

OPEN EDUCATIONAL RESOURCES AND EQUITY

THE NEED



2019 CCC# Real College Survey

- 60% - housing insecure in 2018
- 50% - food insecure last 30 days.
- 19% - were homeless in 2018.

Seven in 10 students experienced food insecurity or housing insecurity or homelessness during the previous year.

- 60% African American students and 64% of Hispanic students have opted not to buy the required course materials due to cost.
- 47% of women and 38% of men have taken out a loan to pay for textbooks.
- The Black/White gap in basic insecurity needs was 19% during April-May 2020 of the pandemic.

Source: Cengage MC-Affordability Survey Letter
Source: #Real College During Pandemic Survey

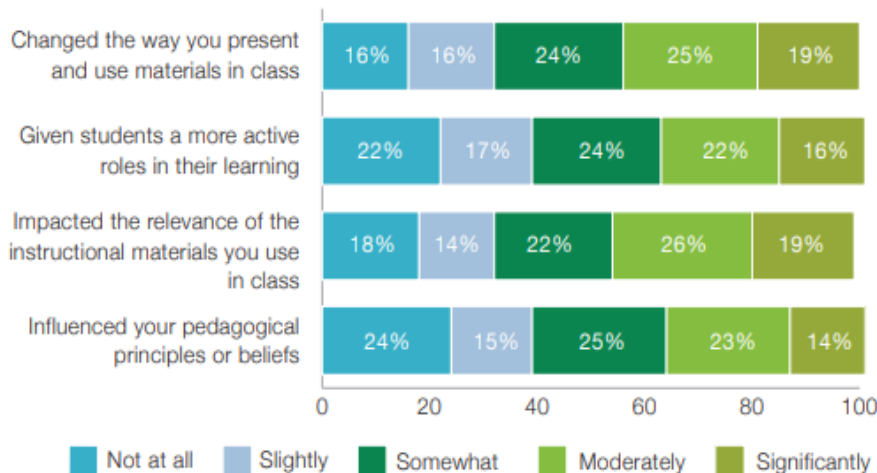
	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
BY REGION				
A	1,093	59	70	24
B	7,991	43	59	20
C	3,669	53	64	18
D	762	38	49	16
E	3,959	50	60	18
F	1,952	45	58	15
G	12,830	54	60	18
TOTAL	32,256			

Source: #Real College Survey 2016 and 2018

SOLUTION

If every student had just one textbook replaced with OER it would save students over \$1,000,000,000/year.

OER AND INSTRUCTION



Source: SRI 2018 instructor survey

Data comparison of survey in 2016 and 2018 of over 1,000 instructors by Achieving the Dream (SRI) revealed:

- 13% increase in peer review of OER courses developed by a faculty colleague.
- 5% increase in co-teaching of an OER course.
- 9% increase in peer collaboration to co-develop a course.

IMPACT: OER AND STUDENT SUCESSSS

Underrepresented students perform better with OER

Population	Change in Grade	Change in DFW*
All Students	+8.6%	-2.68%
Non-Pell Eligible	+7.4%	-2%
Pell Eligible	+12.3%	-4.4%
Non-White	+13%	-5%
Part-Time	+28%	-10%
Total Students: 21,822 *DFW= Drop, Fail, Withdraw		

Source: University of Georgia: *The Impact of Open Educational Resources on Various Student Success Metrics* (2018). International Journal of Teaching and Learning in Higher Education.

- OER courses help students maintain their GPAs despite taking more courses, on average.¹
- OER courses have significantly lower withdrawal rate than courses than that for commercial textbook.²
- OERs improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for all students and at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education.³

1. Griffiths, R., Mislavy, J., Wang, S., Ball, A., Shear, L., Desrochers, D. (2020). OER at Scale: The Academic and Economic Outcomes of Achieving the Dream's OER Degree Initiative. Menlo Park, CA: SRI International.
2. Clinton, V & Khan, S. (2019). Efficacy of Open Textbook Adoption on Learning Performance and Course Withdrawal Rates: A Meta-Analysis. AERA Open, Vol 5, No. 3, pp. 1-20.
3. Colvard, N.B., Watson, E. & Park, H.(2018). The Impact of Open Educational Resources on student Success Metrics. Vol 30, N. 2, pp. 262-276.



For more on Equity and OER see:

- Archived webinars by ASCCC OERI at asccc-oenr.org/webinars-and-events/
- Achieving the Dream equity resource page at achievingthedream.org/focus-areas/equity
- University of Georgia Survey Report on Open Educational Resources at affordablelearninggeorgia.org/documents/2018_USG_OER_Survey.pdf

For more information visit The Academic Senate for California Community College OER Initiative at asccc-oenr.org