



## OER OVERVIEW AT WHC LEMOORE

- OER offerings at WHC Lemoore continue to scale with 909 sections that utilized free textbooks through open educational resources and/or a low cost novel from Spring 2018 to Spring 2020.
- Course success in OER sections is 69.2% whereas in the non-OER course counterparts it is 66.1%.
- The top five enrolled OER courses are those that fulfill either graduation or transfer requirements:
- Disaggregated course success for Pell recipient and by gender demonstrated a similar gap as the overall comparison.
- By race and ethnicity, most sub-population fared quite a bit better in OER sections however a considerable equity gap remains when compared to the 74.2% course success of White/Non-Hispanic students in OER.
- Disaggregation by instructional method yields mixed results.

### ENROLLMENT AND COURSE SUCCESS IN OER AT WHCL

		OER (May include ZTC, ZTC+Low Cost Novel, LTC)	Non-OER Course Counterparts
2018/SP	Number of Sections	96	117
	Enrollments	3,117	3,790
	Course Success Rate	67.9%	63.2%
2018/SU	Number of Sections	44	31
	Enrollments	1,435	1,018
	Course Success Rate	72.4%	65.3%
2018/FA	Number of Sections	142	78
	Enrollments	4,673	2,748
	Course Success Rate	68.1%	62.9%
2019/SP	Number of Sections	166	62
	Enrollments	5,062	2,069
	Course Success Rate	69.9%	67.9%
2019/SU	Number of Sections	49	19
	Enrollments	1,759	647
	Course Success Rate	74.2%	78.9%
2019/FA	Number of Sections	219	25
	Enrollments	6,860	749
	Course Success Rate	69.0%	69.7%
2020/SP	Number of Sections	193	18
	Enrollments	5,909	566
	Course Success Rate	68.0%	76.7%
Total	Number of Sections	909	350
	Enrollments	28,815	11,587
	Course Success Rate	69.2%	66.1%

From Spring 2018 and Spring 2020, there has been 28,815 enrollments in 909 OER sections at WHC Lemoore (WHCL). The overall course success rates in these OER sections tends to be higher across these past terms at 69.2% compared to non-OER course counterparts at 66.1%. The only exception to this trend was spring 2020 where the 18 non-OER courses had a course success rate of 76.7%.

With growing adoption of OER by WHCL faculty across 66 courses within this timeframe and more in development, the comparison between non-OER and OER classes has been increasingly complicated by several factors. One factor is that there are fewer non-OER sections to compare to which tends to highlight instructor differences rather than the effectiveness of the textbook utilized. Any differences are also further complicated by the substantial population of high school students in these sections (some

sections which are fully dedicated and others are not) as well as the implementation of AB705 which has significant implications for both curriculum and assessment in math and English courses (see notes for more information on AB705).

## TOP ENROLLED OER COURSE SUCCESS: SPRING 2018-SPRING 2020

		OER (May include ZTC, ZTC+Low Cost Novel, LTC)		Non-OER Course Counterparts	
		Enrollments	Course Success Rate	Enrollments	Course Success Rate
ENG-001A	Composition and Reading	3,013	62.4%	423	57.6%
POLSCI-001	American Government	2,286	74.8%	41	41.5%
COM-001	Elements of Speech	1,614	79.0%	12	91.7%
HE-035	Personal Health and Hygiene	1,535	73.3%	874	70.3%
PSYCH-001	Introductory Psychology	1,508	70.2%	51	54.9%
HIST-017A	History of the U.S. 1492-1877	1,389	67.4%	37	37.8%

Of the top five enrolled OER courses, four are introductory and fulfill transfer requirements for the CSU and UC systems (ENG-001A, POLSCI-001, COM-001, PSYCH-001, and HIST-017A). Until recently, HE-035 was graduation requirement within the West Hills Community College District.

Such a large proportion of these course offerings are OER that the ability to compare to non-OER is limited due to the very small number of enrollments (often less than 50) over the two years of data included.

## DISAGGREGATED COURSE SUCCESS

	OER (May include ZTC, ZTC+Low Cost Novel, LTC)			Non-OER Course Counterparts		
	Unduplicated Headcount	Enrollments	Course Success Rate	Unduplicated Headcount	Enrollments	Course Success Rate
<b>Overall</b>	<b>8,098</b>	<b>28,816</b>	<b>69.2%</b>	<b>5,888</b>	<b>11,587</b>	<b>66.1%</b>
<b>Pell Grant Recipient</b>	<b>3,800</b>	<b>14,833</b>	<b>71.0%</b>	<b>2,610</b>	<b>5,331</b>	<b>67.6%</b>
<b>Female</b>	<b>5,082</b>	<b>18,752</b>	<b>70.6%</b>	<b>3,671</b>	<b>7,267</b>	<b>67.2%</b>
<b>Male</b>	<b>2,859</b>	<b>9,512</b>	<b>66.3%</b>	<b>2,104</b>	<b>4,097</b>	<b>64.0%</b>
<b>American Indian/ Alaskan..</b>	<b>62</b>	<b>234</b>	<b>62.0%</b>	<b>46</b>	<b>111</b>	<b>53.6%</b>
<b>Asian</b>	<b>214</b>	<b>590</b>	<b>76.9%</b>	<b>126</b>	<b>251</b>	<b>80.5%</b>
<b>Black/African-American</b>	<b>382</b>	<b>1,238</b>	<b>63.8%</b>	<b>283</b>	<b>498</b>	<b>57.2%</b>
<b>Filipino</b>	<b>207</b>	<b>757</b>	<b>76.2%</b>	<b>159</b>	<b>346</b>	<b>76.9%</b>
<b>Latinx/Hispanic</b>	<b>5,269</b>	<b>19,398</b>	<b>67.7%</b>	<b>3,797</b>	<b>7,569</b>	<b>64.3%</b>
<b>Pacific Islander</b>	<b>28</b>	<b>113</b>	<b>82.3%</b>	<b>17</b>	<b>39</b>	<b>79.5%</b>
<b>Two or More Races</b>	<b>242</b>	<b>877</b>	<b>70.2%</b>	<b>180</b>	<b>400</b>	<b>62.6%</b>
<b>Unknown/Declined to Sta..</b>	<b>163</b>	<b>429</b>	<b>66.2%</b>	<b>102</b>	<b>139</b>	<b>64.7%</b>
<b>White Non-Hispanic</b>	<b>1,531</b>	<b>5,180</b>	<b>74.2%</b>	<b>1,178</b>	<b>2,234</b>	<b>72.1%</b>
<b>Face-to-Face</b>	<b>4,794</b>	<b>14,559</b>	<b>70.9%</b>	<b>2,992</b>	<b>4,890</b>	<b>65.7%</b>
<b>Hybrid</b>	<b>1,370</b>	<b>1,963</b>	<b>65.4%</b>	<b>1,066</b>	<b>1,211</b>	<b>66.8%</b>
<b>Online</b>	<b>5,795</b>	<b>12,294</b>	<b>67.8%</b>	<b>3,671</b>	<b>5,486</b>	<b>66.3%</b>



The disaggregated course success rates from spring 2018 to spring 2020, tend to mostly follow the overall percentage point gap with OER about 3% higher than non-OER counterparts for Pell Recipients and for disaggregated gender.

In a few sub-populations, this gap is even wider and in favor of OER:

- American Indian/Alaskan Native students with +8.4% higher course success in OER vs. non-OER
- Black/African-American students +6.6% higher in OER
- Students that indicated Two or More Races +7.6% higher in OER

However, compared to the reference group White/Non-Hispanic for disproportionate impact analyses, OER does not close the equity gaps overall. White/Non-Hispanic have a 74.2% course success rate and the following groups are categorized as disproportionately impacted according to the Percentage Point Gap Methodology (see notes):

- American Indian/Alaskan Native (-12.2% difference from 74.2%)
- Black/African-American (-10.4% difference)
- Hispanic/Latinx (-6.5% difference)
- Two or More Race (-4% difference)
- Unknown/Declined to State (-8% difference)

These findings suggest that while OER might not completely alleviate inequities by race and ethnicity, it is still a step in the right direction.

The last set of disaggregations is the instructional method of each OER section and non-OER counterpart. Course success rates are similar for Hybrid and Online. Face-to-face courses see a 5.2% difference between OER and non-OER counterparts that favors OER. However, related to earlier remarks, there are several possible factors that can have an impact on instructional method course success that make it rather difficult to interpret any subsequent differences.

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## NOTES ON METHODOLOGY AND RESOURCES

Semesters included in this brief analysis begin with Spring 2018 and ends with Spring 2020. Although WHCL had some OER prior to this, this was first semester of scaling up offerings. Summer sessions falling within this range are included.

Sections of questionable OER participation that have not been confirmed by the WHCL OER Librarian have been excluded from the non-OER and OER categories. This results in the removal of three Music-042 sections in Fall 2019 and six sections of Geography (-001, -002, -003) in Spring 2020 from the analysis.

Course Success Rates are the percentage grades of A, B, C, and P. Please note that in Spring 2020, EW's are included in the calculation of the denominator for this percentage.

Percentage Point Gap Method: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

AB705 Website: <https://assessment.cccco.edu/ab-705-implementation>