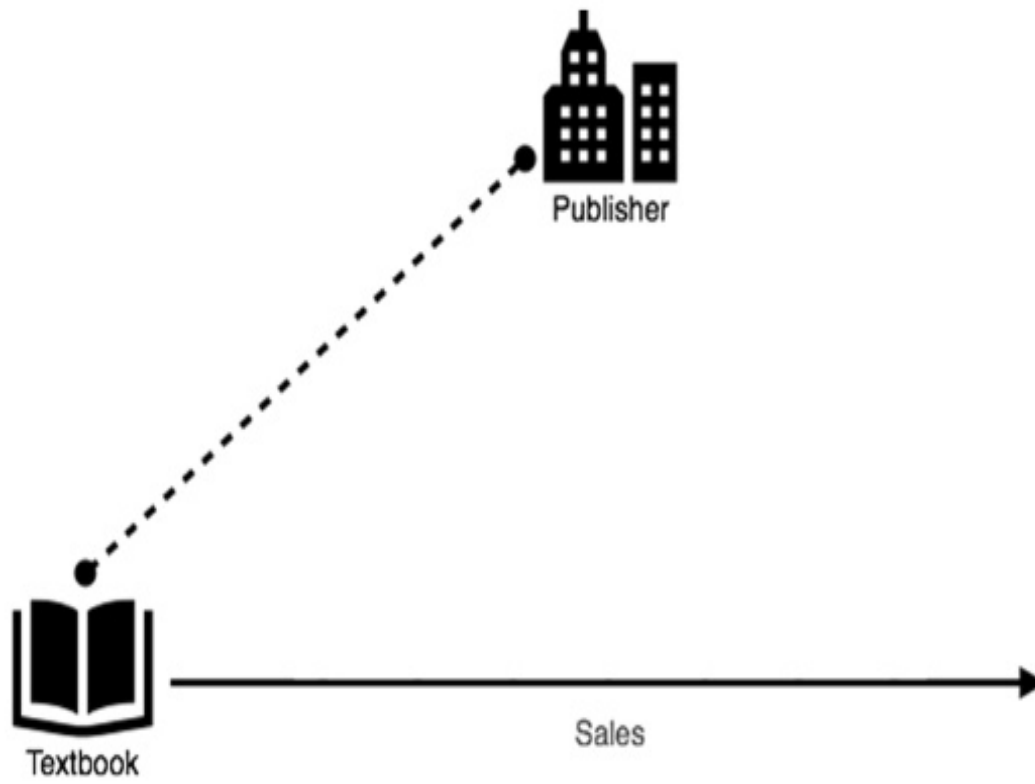
Research shows that OER can contribute to higher rates of course completion in two- and four-year higher education programs without sacrificing performance in those courses.

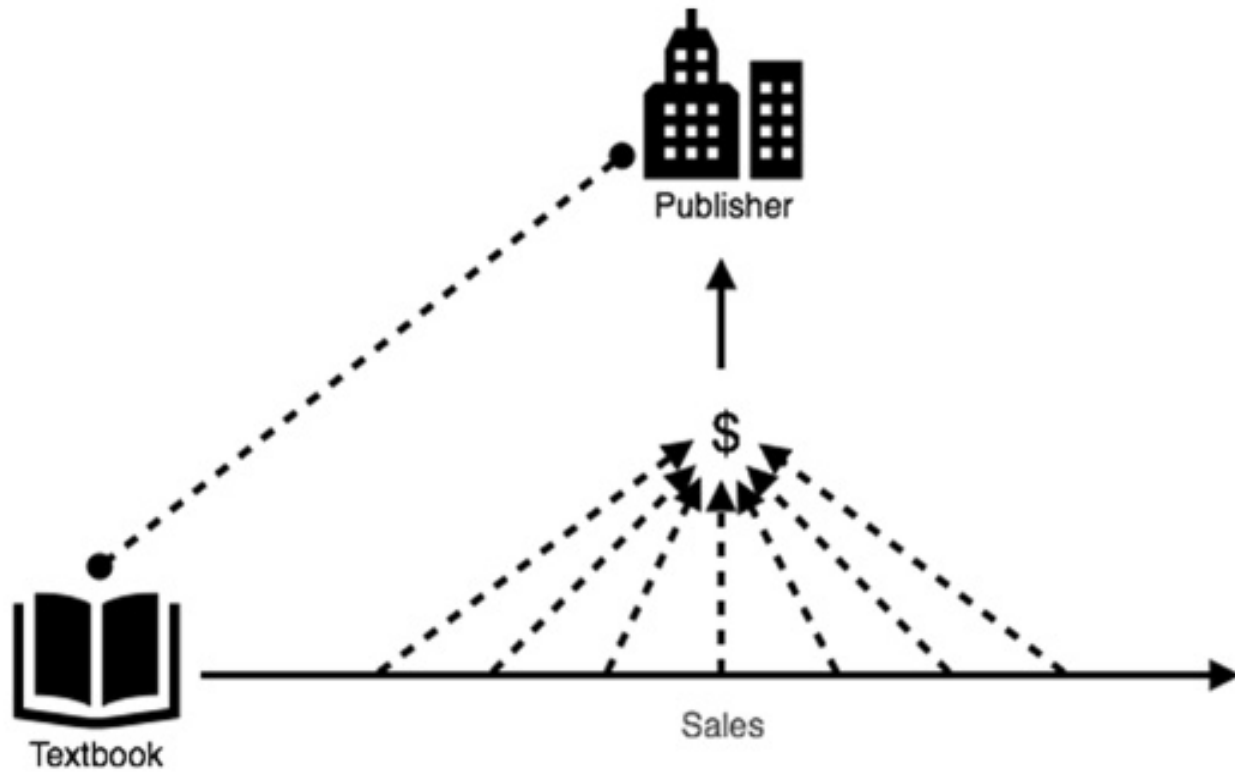


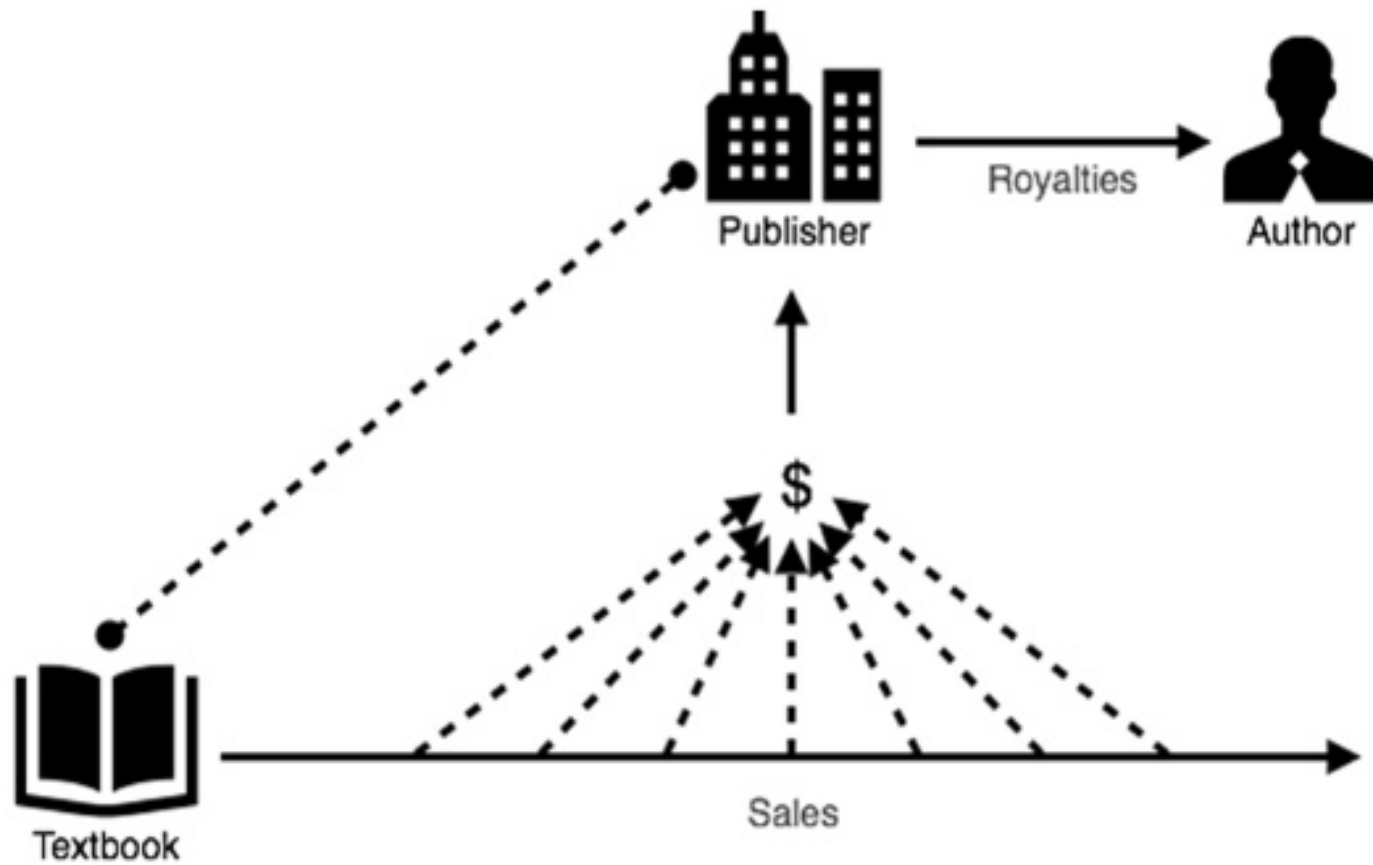
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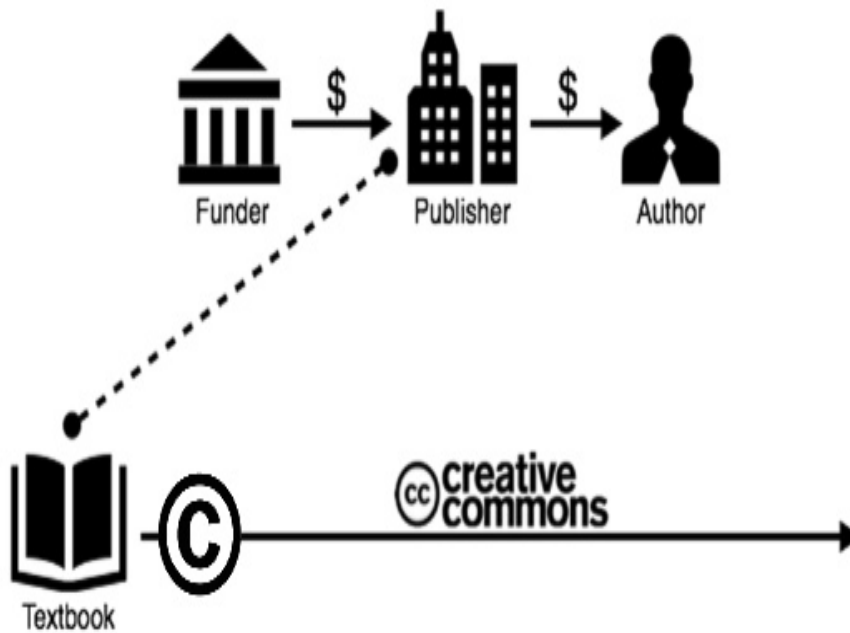
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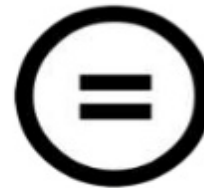
BY



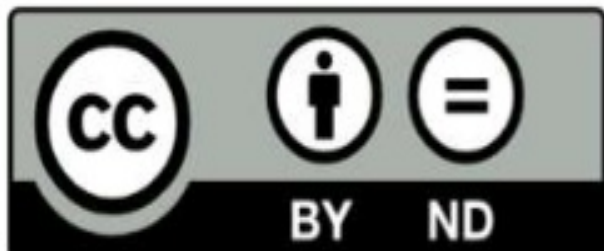
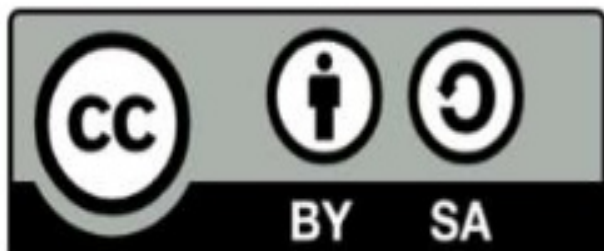
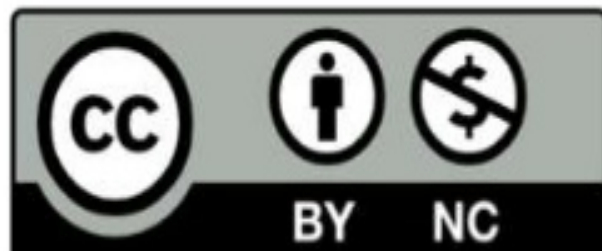
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WHERE TO FIND OER

- **Rice University Open Stax** <https://openstax.org/subjects>
- **University of Minnesota Open Textbook Library**
<https://open.umn.edu/opentextbooks/>
- **MIT Open Courseware** <https://ocw.mit.edu/index.htm>
- **Skills Commons** <https://www.skillscommons.org/>
- **Merlot** <https://www.merlot.org/merlot/index.htm>
- **Phet Sims** <https://phet.colorado.edu/en/simulations/category/physics>
- **Youtube** <https://youtu.be/OnYXFletWH4>

CUNY: COST SAVINGS AND STUDENT BENEFITS

By Fall 2019, CUNY students will have saved **\$8.1 million** thanks to OER.

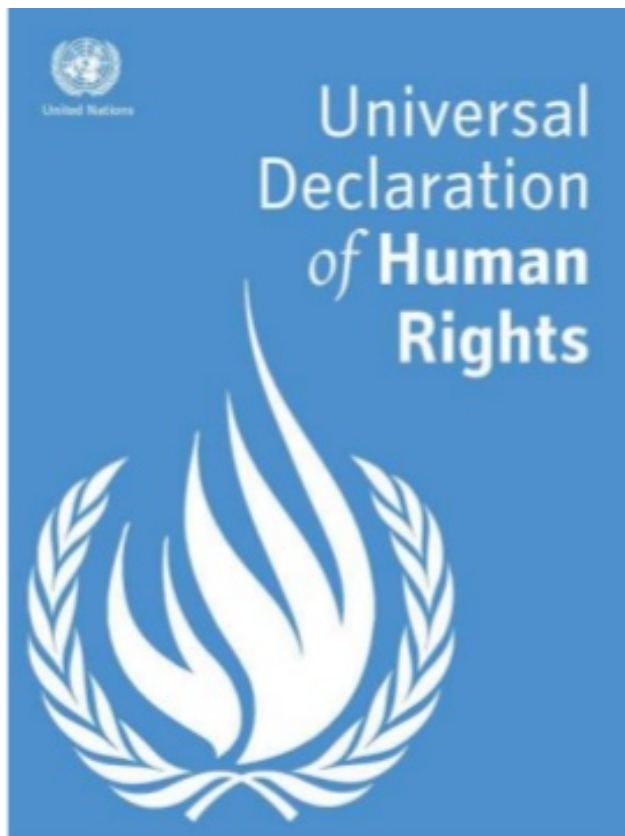
“But the impacts at CUNY have gone far beyond economics: These open resources are revolutionizing teaching and learning at our institution. Here are four powerful effects that aren’t just about cost savings.” ~Ann Fiddler, OER Librarian, CUNY

1. Faculty are reinvigorated about teaching
2. All students, regardless of their circumstances, have access to their learning materials from day one.
3. Student outcomes are improving- “In one math course using OER at CUNY, students scored 10 points higher on the final exam than and were three times as likely to pass the course as students using traditional textbooks.”
4. OER is all about collaboration—within and across states

ZERO TEXTBOOK COST DEGREES

Example: California

In 2016, the California government appropriated \$5 million to support the creation of Zero Textbook Cost Degrees at the state's community colleges. Among the justifications for the program were that the more than 100 institutions in that system could easily share and build upon each other's work, so investing in one degree at one college, could lead to multiple degrees at multiple colleges. This follows a nationwide trend pioneered by Tidewater Community College in Virginia, and a 38-campus initiative led by the non-profit Achieving the Dream launched earlier this year.



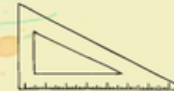
“...higher
education shall be
equally
accessible to all”

Z Initiative

$$\sin \frac{A}{2} = \sqrt{\frac{1 - \cos A}{2}}$$



Introducing the WCET Z Initiative, which promotes the policy and practice of OER implementation, creation, and sustainability.



Tspilovoy@wiche.edu

<https://wcet.wiche.edu/initiatives/z-initiative>

<https://twitter.com/TanyaSpilovoy>

LET'S TALK ABOUT OER! 😊