Texas Regional OER Needs Analysis

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Why a Texas Regional OER Needs Analysis?

Study Goals

- Which Texas higher-education regions have greater need for OER support?
- What are the OER patterns and behaviors of institutions with low, minimal, or nonexistent OER commitment?
- What are the main challenges and struggles that institutions with low OER commitment experience? What supports do they need?
Who Needs Support? Defining Three Low-OER-Implementation Subgroups

- From the analysis of the 2019 and 2021 Landscape survey data, we developed 3 subgroups of institutions that reported low, minimal or nonexistent OER commitment, engagement, and use. The 3 subgroups are:

  - **The Laggards (n=13):** Institutions that do not have OER policies, programs or initiatives in place and do not have plans to develop/implement any in the near future.

  - **Interested (n=42):** Institutions that do not have OER policies, programs or initiatives in place but they are interested in developing these in the future.

  - **Beginners (n=22):** Institutions that do not have OER policies, programs or initiatives in place but they are in process of creating them.
Comparing the 3 Subgroups across Different OER Dimensions

Patterns and Behaviors of Laggards, Interested and Beginners

- **Having an OER Centralized Office/Committee/Role**
  - Laggards (n=13): 8%
  - Interested (n=42): 45%
  - Beginners (n=22): 95%

- **Having a Small % of Faculty Trained on OER**
  - Laggards (n=13): 8%
  - Interested (n=42): 54%
  - Beginners (n=22): 67%

- **Collaborating with Other Institutions around OER**
  - Laggards (n=13): 8%
  - Interested (n=42): 12%
  - Beginners (n=22): 77%

- **Allocating Funding on OER**
  - Laggards (n=13): 0%
  - Interested (n=42): 21%
  - Beginners (n=22): 18%

- **Providing Faculty Stipends to adopt/adapt/create OER**
  - Laggards (n=13): 0%
  - Interested (n=42): 12%
  - Beginners (n=22): 36%
## The 3 Subgroups: Challenges & Needs

<table>
<thead>
<tr>
<th></th>
<th>Laggards</th>
<th>Interested</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenges</strong></td>
<td>● Establishing credibility of OER quality</td>
<td>● Establishing credibility of OER quality</td>
<td>● Lack of/low faculty OER awareness and buy-in</td>
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<td>● Lack of/low faculty awareness and buy-in</td>
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<td></td>
<td>● Establishing credibility of OER quality</td>
<td>● Lack of/low faculty awareness and buy-in</td>
<td>● Lack of administrative support/leadership commitment</td>
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<td>● Establishing credibility of OER quality</td>
<td>● Lack of administrative support/leadership commitment</td>
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<tr>
<td><strong>Needs</strong></td>
<td>● Access to OER for specific disciplines, levels, and/or types of teaching materials</td>
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<td>● Access to OER for specific disciplines, levels, and/or types of teaching materials</td>
<td>● Funding</td>
<td>● OER professional development/training</td>
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<td>● Access to OER for specific disciplines, levels, and/or types of teaching materials</td>
<td>● OER Professional development/training</td>
<td>● Dedicated staff to support OER</td>
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<td>● Access to OER for specific disciplines, levels, and/or types of teaching materials</td>
<td>● Dedicated staff to support OER</td>
<td>● Reward-based incentives</td>
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<td></td>
<td>● Funding</td>
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**Texas Higher Education Coordinating Board**

**ISKME**
### OER Engagement & Implementation by Region

<table>
<thead>
<tr>
<th>Regions</th>
<th>Laggards (n=13)</th>
<th>Interested/Begginers (n=64)</th>
<th>Total # institutions without OER policies, initiatives, or programs (n=77)</th>
<th>Total # institutions with OER policies, program or resolutions (n=52)</th>
<th># of survey non-respondents (n=40)</th>
<th>Total # of institutions (n=169)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1: High Plains</td>
<td>1</td>
<td>6</td>
<td>7 (78%)</td>
<td>1 (11%)</td>
<td>1 (11%)</td>
<td>9</td>
</tr>
<tr>
<td>Region 2: Northwest</td>
<td>0</td>
<td>4</td>
<td>4 (40%)</td>
<td>2 (20%)</td>
<td>4 (40%)</td>
<td>10</td>
</tr>
<tr>
<td>Region 3: Metroplex</td>
<td>2</td>
<td>14</td>
<td>16 (41%)</td>
<td>13 (33%)</td>
<td>10 (26%)</td>
<td>39</td>
</tr>
<tr>
<td>Region 4: Upper East</td>
<td>0</td>
<td>8</td>
<td>8 (47%)</td>
<td>4 (24%)</td>
<td>5 (29%)</td>
<td>17</td>
</tr>
<tr>
<td>Region 5: Southeast</td>
<td>0</td>
<td>4</td>
<td>4 (67%)</td>
<td>2 (33%)</td>
<td>0 (0%)</td>
<td>6</td>
</tr>
<tr>
<td>Region 6: Gulf Coast</td>
<td>8</td>
<td>7</td>
<td>15 (48%)</td>
<td>10 (32%)</td>
<td>6 (19%)</td>
<td>31</td>
</tr>
<tr>
<td>Region 7: Central Texas</td>
<td>0</td>
<td>6</td>
<td>6 (33%)</td>
<td>7 (39%)</td>
<td>5 (28%)</td>
<td>18</td>
</tr>
<tr>
<td>Region 8: South Texas</td>
<td>2</td>
<td>10</td>
<td>12 (41%)</td>
<td>11 (38%)</td>
<td>6 (21%)</td>
<td>29</td>
</tr>
<tr>
<td>Region 9: West Texas</td>
<td>0</td>
<td>3</td>
<td>3 (50%)</td>
<td>1 (17%)</td>
<td>2 (33%)</td>
<td>6</td>
</tr>
<tr>
<td>Region 10: Upper Rio Grande</td>
<td>0</td>
<td>2</td>
<td>2 (50%)</td>
<td>1 (25%)</td>
<td>1 (25%)</td>
<td>4</td>
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Who Needs Outreach? Survey Non-Respondents

2019 & 2021 Texas OER Landscape Surveys: Non-Respondents by Type Institution (n=40)

- Independent: 60.0%
- Public 2-year: 20.0%
- Public 4-Year: 7.5%
- Health-related: 12.5%
Interviews with Low-Implementation Institutions

- 5 Institutions
- Regions Represented
  - Gulf Coast
  - Southeast
  - Upper Rio Grande
  - South Texas
  - West Texas
- All 2-year public colleges or systems
- 4 out of 5 had over 40% of first-year students receive Pell grants
- 4 out of 5 and had a student body over 40% Hispanic or Latino
Interview Themes

Theme 1: OER adoption is motivated by textbook costs and student success
“In our strategic plan our top priority is student success and we know that an important element of it is costs. The other element I will say, too, is when we say student success you look at our strategic goal, it says equitable student success.”

Theme 2: There is a need for buy-in at the campus level for multi-campus institutions
“I know they designed it thinking each institution is just a campus, but we’re not there, and if they would be supportive of us sending several teams [to professional learning opportunities], more than their maximum, that would be a big benefit for us.”

Theme 3: Faculty buy-in is critical to OER growth
“There’s an understanding that to attempt to try something top down, is probably a good way to cause it not to happen”
Interview Themes

**Theme 4: Funding helps OER advancement**

“If we were to get this grant… it really would catapult us to a different level because we would be able to start developing or using the professional development that [our grant partner institution] has created for their faculty.”

**Theme 5: Inadequate time/staffing are barriers to OER advancement**

“Many of us wear many hats here. Personally, I serve on like seven committees….we have lots of committees, and we always tend double and triple tap people so everyone’s always busy on some committee or another.”

**Theme 6: Internal collaborators and champions help OER advancement**

“Without the supportive administration we wouldn’t even be able to move forward…so just have that open line of communication before you begin any initiative as it pertains to OER.”
Interview Themes

Theme 7: External mentoring and cross-institution partnerships help OER advancement

“Networking is really important because you network with other institutions, and they are a lot further in their OER work, and they're willing to share a lot of what they're already doing. Collaboration with other institutions is key, I believe, to the success of the work of all we are that that we're doing here.”

Theme 8: There are barriers to OER for CTE courses

“The accuracy is so critical. In the State of Texas, if 80% don't pass first time we're in trouble, and in two years time if they don't pass [in the] first time attempt, then you're in trouble with the board of nursing.”

Theme 9: The online format of OER requires additional support structures to ensure equity and accessibility

“When we went through Covid we did a lot of surveys just about what are the hindrances and you know just basic technology that we might assume they have, you can’t assume that.”
Findings

★ Support is needed across all regions
  ○ Across all regions the majority of institutions did NOT have OER policies, programs or initiatives in place
  ○ In almost all regions most institutions had at least an interest in and beginning steps to putting policies, initiatives and programs in place (more interested/beginners than laggards and non-respondents)
  ○

★ There is the potential for within-region inter-institutional mentoring
  ○ OER commitment level was heterogeneous within each region, but each region had at least one institution with policies, initiatives and programs in place.
  ○

★ Low-OER implementation institutions express similar challenges and related needs
  ○ Faculty awareness and buy-in (and also other collaborators)
  ○ Professional Development/Training (for buy-in and for adoption/creation training)
  ○ OER in certain disciplines (e.g., CTE) or at certain levels
  ○ OER quality assurance (relates to buy-in)
  ○ Dedicated staff
  ○ Funding (for PL and infrastructure support as well as for incentives)
  ○ Administrative support (at each campus as well as at system level)
Current and Upcoming THECB Supports

RESEARCH → ACTION
Professional Learning Opportunities

- OER Core Elements Academy
  - Summer and Fall 2021 Cohorts
- Creator Fest: OERTX Edition
  - February 2022
- OER Advanced Skills Academy
  - April - May 2022
- OER Creator Communities Academy
  - June 2022
Texas OER Playbook

• Support institutions in building capacity and drive systems change around OER
• Input and peer review by members of the Texas OER community

• Coming fall/winter 2022
OER Nursing Essentials (O.N.E) Project

• GOAL: Design and develop OER for nursing, based on the American Association of Colleges of Nursing (AACN) new Essentials curriculum

• STEPS:
  • Discovery phase and report completed with OpenStax and Texas nursing faculty and administrators
  • Currently contracted with OpenStax for planning phase of project, due to be completed in September 2022
  • Request for Proposals for the Implementation phase (development of OER) opened Fall 2022
  • Implementation phase begins upon contracting with vendor – projected for October 2022
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Texas Higher Education
COORDINATING BOARD

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Our Questions for Our Session Attendees

• How can THECB better promote existing resources?
• How can THECB reach private institutions?
• Is there an interest in THECB supported networking or mentoring opportunities? What would you like it to look like?
• What other resources are needed?