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Waltz Across the Texas OER Landscape

Judith Sebesta, Ph.D.

Map denotes the 51 Texas institutions of higher education reporting that they have OER policies or programs in place or under development in 2019.

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About the Landscape Survey

A collaborative effort between DigiTex, THECB, and ISKME to assess the OER programs, policies, and practices already underway across Texas, toward enabling OER as a state-wide strategy for meeting the goals of 60x30TX.
Key Research Questions

1. How and to what extent are institutions across Texas using OER?
2. What challenges and incentives are affecting OER adoption?
3. What supports enable increased adoption and use of OER?
4. Where is the most promise, in terms of the use and impact of OER?
Survey administered in May 2019 to all 158 two- and four-year public and private institutions

Respondents by institution type (N=100)

- 57% Two-year
- 32% Four-year public
- 11% Four-year private
Survey targeted to OER-knowledgeable people on campus

Respondents by role (N=96)

- 43% Academic Affairs/Instruction Administrator
- 16% President, VP, or Provost
- 15% Library Administrator or Staff
- 13% Ed Tech, Online Learning, Distance Learning Administrator
- 6% Faculty/Dean
- 4% Institutional Research Office
- 2% OER Task Force Lead
- 1% Other
Key Findings
There is a growing commitment to OER across Texas

Institutions with OER programs or policies in place (N=99)

- 1% Yes, we have (only) policies
- 9% Yes, we have both programs and policies
- 9% No, and we don’t have plans to
- 13% Not yet, they are under development
- 28% Yes, we have (only) programs
- 39% No, but we are interested in developing them in the future
Map denotes the 51 institutions reporting that they have current or planned OER policies, programs, or initiatives.

OER-based courses are prevalent and likely to scale

Percentage of undergraduate courses that are fully OER-based (N=96)

- 3% I don’t know
- 28% None
- 64% Less than 10%
- 1% About 50%
- 4% About 25%
Yet, explicit open licensing policies in support of OER are limited

Institutions that have an open licensing policy (N=100)

- **7%** Yes, we have an open licensing policy
- **42%** No, but we are planning to develop an open licensing policy
- **51%** No, and we don’t plan to develop an open licensing policy
And many institutions lack a written definition of OER to guide their work

Institutions that have a written definition of OER (N=100)

- **10%** Yes, and we use our own definition that we have developed
- **29%** Yes, and we use the same or almost the same definition as the Texas Education Code
- **61%** No, we do not have a written definition
The majority of institutions have implemented the state’s course marking requirement (SB 810)

Implementation of course marking requirement (N=96)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed as OER through the campus bookstore</td>
<td>41%</td>
</tr>
<tr>
<td>Notation/description provided under the individual course listing</td>
<td>29%</td>
</tr>
<tr>
<td>OER search field provided on the course schedule landing page</td>
<td>9%</td>
</tr>
<tr>
<td>Links to all OER courses provided on the landing page</td>
<td>7%</td>
</tr>
<tr>
<td>OER search field provided on subsequent pages (not on the landing page)</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>Not applicable, not yet implemented</td>
<td>39%</td>
</tr>
</tbody>
</table>
Although, terms used to mark courses vary, and several institutions do not use the term “OER”

Terms used to mark OER courses in course schedules or listings (N=50)
Library staff play an important role in enabling OER

Roles that libraries/library staff play in supporting OER (N=98)

- No role currently: 21%
- Curating OER: 40%
- Training others on OER: 43%
- Advocating for the use of OER: 58%
- Providing OER as part of library resources: 58%
Libraries also serve as a key source of funding for OER

Sources of funding for OER (N=40)

- Federal funds: 0%
- State funds: 5%
- Private funds: 13%
- Internal funding: 95%

*Primarily through:*
- Library budget
- Academic affairs budget
- Departmental budgets
- President’s or provost’s office
Analysis of institutions leading the way in OER reveal best practices

Looking across institutions that have both policies and programs in support of OER (n=9) revealed that they tend to:

- Have a centralized OER committee/office
- Allocate funding to OER, and prioritize funding for faculty use of OER
- Offer faculty incentives to encourage use of OER
- Have library staff who are trained on OER
- Collect data on the impact of OER
Key study implications center on operational supports that will enable institutions to...

- **Create standardized language** and definitions around OER;
- **Develop formal policies in support of OER** programs, including language that specifies open licensing within intellectual property guidelines and employment contracts;
- **Identify new, external sources of funding** for their OER work
- **Develop or identify effective OER training** and incentive programs for faculty; and
- **Curate OER to expand the range of course subjects**, particularly in career and technical education, for which OER are available and can support full, zero-textbook cost credentials in these fields.
The full report on survey findings available at [www.thecb.state.tx.us/oerTexas](http://www.thecb.state.tx.us/oerTexas)
For More Information About the Study:

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