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Analytics and Advocacy for Service Development

Section Header	Description
Team Name	OER2
CARLI Counts Participants and Mentor on Team	Tineka Scalzo, Librarian/Assistant Professor, Wright College Mary Thill, Reference Coordinator and Humanities Librarian, Northeastern Illinois University (mentor)
Project Name/Title	OER Adoption and Student Outcomes
Single Sentence Abstract	The Wright College Library reviewed student grades and persistence in courses that used OER between the fall of 2018 and spring of 2021 to see if the use of OER had any impact on student outcomes.
Motivation(s) for Project	<p>Students at City Colleges of Chicago continue to share that the high cost of textbooks is a burden. Many delay purchasing, or never purchase, the required course materials, which makes it harder for them to succeed in class. In order to improve equity, many faculty have already adopted, and some have created, openly-licensed materials which are free for students to use.</p> <p>There are many studies that show students who use OER do as well as <i>or better than</i> students in classes using traditional textbooks. A notable 2018 study from the University of Georgia showed even greater gains for students who are Black or Hispanic, part-time, and/or Pell grant recipients. Wright's Equity Plan showed that there are gaps in learning for students based on their registration status, Pell eligibility, and race. This plan names equity as our central priority in serving all our students, including the Latinx students who comprise more than 60% of our population, and specifically lists OER as one of the ways to shrink gaps for these students. With this project, we wanted to find out if there was a similar relationship between OER usage and student success at our institution.</p>
Partners and Stakeholders	<p>Interdisciplinary faculty: professors who taught courses that used OER.</p> <p>Library faculty: shared OER usage information.</p> <p>Institutional Researcher: data collection and analysis support.</p> <p>OER Taskforce: Wright faculty and administrators working to understand the challenges and support OER usage.</p>
Inquiry Question	How does the adoption of OER in the classroom impact student achievement and persistence?



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Study Participants/Population	Data was collected on community college students (18+) who were enrolled in courses that used OER between 2018-2021, a period that includes the time before Covid forced the move to remote learning.
Method(s) of Data Collection and Analysis	Courses were included if they used OER without requiring the purchase of additional materials. De-identified student data was gathered using OpenBook and Navigate, then sorted by age, ethnicity, gender, cumulative GPA (pending), course grade, academic standing, declared degree, semester-to-semester persistence (pending), and Pell eligibility. Data was included on non-OER courses for direct comparison as well as college-wide averages.
Findings	<p>The current data is incomplete, and this project is ongoing.</p> <p>At this point, I have identified three gaps in the data. Firstly, we would like to identify more courses that used OER to have a larger sample, perhaps by looking at another college in our system. Next, the data is not currently sortable by more than one category at a time, and we would like to be able to see student outcomes linked to gender, ethnicity, Pell status, etc. Lastly, it is not possible to do a course-to-course comparison as there are no non-OER sections in some cases, so we are discussing ways to make the data more accurate, perhaps by looking at instructor-to-instructor comparisons or expanding beyond our campus.</p>
Use of Findings	This work is ongoing. Members of our college OER Taskforce and district-wide Textbook Affordability Committee are interested in participating in developing this study to help direct support and next steps for OER.
Next Steps and Other Results	<p>I am planning to continue gathering and analyzing this data. I hope to solidify involvement from committee partners described above to help with refining the study in the fall.</p> <p>The CARLI Counts community was supportive and helped keep me motivated while attempting this research. My mentor was patient and generous in sharing her knowledge and helped me set realistic goals.</p>
Additional Reflections	This study was originally developed in partnership with a librarian at another institution which was unable to support continued participation, making this a solo project after several months of collaborative planning.



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	<p>Once this became a solo project it was easier to identify challenges and areas for further study, which has led to extending the estimated completion time.</p> <p>The College does not systematically collect data on courses that use OER. Ninety-two courses that used OER between fall 2018 and spring 2021 were originally identified, although we acknowledge that our original pool is incomplete and are interested in working to collect more accurate OER usage data.</p>
Timeline	<p>October-December 2021: Project plan and identification of subjects.</p> <p>January-February 2022: Completion of college IRB requirements</p> <p>March-May 2022: data collection, refinement, and initial analysis.</p> <p>June-August 2022: reflection and progress reports.</p> <p>September-December 2022: continued research and analysis.</p>
Bibliography/Works Cited	<p>Colvard, N., Watson, C. E., & Park, H. (2018). The impact of Open Educational Resources on various student success metrics. <i>International Journal of Teaching and Learning in Higher Education</i>, 30(2), 262-276.</p> <p>Wilbur Wright College (2020). <i>Wilbur Wright College equity plan</i>, City Colleges of Chicago. https://www.flipsnack.com/citycollegesofchicago/wilbur-wright-college-equity-plan-2020-updated-july-17/full-view.html</p>