

HOUSE BILL 2213: OER Coordinator, Grants and Program Support



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EXECUTIVE SUMMARY

Oregon's statewide OER program is named Open Oregon Educational Resources. It is aligned with the HECC's strategic goal for affordability. More information is available at <https://openoregon.org/>.

Open Oregon Educational Resources promotes textbook affordability for community college and university students, and facilitates widespread adoption of open, low-cost, high-quality materials. This mission is carried out in the following ways:

- Convening stakeholders: Oregon is a national leader in open education because of our well-developed community of practice around OER development and implementation.
- Professional development: Open Oregon Educational Resources regularly offers professional development opportunities for faculty to learn about OER.
- Policy support: Open Oregon Educational Resources works with each community college and university to implement legislative requirements and assess their impacts.

Program assessment shows that Oregon's statewide investment in textbook affordability has a measurable impact that is helping to make higher education more affordable. For example, the current grant cohort supports 71 projects at 18 institutions for a total cost of \$470,392. To date, 12,496 students are estimated to have saved \$1,562,092 as a result of this funding, approximately \$3.32 in student savings per \$1 spent.

Open Oregon Educational Resources is on a two-year data collection cycle and will work with OER point people at all 24 institutions to gather data from the 19-21 biennium to determine the ongoing impact of statewide OER spending since 2015. Retrospective student savings data collected in 2019 shows that:

- From 2015-2019, Oregon funded \$1,153,337 in OER grants, resulting in an estimated student savings of \$7,440,911 during that time period, approximately \$6.45 in student savings per \$1 spent.
- From 2017-19, courses with the no-cost/low-cost designation in the schedule at 19 institutions are estimated to have saved over 375,000 students (by headcount) in 21,000 course sections approximately \$34 million in two academic years.
- The average estimated materials cost for the two-year Associate of Arts Oregon Transfer (AAOT) degree in 2019 was \$1,492, an 18% drop since 2017 and a 30% drop since 2015.

The barriers preventing more widespread adoption of OER materials are the usual ones: time and money. The recommendations below suggest three targeted areas in which to grow capacity to meet demand:

1. Expand offerings of Statewide Equity & Open Education Faculty Cohort Model.
2. Fund targeted development of pathway materials for Criminal Justice and Human Development/Family Studies.
3. Hire Statewide Open Education Instructional Designer to develop engaging, interactive and effective openly licensed courses and curricula that address various learning styles and are accessible to all students.

BACKGROUND

On behalf of the Oregon Community College Distance Learning Association (OCCDLA), Linn-Benton Community College (LBCC) hired an Open Educational Resources (OER) Librarian who started work on January 4, 2015. This position was funded solely by Community College Support Funds for Distance Learning through the Higher Education Coordinating Commission's Office of Community Colleges and Workforce Development (CCWD) through June 30, 2017.

With the passage of HB 2729 (2017), the Higher Education Coordinating Commission (HECC) contracted with LBCC in order for the OER Librarian to implement an OER program in Oregon's colleges and universities. HB 2213 (2019) continued this arrangement. Continued investment from the Community College Support Fund for Distance Learning has enabled the OER Librarian to continue to offer grants specifically for community college faculty.

Oregon's statewide OER program is named Open Oregon Educational Resources. It is aligned with the HECC's strategic goal for affordability. More information is available at <https://openoregon.org/>.

CURRENT STATUS OF OREGON'S OER PROGRAM

Open Oregon Educational Resources promotes textbook affordability for community college and university students, and facilitates widespread adoption of open, low-cost, high-quality materials.

CONVENING STAKEHOLDERS

Oregon is a national leader in open education because of our well-developed community of practice around OER development and implementation.

Oregon's community colleges and universities each have an OER point person in place to facilitate communication. The OER Librarian connects with affinity groups representing librarians, distance learning, bookstore managers, academic disciplines, and students. The statewide OER program reaches faculty through incentivized professional development opportunities (see below).

Oregon's Statewide OER Steering Committee was established in 2015 and meets twice each year. During the current biennium, the Statewide OER Steering Committee developed the [Open Oregon Educational Resources Vision Statement](#); recommended updates to the openoregon.org website to highlight open ancillaries and zero-textbook-cost degree options; and explored connections with OER efforts underway for K-12 in ODE.

Informal opportunities to participate include a monthly drop-in meeting for OER point people and an Oregon OER listserv.

PROFESSIONAL DEVELOPMENT

Open Oregon Educational Resources regularly offers professional development opportunities for faculty to learn about OER.

- The OER Review Workshop model has two parts: a faculty workshop presenting open textbooks as a way to solve the problem of high textbook prices, followed by the opportunity for faculty to earn a

\$200-\$300 stipend to write a review of an OER that they might adopt for a course. During the 2019-21 biennium to date, Open Oregon Educational Resources has offered 16 in-person OER Review workshops at 11 institutions, and 21 virtual OER review workshops representing all 24 institutions, attended by a total of 398 faculty, 242 of whom have written OER reviews.

- The OER Course Redesign Training Sprint model offers a \$750 stipend to faculty who redesign a course using OER during Open Education Week. 61 faculty at 12 institutions participated in the 2020 Sprint; 54 sprinters redesigned their courses to utilize OER. The 2021 Sprint takes place March 1-5.
- The Equity & Open Education Faculty Cohort model was created by library faculty member Jen Klaudinyi at Portland Community College. The core of the course is a four-week exploration of open pedagogy, universal design, and culturally responsive teaching. Optionally, faculty may continue the course for another four weeks and redesign a course component, incorporating open and equitable materials and/or pedagogy. From the Summer 2020 cohort, 48 faculty from 11 institutions completed Part 1, and 20 of those faculty opted to complete Part 2. The Winter 2021 cohort begins February 1.

Open Oregon Educational Resources hosts statewide events for all stakeholders, including programming during Open Education Week each year. In Spring 2019, Open Oregon Educational Resources invited individuals and planning teams from Oregon's public community colleges and universities to attend a one-day hands-on retreat in support of the textbook affordability plan requirement in HB 2213 (2019). Oregon's Virtual Statewide OER Symposium will take place on May 14, 2021, and will showcase successes achieved during a difficult year.

Open Oregon Educational Resources also provides ongoing support via the openoregon.org website. In-depth topics are covered in [archived webinars](#), [advice columns](#), and [research reports](#). Faculty and staff who prefer a do-it-yourself approach can explore the [OER FAQ](#) to find answers to frequently asked questions. These web-based resources are also used to field reference questions and to highlight Oregon efforts nationally.

POLICY SUPPORT

Open Oregon Educational Resources works with each community college and university to implement legislative requirements and assess their impacts. All 24 of Oregon's colleges and universities have begun sharing course materials cost information with students via their course schedules per HB 2871 (2015); two institutions have partially implemented the designation and two institutions had a designation and then put their implementation on hold while switching student information systems. At least 15 institutions have a textbook affordability plan in progress per HB 2213 (2019) and at least three plans are complete ([more information](#)).

HB 2919, introduced for the 2021 session by Representatives Reardon and Sollman, sets targets for on-time course materials adoption reporting so that students can plan their budgets in advance.

CALCULATION OF MONEYS CURRENT AND FUTURE STUDENTS SAVED OR WILL SAVE AS A RESULT OF OREGON'S OER PROGRAM

SAVINGS FROM CURRENT OER GRANT PROGRAM

The OER grant program has two funding sources. Legislative funding is awarded to both community college and university faculty to redesign their courses using OER. CCWD funding is awarded to community college faculty only, both for general course redesign proposals, and also for courses specifically identified as belonging to Major Transfer Map pathways. Grants are awarded at different levels depending on the complexity of the proposed project, from adopting an existing open textbook or open course content as-is, to creating a substantially new open textbook or open course where it is possible to demonstrate that quality resources are not currently available to meet learning objectives.

The current grant cohort supports 71 projects at 18 institutions for a total cost of \$470,392. To date, 12,496 students are estimated to have saved \$1,562,092 as a result of this funding, approximately \$3.32 in student savings per \$1 spent. Student savings are expected to increase to over \$2M by the end of the biennium.

Current OER Grant Awards Per Institution

Institution	Number of Grant Projects	Funds Awarded	Students Impacted	Student Savings to Date	Student Savings Per \$1 Spent
Blue Mountain Community College	7	\$30,918.16	553	\$70,370.00	\$2.28
Central Oregon Community College	3	\$3,762.00	428	\$71,688.00	\$19.06
Chemeketa Community College	1	\$17,796.00	0	\$0.00	\$0.00
Clackamas Community College	3	\$40,566.67	183	\$14,460.00	\$0.36
Columbia Gorge Community College	6	\$13,945.00	202	\$13,050.00	\$0.94
Lane Community College	2	\$27,347.00	556	\$78,350.00	\$2.87
Linn-Benton Community College	3	\$17,472.50	28	\$2,195.50	\$0.13
Mt. Hood Community College	5	\$36,010.00	1009	\$70,053.55	\$1.95
Oregon Coast Community College	1	\$1,676.00	0	\$0.00	\$0.00
Oregon Institute of Technology	2	\$10,500.00	590	\$8,760.00	\$0.83
Oregon State University	1	\$34,649.00	2550	\$571,761.00	\$16.50
Portland Community College	26	\$183,861.20	6063	\$623,061.75	\$3.39
Southern Oregon University	1	\$2,595.00	271	\$28,441.45	\$10.96

Southwestern Oregon Community College	4	\$33,068.60	133	\$15,765.00	\$0.48
Umpqua Community College	5	\$13,765.40	22	\$2,200.00	\$0.16
Western Oregon University	1	\$2,459.00	0	\$0.00	\$0.00
Grand Total	71	\$470,391.53	12588	\$1,570,156.25	\$3.34

Assessment of past OER grant cohorts shows that savings from the use of OER compound over time, as more students take the redesigned courses (see below). If the current grant cohort sees student savings increase at a comparable rate to past cohorts, then by the end of the 2021-23 biennium the faculty in the 2019-21 OER grant cohort will save students an estimated \$5M, approximately \$11 in student savings per \$1 spent.

SAVINGS FROM PAST OER GRANT PROGRAMS

Open Oregon Educational Resources is on a two-year data collection cycle and will work with point people at all 24 institutions to gather data from the 19-21 biennium to determine the ongoing impact of statewide OER spending since 2015. The OER Librarian is preparing by reaching out to point people to remind them that this project is coming soon, and migrating retrospective data from multiple spreadsheets into a relational database.

Prior to the current biennium's OER grant cohort, there have been four OER grant cohorts in Oregon since 2015. From 2015-2019, Oregon funded \$1,153,337 in OER grants, resulting in an estimated student savings of \$7,440,911 during that time period, approximately \$6.45 in student savings per \$1 spent. Spring 2021 data collection will include updated analysis of continuing savings from these grant cohorts.

Past OER Grant Awards Per Institution

Institution	Funds Awarded	Percent of Grant Funding	Estimated Student Savings to Date	Estimated Student Savings Per \$1 Spent
Blue Mountain Community College	\$149,056	12.92%	\$1,098,878	\$7.37
Central Oregon Community College	\$19,560	1.70%	\$189,117	\$9.67
Chemeketa Community College	\$41,690	3.61%	\$90,384	\$2.17
Clackamas Community College	\$66,873	5.80%	\$303,656	\$4.54
Clatsop Community College	\$8,279	0.72%	\$19,593	\$2.37
Columbia Gorge Community College	\$56,288	4.88%	\$280,850	\$4.99
Klamath Community College	\$1,965	0.17%	\$3,240	\$1.65
Lane Community College	\$96,895	8.40%	\$442,067	\$4.56
Linn-Benton Community College	\$80,004	6.94%	\$79,694	\$1.00

Mt. Hood Community College	\$69,890	6.06%	\$1,195,084	\$17.10
Oregon Coast Community College	\$3,482	0.30%	\$8,900	\$2.56
Oregon Institute of Technology	\$30,250	4.22%	\$287,297	\$9.50
Oregon State University	\$30,000	3.65%	\$367,184	\$12.24
Portland Community College	\$273,475	23.71%	\$2,314,421	\$8.46
Rogue Community College	\$8,970	0.78%	\$50,805	\$5.66
Southern Oregon University	\$87,542	10.66%	\$197,497	\$2.26
Southwestern Oregon Community College	\$8,886	0.77%	\$92,994	\$10.47
Treasure Valley Community College	\$29,940	2.60%	\$132,686	\$4.43
Umpqua Community College	\$9,792	0.85%	\$47,202	\$4.82
University of Oregon	\$30,500	3.71%	\$7,040	\$0.23
Western Oregon University	\$50,000	6.09%	\$232,323	\$4.65
Grand Total	\$1,153,337		\$7,440,911	\$6.45

The first OER grant program was created through HB 2871 (2015) and was administered by the HECC rather than by Open Oregon Educational Resources. The HB 2871 grant program saved 10,041 students an estimated total of \$1,544,200.60 from 2015-2019, approximately \$4.80 in student savings per program dollar spent ([more information](#)).

Also in 2015, Open Oregon Educational Resources ran a community college faculty grant cohort funded by CCWD. These grants saved 5,089 students an estimated total of \$477,409.24 from 2015-2019, approximately \$9.64 in student savings for every program dollar spent. As an example of the way that savings from the use of OER compound over time, measurable student savings from that cohort increased sixfold from 2016-2019 ([more information](#)).

The 2016-17 OER grant cohort was funded by CCWD and so funding was available to community college faculty only. The initial round of grant funding was augmented to support additional projects to adopt OER as-is in Winter and Spring 2017. Altogether, the 2016-17 grant cohort saved 30,758 students an estimated total of \$4,181,462.51 from 2016-2019, approximately \$14.93 in student savings for every program dollar spent ([more information](#)).

The 2018-19 grant cohort began with 53 projects funded by HB 2729 (2017) and by CCWD. CCWD funded 15 additional projects in Fall 2018 to support the Oregon Transfer Compass program legislated by HB 2998 (2017). The 68 OER grant projects in the 2018-19 cohort represent 19 institutions and saved nearly 8,000 Oregon students an estimated \$1.2 million in the pilot year of the program, approximately \$2.50 in student savings for each \$1 of grant money spent ([more information](#)).

SAVINGS FROM PAST PROFESSIONAL DEVELOPMENT PROGRAMS

The professional development opportunities offered to faculty have a track record of associated student savings. The OER Review Workshop model described in the previous section was attended by 640 faculty

from 22 institutions from 2015-19; 407 faculty attendees wrote OER reviews after attending the workshop. 156 faculty adopted OER as a result of taking a review workshop, resulting in an estimated \$2,383,200 in student savings from 2015-19, approximately \$19.89 in student savings per program dollar spent ([more information](#)).

Likewise, the course redesign sprint offered in 2019 was attended by 38 faculty members from 8 institutions. 34 faculty participants reported that 1523 students saved \$141,274.91 from 2019-20, representing \$3.93 in student savings per program dollar spent ([more information](#)).

RESEARCH REPORTS ON EFFECTIVENESS OF STATEWIDE OER PROGRAM

Other professional development programs, such as statewide events, are not tied to OER adoption and so do not have student savings numbers directly associated with them. Their impact can be indirectly seen in changing attitudes, innovative pedagogy, discussions with colleagues, presentations and publications, and so on. As a proxy it is possible to measure student savings (or cost avoidance) on course materials generally in Oregon in order to assess the impact of the statewide OER program. Research to date shows that statewide investment in textbook affordability has a measurable impact that is helping to make higher education more affordable in Oregon.

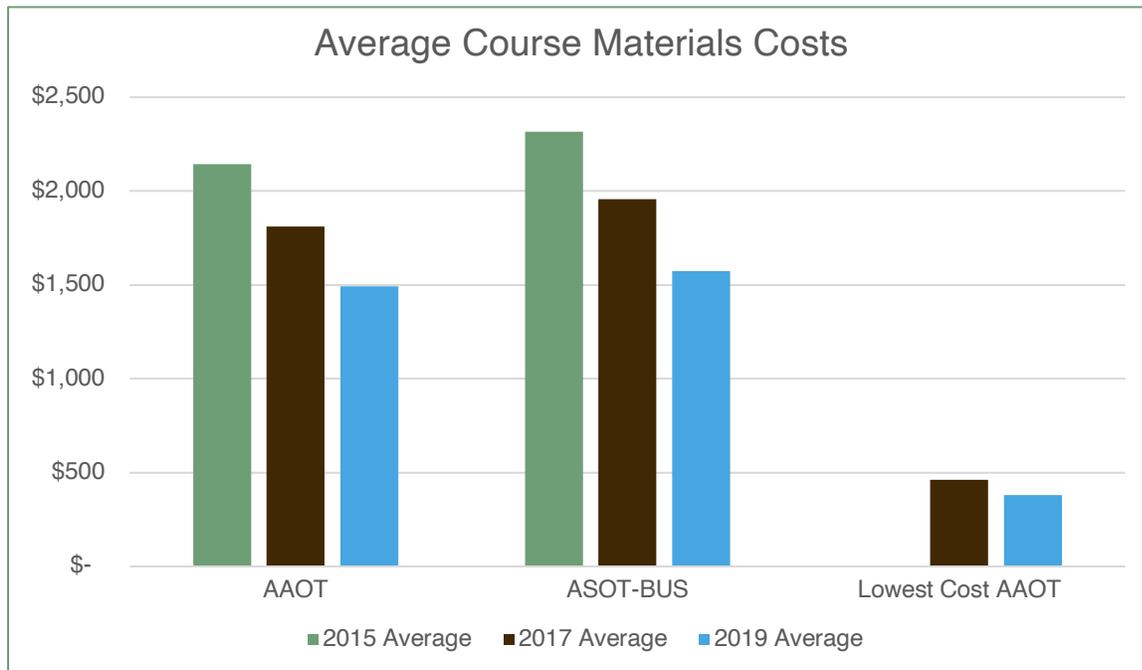
In 2019, 15 colleges and 4 universities, representing nearly 90% of students in the state, provided data estimating the student savings represented by Oregon’s no-cost/low-cost course designation for the 2017-19 biennium. The courses with the no-cost/low-cost designation in the schedule at these institutions are estimated to have saved over 375,000 students (by headcount) in 21,000 course sections approximately \$34 million in two academic years. At the reporting institutions, approximately 12% of all courses were designated no-cost or low-cost ([more information](#)).

Estimated 2017-19 Student Savings in No-Cost/Low-Cost Courses

Term	# Designated Sections	# Students in Designated Sections	Estimated Savings	Total sections offered
Summer 2017	542	7,683	\$693,370	9,395
Fall 2017	2,394	49,639	\$4,395,484	24,912
Winter 2018	2,643	49,330	\$4,310,866	24,990
Spring 2018	3,487	54,002	\$5,391,992	25,255
Summer 2018	1,207	16,588	\$1,890,565	14,565
Fall 2018	3,252	55,730	\$5,396,223	25,216
Winter 2019	4,062	70,634	\$6,038,351	25,349
Spring 2019	3,932	70,575	\$5,547,480	26,036
Total	21,914	379,348	\$34,178,056	178,815

Further, Oregon community colleges reduced the estimated cost of course materials for transfer degrees during the four years between 2015-19. The average estimated materials cost for the two-year Associate of Arts Oregon Transfer (AAOT) degree in 2019 was \$1,492, an 18% drop since 2017 and a 30% drop since

2015. The 112,462 students in the 10 highest-enrolled courses statewide saved over \$1M compared to materials costs in 2017. Using the no-cost/low-cost schedule designation, it was possible to determine that the lowest-cost pathway through the AAOT degree requirements averages just \$381 in course material costs for a two-year degree ([more information](#)). Further research in 2021 will determine whether this trend continues, and will enable a comparison with baseline data collected about the universities in 2019 ([more information](#)).



EVALUATION OF BARRIERS PREVENTING THE ADOPTION OF FURTHER OER MATERIALS

The barriers preventing more widespread adoption of OER materials are the usual ones: time and money. The recommendations below suggest three targeted areas in which to grow capacity to meet demand.

PROFESSIONAL DEVELOPMENT FOR EQUITY & OPEN EDUCATION

External funding from the Hewlett Foundation enabled Open Oregon Educational Resources to develop a statewide Equity & Open Education Faculty Cohort Model. This professional development course was created by library faculty member Jen Klaudinyi at Portland Community College. The Hewlett grant will cover costs for four faculty cohorts: Summer 20, Winter 21, Summer 21, and Winter 22. Each faculty cohort costs an estimated \$40,000 per 60 seats.

Open Oregon Educational Resources recommends allocating \$80,000 in order to run Summer 22 and Winter 23 cohorts during Year 2 of the 2021-23 biennium. This funding will provide continuity to a popular program (nearly twice as many faculty register for each cohort as available seats) that advances access and equity goals shared by every community college and university in the state.

TARGETED OER DEVELOPMENT

The HECC's House Bill 2998 Report identifies the top 20 majors in Oregon with both high workforce demand and high enrollment. Further analysis of this list of majors shows that Criminal Justice (CJ) and Human Development/Family Studies (HDFS) have positive employment projections; offer career opportunities at multiple levels of credential, including certificates, associate's degree, and bachelor's degree; and lack high-quality OER for faculty to choose from. Faculty have identified four CJ and five HDFS courses within disciplinary pathways in which to develop not only open textbooks but also openly licensed ancillary materials in order to share complete, accessible curricula with an EDI approach.

Open Oregon Educational Resources recommends allocating \$87,000 for targeted development of identified pathway materials for CJ, and \$105,000 for targeted development of identified pathway materials for HDFS.

INSTRUCTIONAL DESIGN

A Statewide Open Education Instructional Designer would collaborate with faculty to develop engaging, interactive and effective openly licensed courses and ancillaries that address various learning styles and are accessible to all students. They would provide statewide leadership on best practices for assessment, instructional technologies, and open educational practices. This position would be especially relied on at the institutions that do not have resources to support an instructional design position. Project funds will support recommendations on purchase or creation of new platforms, tools, and processes to enhance open educational practices, open source learning environments, and sharing open educational resources.

Open Oregon Educational Resources recommends allocating \$280,000 in personnel costs for the Statewide Open Education Instructional Designer salary and benefits, and reclassification of the existing Statewide OER Librarian position. The Statewide Open Education Instructional Designer project fund is recommended at \$100,000.

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