HLC Accreditation Evidence

- Open Educational Resources Initiative

URL:

Office of Origin:

- Center for Innovation and Excellence

Contact(s):

- Associate Dean of Instruction
  - Director of Innovation and Compliance

OER (Open Educational Resources)

Barton Authored Open Education Resources (OER)

OER Help Sheet with Step by Step Transition Pathway | PDF | WordDoc

SPARC Fellowship Capstone:

Open Education Instructional Journal

- Foundational Packet
- Understanding & Applying Packet
- Innovation & Connections Packet

Bloom's Revised Taxonomy Matrix

2022 Quality Initiative Project – OER

Project Title: OER Initiative Quality Overview
Unit: Center for Innovation & Excellence
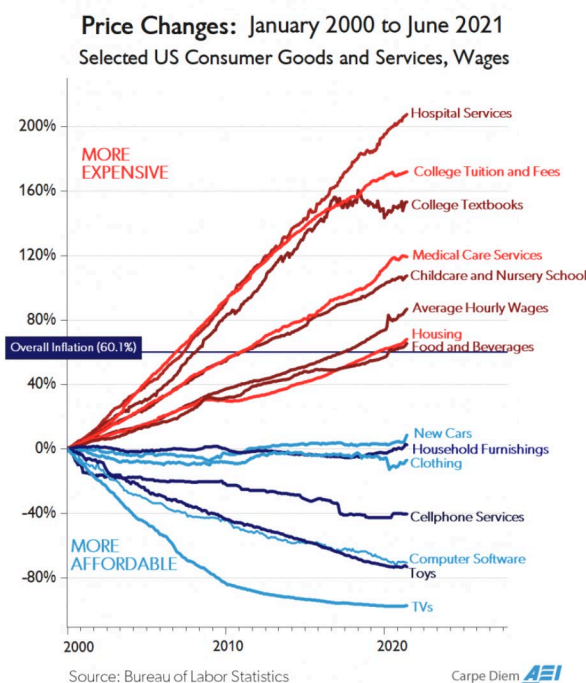Project Facilitator: Lee Miller
Supervisor: Claudia Mather
Project Team Members: Megan Schiffelbein and Angie Reed

Project Summary:

Issue or Challenge:

Education costs have only gone up over the last couple of decades creating many challenges for students seeking a degree. In the chart below, one can see the rising costs of college tuition and fees, but also the cost of textbooks. Addressing textbook cost issues is where faculty can have an institutional and student impact.

Price Changes: January 2000 to June 2021
Selected US Consumer Goods and Services, Wages

Source: Bureau of Labor Statistics   Carpe Diem AEI

https://www.aei.org/carpe-diem/chart-of-the-day-or-century-6/

Faculty can also address the changes that are happening in higher education as we shift from a teacher-centered model to a student-centered model.
Therefore, this initiative has a two-fold function:
1. Student goals: to increase access to higher education while at the same time decreasing the cost of education.
2. Faculty goals: educating and supporting faculty to achieve their instructional goals and explore authentic instructional freedom.

Goals:

Short-term goals are noted primarily in the OER 3-Year-Plan as well as the new Phase 2. These are goals and markers to help set targets and achieve smaller wins as we move forward toward our larger long-term goals.

For long-term goals, we work toward achieving both student and faculty goals as stated above with the issue and challenge.

For student goals, we want to improve access and affordability in higher education. In these studies, here is one example[1], they note and ask the question: "Can OER also support improving student success?" This is the ultimate goal. In a 2018 Open Education Conference Keynote Dr. MJ Bishop highlights this point with the recognition of solving an iron triangle problem.
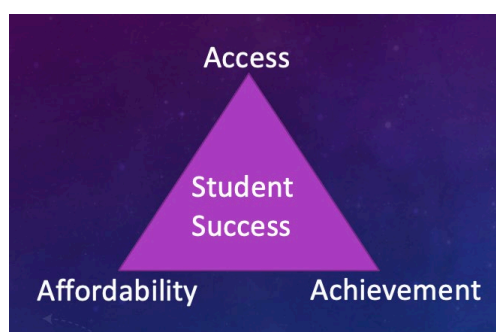
The above image represents the difficulty to achieve all three aspects – access, affordability, and achievement. When one aims to increase achievement, one may also decrease access and increase cost. This same fluctuation can be seen among all three points of the triangle. However, with OER we address two issues at once by reducing or removing the cost of textbooks and opening access to all.

The faculty goals rotate around professional development and support for faculty to achieve their instructional goals and experience 'authentic instructional freedom.' Here is the article Lee Miller wrote to help explain this term and discuss other instructional aspects. In summary, the article identifies an unstated outline that has been produced over the years with publisher materials where a course is created through the pairing of a textbook's table of contents and the outcomes and competencies of a course. With the use of OER, faculty can broaden the ways they want to construct a course and how they want their students to engage with the content. This is achieved with the 5Rs of OER (Retain, Reuse, Redistribute, Revise, and Remix) and open pedagogy practices as well as other teaching methods. From the beginning of the initiative, we had the mindset and established the perspective that "OER is a tool, it is not the goal." This changes the dynamic and makes it about supporting the faculty through the

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[1] Hilton, J. Open educational resources, student efficacy, and user perceptions: a synthesis of research published between 2015 and 2018. *Education Tech Research Dev* **68,** 853–876 (2020). CC BY https://doi.org/10.1007/s11423-019-09700-4

transition to use open education and not the other way around. The long-term goal is to largely shift Barton to an OER institution with most courses and move instruction toward more experiential and application-based pedagogical practices where applicable.

Brief Project Description:

Process:

2017-2018

At the beginning of the OER initiative, an OER Taskforce was created. This team essentially established that Barton was interested in moving toward OER. Within this team a sub-team was formed to help put pen to paper and complete different projects to bring back to the Taskforce. The sub-team scoured initial research and proposed specific foundational practices that was later approved:

- Constructed the first OER Guide to provide best practices for faculty to build on rather than a policy or procedure in an effort to keep faculty choice up front.
- Established the initial categories for faculty course identification to encourage faculty participation. This included the No-Cost (NC) and Low-Cost (LC) course distinctions. No-Cost means that there is no additional cost to the student for course materials. Low-Cost means that the student would not pay more than $50.
  - This $50 amount was determined by a survey that the sub-team created and disseminated to students in 2018 where students indicated that $50 was a reasonable amount to pay for course materials.

2019 - 2021

In late 2018, a new position was created - Director of Innovation & Compliance - and Lee Miller started in April 2019. From this point, the OER initiative continued as an iterative process with many tests, challenges, and lessons learned. The following pages will move through several of these aspects and note points of adjustments based on feedback and data and the subsequent changes made to improve and move the project forward.

Early on the Director of Innovation & Compliance had several personal goals to eventually put in place or work toward as part the end product:

- establish an effective and efficient process for faculty to complete while minimizing unnecessary work that was also sustainable,
- create or apply for opportunities to learn more and/or engage with other open education groups across the state and country,
- provide early and consistent faculty professional development, and
- establish and implement data collection from the beginning.

Rubric Iterative Process

The journey began with high levels of additional research to start forming a process for the OER certification process. Initial processes indicated a course blueprint, a checklist, and course review. These are the elements that we started with the Project5 Pilot. The Project5 Pilot was

the first 5 general education courses identified with volunteer faculty to start working through the initial OER review process.

Challenge:
The initial elements (course blueprint and checklist) ended up being extra work to the transition of the course to OER and the course review needed to be further clarified.

Changes Made:
The course blueprint and checklist were removed from the process and the review process was incorporated into a rubric draft. The rubric was modeled on the BARTonline rubric that was already in use and went through several iteration. The rubric has continued to be refined and is currently being incorporated into an institutional rubric as an optional portion where all faculty would move through this rubric for course creation. To further strength the rubric development, an instructional course reviewer for BARTonline joined the OER initiative – Megan Schiffelbein. (Megan's old job 2019)

Lesson Learned:
Less is more. Removing items associated with the transition and focusing on the course development aspects of the OER course transition as defined in the iterations of the rubric allowed us to streamline the process. Through the development of the rubric we added the parallel ADA compliance initiative that was being implemented at the same time. This was a natural fit with the nature of open education also focusing on accessibility.

Gaining & Sharing Knowledge
After initial research and the beginning of a 3-Year-Plan bringing in new information, experience, and opportunities was going to be important for the long-term. Initially, Barton applied for both the OpenStax Program and a 20MM grant 2019 application. Both attempts were declined, but nonetheless information was gathered for things that we could still do to get where we wanted to go.

At the state level a new opportunity was opened by the Kansas Board of Regents (KBOR) with the beginning of an OER Steering Committee and the Director of Innovation & Compliance was nominated and selected to serve. This was the beginning of a series of opportunities to serve at the state, regional, and national levels.

Challenge:
With the relatively new field of Open Education, the increasingly changing landscape of education and instruction, and the recognition to address a big learning curve and provide the best opportunity for Barton Community College and faculty to excel in a new initiative, more information and experience needed to be obtained and shared.

The Director of Innovation & Compliance applied for different opportunities to serve and learn. Serving on the KBOR OER Steering Committee opened the option to serve as the KBOR representative for Driving OER Sustainability and Student Success (DOERS3) – a national organization. Additional options to serve were on a regional sub-committee (Midwest Higher Education Compact [MHEC]) and a national OER conference steering committee and sub-teams (Open Education Conference). These opportunities for service have provided additional opportunities both for the Director of Innovation & Compliance, the college, and the faculty. With service provided for the Open Education Conference the Director of Innovation and Compliance was offered to participate in the SPARC Open Education Leadership Program on scholarship expanding the opportunity to network and bringing more information back to the college and the faculty. The work with KBOR and MHEC has provided several faculty professional development opportunities across the state over the last several years (2019-2022). The information and experience gained also allowed for the continued progress of the Barton OER initiative, stronger support for faculty, and a networking imprint within the national open education community.

Lesson Learned:

The more you share the more you have. The more service Barton provided within the open community the more opportunities, knowledge, and support we receive and are able to bring back and share with Barton and faculty.

Obtainable & Sustainable OER Plan

The process for faculty had to be created in a way that reduced barriers, assisted with planning the course, and supported faculty needs. The process and the plan also needed to be sustainable across years for the initiative, but also provide sufficient professional development to empower faculty with OER knowledge to maintain OER course requirements. Achieving some of these goals was going to make the OER transition obtainable for multiple instructors across multiple disciplines, and it was going to be sustainable over time across two dimensions:

- for the overall OER initiative and
- for each individual instructor and course.

Challenge:

Nationally, OER initiatives are primarily student focused on access and affordability both of which are also attached to equity initiatives within higher education. Yet, faculty are the ones that must do the work, implement OER practices, and sustain the transition long-term. This requires a specific level of motivation for instructors to find this work meaningful and purpose driven. Across the country, most OER initiatives are externally motived by initial monetary means and most of that money is federal, state, or grant funded. In such cases, the option of money running out is high, the recognition that money can only stretch so far to include everyone that wants to participate, and the fact that the transitioned course will need to be maintained once the initial investment is gone. Even though the return on investment (ROI)

studies for OER initiatives have again and again noted a higher return, smaller institutions still struggle as funding is limited.

Changes Made:

For the Barton OER Initiative, to obtain our goals for the OER initiative, make the process meaningful and obtainable for faculty, and make the overall initiative sustainable we took a different approach. Different faculty are driven by different purposes and find different points within our presentation of OER meaningful. This refers back to our initiatives two-fold function – student and faculty goals – that was discussed in the original issue or challenge above. Some faculty are drawn to the student impact around access and affordability, while others are interested in how OER can give them more control over the presentation of their class and/or achieve their instructional goals. We do not have the option to sustain an external financial form of motivation and it would limit the number of faculty who could participate. So, we shifted to focusing on providing opportunities and support for faculty to participate through their own intrinsic motivation. This allowed faculty to focus on what they wanted to achieve based on what motivated them and had the support through the Center of Innovation and Excellence staff to make those goals a reality. Demonstrating how faculty could engage with different content, reach into interdisciplinary practices, have more control over how they presented outcomes and competencies, and lean into more student-centered approaches of teaching we have been able to not only achieve our goals, but exceed them and provide better opportunities for all faculty to participate. Providing an inclusive option is also recognizable in our OER certification categories as we provide three options:
- No-Cost (NC) which is no cost for course materials to the student,
- Low-Cost (LC) which is less than $50 for course materials for the student (based on a 2018 student survey), and
- Open Textbook (OT) which is the use of an Open Textbook to reduce cost, but with no limit on lab or other material costs (CTE, Arts, etc. – Example: paint or art supplies).

This is based on the philosophy that "OER is a tool, it is not the goal."

Lesson Learned:

Building a culture of innovation and a supportive ecosystem creates something worth more than the sum of its parts. In the initial phases of the OER initiative, we sought out people who were interested in participating and working with us through the draft stages of the OER review process. Through the progressive iterations not only did we learn more about what did and did not work, but we demonstrated that this was a team effort, and we would support faculty any way that we could. By constantly working to streamline the process, continuously attempting to remove barriers, and individually focusing on instructor courses and goals we have built advocates within our faculty and moved even hesitant instructors into the OER initiative. This builds not only a strong foundation for the OER initiative to continue and improve but builds networking and collaboration for future initiatives across the institution.

Collecting Data & Measuring Success
Early in the OER initiative, the Director of Innovation & Compliance recognized the need to prepare and plan for data collection and success metrics. Nationally, many of the options to document OER qualitative and quantitative data is still challenging for some and still in conversational stages within the open education field itself for others.

Challenge:
The question of whether or not we were going to collect data was not an issue. It was simply how were we going to collect useful data that would help us tell a story about the progress, impact, and possible future for the Barton OER initiative and those faculty, staff, and students that were involved. With the decision to provide early notation for faculty allowed us to also provide course notations for students (NC, LC, and OT). With course notation options for the students the question became how we can notate different course types and still collect data across all types of courses and deliveries?

Changes Made:
Initial metrics of success that were trackable and measurable in the early stages of the initiative were OER course certification and student cost savings. The course certification is simply a completion number and rested on the refinement of the process. The calculation of student cost savings was going to need a little more data to determine. To make this process more efficient a way to track OER courses over time needed to be determined. The Barton Registrar (Lori Crowther) identified that we could use Banner course codes to notate different course types and deliveries. With these course codes in the Banner system, they would be trackable through PowerBI where data could be collected based on individual codes. With this option Jeff Mills (Chief Institutional Research Analyst) was able to pull Banner data into the PowerBI system to make it usable data. With this data collection were able to identify OER courses, determine course completion, and calculate the end course enrollment with the necessary amount according to its OER course notation (NC, LC, or OT). We were also able to pull additional data (GPA, student diversity, drop/fail/withdraw rates, etc.) that would build over time to identify further impact outside of cost that may provide a glimpse into the impact of OER on overall student success. The impact of OER on overall student success is still a hot topic of discussion and being studied across the field of open education. Some of the challenges with this is the unstable standard of how much OER is being used in different studies and achieving sufficient correlating factors. In the future for Barton, we aim to identify to what degree does the OER initiative improving overall student success.

Lesson Learned:
Patience and planning are virtues and only time will tell. The 3-Year-Plan Dean's Report, documenting the completion of the 3-Year-Plan, highlights achievements over the last two and a half years. For the time frame of this report (end of Fall 2021), we had 28 faculty complete 58 OER course certifications with an estimated student cost savings of $209,750, which is also clarified and defined in this document. As of March 2022, we have 66 OER courses certified with 31 faculty and by the end of May we will be approaching the $250,000 mark for student

cost savings. These initial markers of success highlight the faculty and college impact on students aiming to complete their education. With studies like the one linked in the 'Goals' above we continue to work to not only make higher education more accessible and affordable, but a better, more engaging overall education experience that prepares students for a 4-year institution or the workforce.

Timeline:
- See Timeline

Participants:
Original Taskforce Members:
- Gil Cloud, Karey Marshall, Regina Casper, Melissa Rigney, Eugene Compton, Michelle Kaiser, Laia TenaGirones, Todd Mobray, Jim Turner, Marlo Chavarria, Kristen Hathcock, Karly Little, Melissa Stevens, Sunshine Richards, Brian Howe, Matt Connell, and Lee Miller

Original OER Sub-team:
- Melissa Rigney, Karly Little, Regina Casper, Matt Connell, and Lee Miller

Participating Employees:
- OER Certified Faculty: (as of March 2022)
  - Melissa Rigney, Angela Lewis, Alissa Duncan, Ange Davied, Mark Knapp, Oleg Ravitskiy, Janet Balk, Emily Cowles, Stephanie Schottel, Daniel Buller, Carol Brooks, John Mack, Karly Little, Matt Connell, Linda Rothwell, Jim Hill, Jeremy Deckard, Bob Funk, Kenneth Kolembe, Ryan Kennedy, Kathy Boeger, Jeri Ball, Annemarie Duncan, Andrew VandenHeuvel, Jakki Maser, Nicole Welshans, Dennis Boltman, Karey Marshall, Paulia Bailey, Letitia Bergantz, and Samantha Smith
- OER Faculty in Transition: (As of March 2022)
  - Erin Renard, Jimi Parker, Joseph Donaldson, Scott McDonald, Sheyenne Heller, Melissa Hardwick, Michael Vick, Abby Howe, Melissa Stevens, Maggie Tracy, Angela Campbell, Ann Ingala, Kim Specht, Kurt Konda, Rita Thurber, Elena Gold, Amanda Alliband, Charlotte Cates, Kristen Hathcock, Tracie Schroeder, Ramil Ahmadov, Praveen Vadapally, Stan Jones, Stephenie Bradford, Laia TenaGirones, Amber Workman, Cathy Smith, Nicholas Larmer, Heather Panning, Latoya Hill, Karen Gunther, Lou Irwin, Deanna Heier, Jo Harrington, Terry Anderson, Nicole Berger, Brenda Siebold, Todd Mobray, Vern Fryberger, Luis Palacios, Aimee Hanson, Colvin Hooser, Tera Morris, Brent Ferguson, Sue Simmons, Alison Fratzke, Matt Champagne, William Parker, and Emily Archer
- Schedulers:
  - Renetta Furrow, Kit Smith, Teri Smith, Dani Kultgen, Carla Enstrom, Abby Kujath, Karla Hitz, Michelle Rutherford, Lindsey Holmes, Lawrence Weber, Sarah Jankowski, Terri Mebane, Angel Morgan, and Cherish Robinson.
- Support: Erin Eggers, Lori Crowther, Todd Mobray, Jeff Mills, Claudia Mather, and Matt Connell

Resources:

Resources that have been created over the course of this initiative include:

- [OER Guide iterations](#) – 2018, 2019, and 2021
- ["Skeletons in Our Closets: Creating New Bones for OER Development"](#) NISOD Abstract – Aug. 2019
- OER Step-by-Step Guide - 2019
- [Instructional Journal](#) – 2019 and 2021
- ["Building Bridges to Open Education"](#) – OER and Beyond
- A number of professional development opportunities through both the college and the state.

Open Educational Resources Guide - 2021

Table of Contents

Purpose Statement

Barton's OER Initiative is two-fold:

Students
- Affordability
- Access

Benefits (Goals)

Faculty
- Instructional Goals
- Authetic Instructional Freedom

Regardless of the use of materials that fall into the openly licensed category, copyrighted materials must be respected and used appropriately under Fair Use and/or with written permission.

Copyrighted Materials

Instructors should refer to Barton's Copyright [Policy 1166](https://docs.bartonccc.edu/policies/1166-copyright_law.pdf) for more details.[1] See Appendix A for Fair Use information.

Printing Resources

Printing OER is not in violation of copyright as it is a part of the 5Rs given. This is the space where "cost" is a conversation as OER is "no cost" to use digitially, but if a student wants a printed copy there is "cost" to printing. Therefore, faculty may print a single copy of a textbook for their use for the course through the Barton Printshop. However, students will be responsible for printing their own physical copies and/or returning to the online resource to see if there is a book to purchase. Again, the purchase of a textbook, like OpenStax on Amazon, is the cost of the printing and not the cost of the resource. Chapters or books should not be printed from the Barton Library either.

Goal Flow Chart

Resource options for faculty to reduce or eliminate textbook costs for students.

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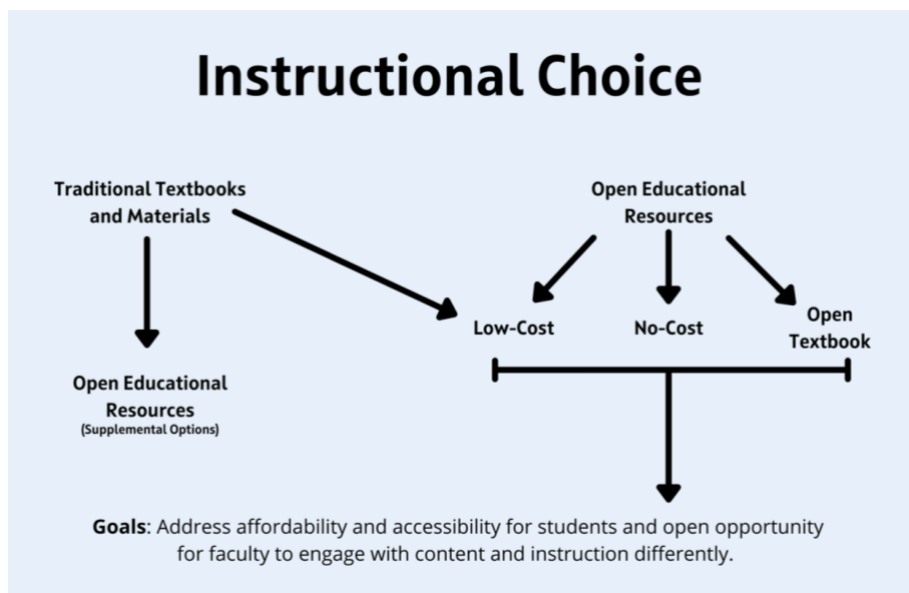
[1] Policy 1166 - https://docs.bartonccc.edu/policies/1166-copyright_law.pdf

Barton Branding for OER

The logo below will be used to promote Barton's OER initiative. In OER promotions the term "OER" will not be utilized outside of this logo, but rather we will focus on the terms "No-Cost," "Low-Cost," or "Open Textbook" as aspects that are driving our efforts and are terms that will draw our target demographic's attention as well as easy information they will understand.

Terminology and Definitions

Open Educational Resources

Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities.

- Retain – make, own, and control a copy of the resource

- Reuse – use your original, revised, or remixed copy of the resource publicly

- Revise – edit, adapt, and modify your copy of the resource

- Remix – combine your original or revised copy of the resource with other existing material to create something new

- Redistribute – share copies of your original, revised, or remixed copy of the resource with others [2]

Open Access

Open Access are immediate, online research articles and materials coupled with the rights to use these articles fully in the digital environment at no cost.[3]

Open Data

"Open data is data that can be freely used, re-used and redistributed by anyone – subject only, at most, to the requirement to attribute and sharealike.[4]

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[2] "OER Definition" by Creative Commons is licensed under CC BY 4.0
[3] "Open Access Definition" by SPARC is licensed under CC BY 4.0 / A derivative from the original work
[4] "Open Data Definition" by Creative Commons is licensed under CC BY 4.0

Open Source
"Open source licenses are licenses that comply with the [Open Source Definition](#) — in brief, they allow software to be freely used, modified, and shared. To be approved by the Open Source Initiative (also known as the OSI), a license must go through the [Open Source Initiative's license review process](#)."[5]

Alternative Resources and Materials
Instructor has acquired permissions and/or self-authored materials.

Curriculum Support Materials
Any materials (textbook, document, video, graphic, etc.) that are used to support the learning process. (This includes library resources.)

Cost
Refers to the monetary expense of curriculum support materials for the student.

No-Cost
No out-of-pocket expense required of the student for curriculum support materials.

Low-Cost
Up to $50 curriculum support materials cost for out-of-pocket expenses. (Based on student survey-Spring 2018)

Open Textbook
Course uses an open textbook, but course materials are above the Low-Cost threshold.

Free
Refers to "Freedom of use" rather than "free" as in the cost or potential out-of-pocket expense.

Creative Commons
[Creative Commons](#) (CC) has six main licenses that allows authors, creators, and artists to openly license their work, yet keep "some rights reserved." These six main licenses range in freedoms and limitations for the end user.

Public Domain
When a work is in the public domain, it is free [of cost] for use by anyone for any purpose without restriction under copyright law. Public domain is the purest form of open/free, since no one owns or controls the material in any way.

Works that are in the public domain in one legal jurisdiction are not necessarily in the public domain worldwide. Copyright laws differ from jurisdiction to jurisdiction, both in duration of protection and what constitutes copyrightable subject matter. For example, a U.S. Government work clearly in the public domain in the United States may or may not be free of copyright restrictions and in the public domain in other jurisdictions. At present, one of the only ways to be certain that a particular work is in the public domain worldwide is to see if the copyright holder has dedicated all rights to the work to the public domain by using [CC0](#).

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[5] [“Open Source Definition”](#) by [Open Source Initiative](#) is licensed under [CC BY 4.0](#)

Creative Commons licenses do not affect the status of a work that is in the public domain under applicable law because licenses only apply to works that are protected by copyright. For more information, see the Creative Commons Public Domain.[6]

Creative Commons Symbols

Creative Commons (CC) is a layer on top of copyright that grants irrevocable and perpetual permissions. These rights are recognized using six different combinations of four different symbols.
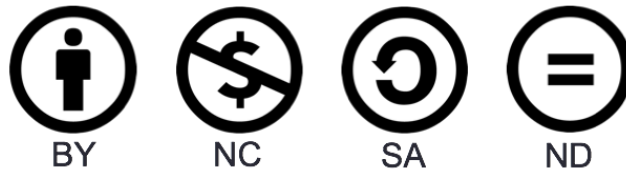
Creative Commons Rights:
- **BY – Attribution** – Give credit
- **SA – ShareAlike** – Must redistribute derivatives under the same license
- **NC – Non-Commercial** – Not for-profit use
- **ND – Non-Derivative** – Cannot produce a derivative of work
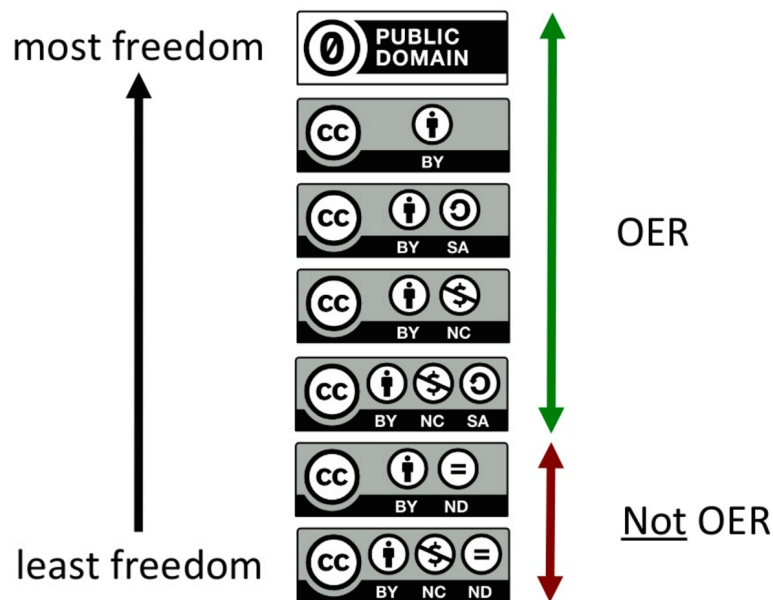
[7]

Note in the image above that the ND is outside of what is considered OER because users may not engage with the 'remix' and 'revise' features of the 5Rs.

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the spectrum of rights

Copyright
All Rights Reserved
- Re-use requires the permission from the copyright owner.

Creative Commons
Some Rights Reserved
- Re-use is permitted without permission under the specifications shared in the license.

Public Domain
No Rights Reserved
- May be used without permission.

[8]

Copyright does not disappear, but rather the Creative Commons license is placed on the work prior to distribution to the end user – students or faculty. This allows the author to retain the rights for how they want to work used, while granting the end user permissions without asking.

Background

Over the past several years, traditional publisher textbook costs have spiked creating a barrier for students. In recent years, and with the rising adoption of OER materials, publishers have begun to move away from printed textbooks to digital platforms as their profits continued to plummet.

"At present, course design unfolds with instructors reviewing course outcomes and competencies and then investigating textbook options that align with tho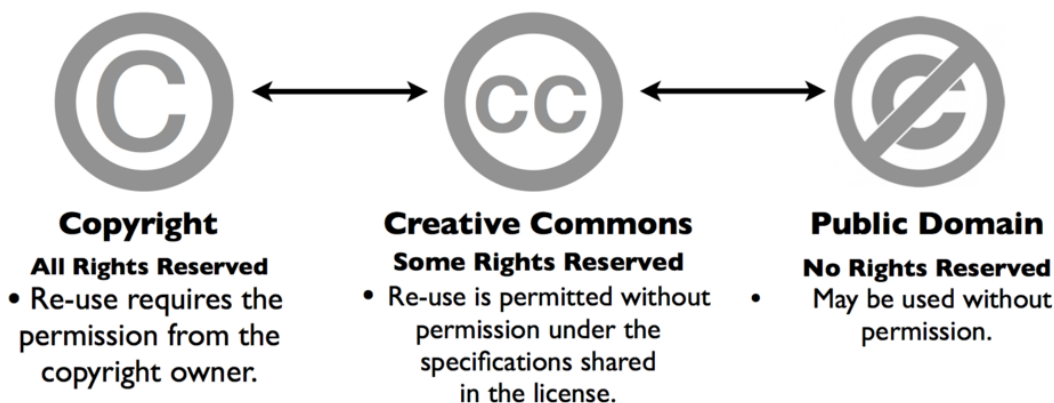se goals. Once a textbook is chosen, instructors flesh out a course by integrating the textbook and other materials from the textbook's publisher, and usually some additional supplementary materials. The action of choosing the textbook is an instructor's current definition of instructional freedom. Through this method—combining the organized contents of the textbook with the orderly presentation of outcomes and competencies in the syllabus—there is an "unstated outline" that guides the instructor through the rest of the course design.

With OER, this unstated outline is replaced with the opportunity to construct a course that has infinite possibilities—some more closely resembling Frankenstein's monster than a pre-packed skeleton. Since the unstated outline is not the default format when approaching course design with OER, adopting this approach may feel awkward at first but is ultimately an opportunity for more freedom of instruction. The 5Rs of OER can provide faculty with the ability to break down materials and then reconstruct them as they see fit for their classes. This affords more opportunity for innovation in course design, which provides faculty authentic instructional freedom."[9]

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[8] Graphic from http://tlinnovations.populr.me/copyright

[9] Lee Miller "Skeletons in Our Closets: Creating New Bones for OER Development" - NISOD – Aug 29, 2019.

The OER Certification Process

| Initial Meeting | → | Request OER Shell | → | Review OER Content | → | Start Building Course |

| First Look | → | Update & Continue Building Course | → | Full Review and Collaboration | → | OER Certification | → | Conversation & Support Continue |
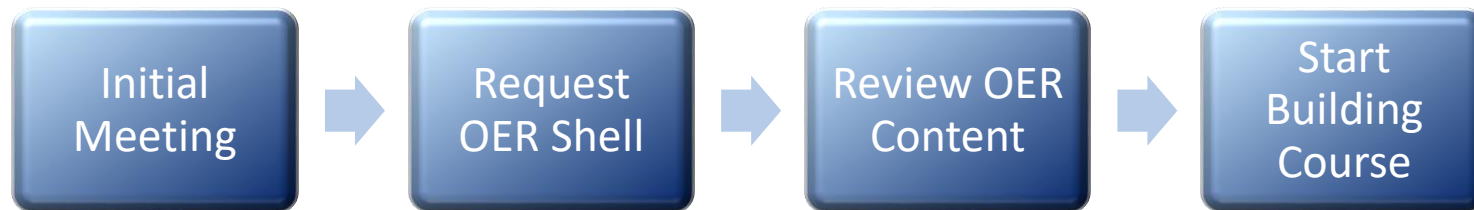
Getting Started:

To start the OER certification process, we prefer to do an initial meeting with faculty for the following reasons:
- Gauge OER knowledge
- Learn more about instructional goals, needs and expectations
- Discuss resource options

These meetings have primarily been on an individual bases, but we welcome group, discipline, or department conversations as well.

The next step, if not already submitted, is requesting and OER developmental course shell for each course you would like to transition to OER. Here is the link: OER Course Shell Request.

General OER Resources for Instructors

Top 5 OER textbook options:
- OpenStax
- Libretexts
- Open Textbook Library
- Galileo
- Skills Commons

Remember these options during your course content research:
- Barton Library Curriculum Support – Films on Demand, Feature Films, EBSCO, etc.
- Open Access, Open Data, and Open Source
- Public Domain

[**PLEASE REMEMBER**: Don't spend a lot of time looking. Please reach out for assistance and we will be happy to send a few resource options to you to review. Giving us keywords or specific items that you are looking for is extremely helpful as we are not the content experts.]

YouTube:
- When researching for videos on YouTube type in your search and then once your options are displayed select the "Filter" feature that shows up right under the search. Once inside the "Filter" feature select "Creative Commons." This should select content marked under Creative Commons. An instructor can check this by selecting on a video and go to the "Show More" option underneath the video. Once you click the "Show More" option scroll down till you see the "License." The license should indicate that it is under Creative Commons.

First Look:

The first look consists of a review of the first 2-3 modules of a course. Feedback is provided about the items outlined in the OER rubric. The feedback can then be applied to the development of the rest of the course. The feedback consists of comments and questions to start a conversation between the OER review team and the faculty member.

Full Review:

The full review consists of a review of a course that is complete. Feedback is provided about the items outlined in the OER rubric. Feedback may consist of comments or questions to start a conversation between the OER review team and the faculty member.

BOL Rubric:

Please see the BOL Rubric for all BOL courses. The OER Rubric is in addition to the BOL Rubric and overlaps in places. Reach out the the Director of Instructional Excellence or and Instructional Designer if you have any questions.

Instructional Rubric:

Coming Soon…

OER Rubric:

Instructor: _____   Course: _____   Course ID: _____

#	Section	Sub-Section	NOT PASSING		PASSING	
			Not Present	Requires Adjustment *common errors listed. Details will be provided in your feedback .	Passing	Excellent
41	Open Educational Resources	Attribution	Not Present/Blank	Present, but not all attribution listed	Materials are properly documented and attributed as indicated by the Barton OER Guide. Some fair use items are used	Materials are properly documented and attributed as indicated by the Barton OER Guide. Fair Use is minimal *Note: library resources do not count as fair use items/these are curriculum support*
42		Student Access	Not Present/Blank	Present, but not all materials have directions listed or directions don't apply to all material. No distinction between in-course and online materials.	All materials have access or download directions listed. There is distinction between in-course and online materials if they have been updated by the instructor	Emphasis is placed on using OER materials within the course shell and not on external websites
43		ADA Compliance	Not Present/Blank	Accessibility and Universal Design principles are not applied to materials used	Accessibility and Universal Design principles are applied to materials used	
44		Cost Compliance	Not Present/Blank	Low Cost - Material price exceeds $50 No Cost - There is a cost for materials	Low Cost - Material price Is $50 or less No Cost - Course materials provided at no cost to the student	
45		OER Content Verification	Not Present/Blank	Content has not been peer reviewed or deemed credible through popular adoption	All content has been peer reviewed or deemed credible through popular adoption	
46		Sustainablity	Not Present/Blank	The instructor does not agree to maintain integrity and currentness of the materials used for the class is maintained in relation to content, OER, or ADA compliance	The integrity and currentness of the materials used for the class is maintained in relation to content, OER, or ADA compliance on a yearly basis	The integrity and currentness of the materials used for the class is maintained in relation to content, OER, or ADA compliance with each new session
47		Cybersecurity	Not Present/Blank	Broken or incorrect links present	All links work and connect to the correct website/resource Assure data security	Links are limited as much as possible. As much content as possible is included or embedded in the course shell

Note: If course content is original content then the author will need to work through the Peer Review Process prior to First Look. (See Peer Review Guide for more information.)

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ADA Compliance:

An instructor should never approach or inquire if a student has a disability that requires accommodations. If a student self-declares a disability to an instructor, but the instructor has not received any necessary accommodation documentation from the Office of Disability Services, the instructor should encourage the student to contact the Office of Disability Services by one of the following methods:

- Email - disabilityservices@bartonccc.edu
- Barton County Campus students can come to the north end of the Learning Resource Center, or call the Barton disability number, (620) 786-1102.
- Fort Riley and Fort Leavenworth students can contact the Student Services Office in Building 211, Room 211 in Fort Riley, call (785)784-6606, or call Barton disability number, (620) 786-1102.
- BARTonline students can call (855) 509-3367 or call the Barton disability number (620) 786-1102.

Accessible course design is beneficial for all students. It also allows students of various abilities to access course materials and components without the need for assistance or modification. Accessible materials include any curriculum support materials utilized in a course including, but not limited to PowerPoint slides, videos, textbooks, articles, evaluation tools, blogs, discussion boards, etc.

Disabilities most impacted by course design include blindness, low vision, or deafness/hard of hearing. Ensuring that course design and curriculum support materials within a course are able to be adapted to the technologies utilized by individuals with these disabilities will ensure access.

Instructors should consider that individuals could be utilizing such devices as: a screen reader, which provides speech output of what appears on the screen; a screen magnifier, which enlarges text; speech recognition, which allows for hands-free input; and/or various alternative keyboards and pointing devices.

Canvas, Barton's learning management system, encourages accessibility and provides tools and guidance for course design that meets accessibility standards.

To work toward ADA compliance Barton uses two ADA checkers:
- Canvas has an ADA checker noted with this symbol in the edit screen - . It will check items within Canvas.
- Ally is the Accessiblity Report in your side bar and will check files, images, and other items the Canvas check does not review.

Conversation Continues:

Even after your course has become OER certified, we'd welcome the opportunity to continue conversations with you in areas of interest for you and your students.

Appendix A – Fair Use

FAIR USE

KEY:
- Subcategories
- Process

CREATIVE COMMONS:
- Attribution- BY
- NonCommercial - NC
- ShareAlike - SA
- NonDerivative - ND

[MOST FREE]

PUBLIC DOMAIN .... PUBLIC DOMAIN - ∅

CREATIVE COMMONS - NC .... OPEN EDUCATIONAL RESOURCES .... CREATIVE COMMONS - BY

CREATIVE COMMONS - SA

OPEN ACCESS .... CREATIVE COMMONS - ND

OPEN ACCESS

LIBRARY RESOURCES .... EDUCATIONAL PURPOSES

PEER REVIEW PROCESS OPTIONS

INSTRUCTOR CREATED .... ALTERNATIVE RESOURCES .... EDUCATIONAL PURPOSES

PERMISSIONS ACQUIRED

FREE .... INTERNET RESOURCES

BARTON COPYRIGHT FLOW CHART (POLICY 1166)

[LEAST FREE] COPYRIGHTED MATERIAL - FAIR USE

FOUR FACTORS FOR FAIR USE

4 FACTORS TO CONSIDER FOR FAIR USE

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Factor 1: Purpose and Character of the Use

<u>**Weighs in Favor of Fair Use**</u>	<u>**Weighs Against Fair Use**</u>
□ The use is for the purpose of teaching in a non-profit educational institution (including multiple copies for classroom use).	□ The use is for a commercial purpose.
□ The use is for criticism, comment, news reporting, or parody or transforms the presentation or use.	□ Mirror image copying without the addition of criticism, comment, news reporting or parody or transformation of presentation or use.
□ The use is necessary to achieve an intended educational purpose.	□ The use is not necessary to achieve an intended educational purpose.
□ Distribution is limited by password to students within a class for the term of the course; student may download, print, or save the materials for own use, but not further distribute; student acknowledges copyrighted nature of the materials.	□ Unlimited or uncontrolled distribution.

Factor 2: Nature of the Work

Give this factor less weight when the work is published, non-consumable, and non-fictional.

<u>**Weighs in Favor of Fair Use**</u>	<u>**Weighs Against Fair Use**</u>
□ The work is non-fictional in nature.	□ The work is fictional or highly creative (art, music, novel, film, play, poetry).
□ The work is non-fictional in nature, and author opinion, subjective description and evaluative expression do not dominate the work.	□ The work is non-fictional in nature and, author opinion, subjective description and evaluative expression dominate the work.
□The work is a "non-consumable" work (e.g., standard book or similar publication).	□ The work is a consumable work (e.g., workbook or test).
□ The original work has been published.	□ The original work has never been published.

Factor 3: Amount and Substantiality of Portion Used

There is no bright line rule regarding the amount of use that will be deemed fair—amounts less than 10% have been deemed unfair whereas amounts more than 10% have been deemed fair based on the other factors. You should avoid using a portion that is the "heart of the work."

Weighs in Favor of Fair Use

☐ A decidedly small amount such as one chapter or less of the work is used.

☐ Amount used is narrowly tailored to accomplish a legitimate purpose in the course curriculum.

☐ A small number of chapters of the work are used, and you have concluded that both the "effect on the market" and the "purpose and character of the use" favor fair use.

Weighs Against Fair Use

☐ Multiple chapters of the work are used.

☐ Amount used is more than necessary to accomplish a legitimate purpose in the course curriculum.

☐ Multiple chapters of the work are used, and you have not concluded that both the "effect on the market" and the "purpose and character of the use" favor fair use.

Factor 4: Effect on Market for Original

Please note that you must own a lawfully acquired or purchased copy of the original work that is used. This factor carries the most weight, but it is not so weighty that it determines the outcome of the fair use analysis. Favorable fair use results with respect to the above three factors (including a neutral finding regarding nature of the work) may outweigh unfavorable results here.

Weighs in Favor of Fair Use

☐ The work as a whole is currently available for purchase, and a conveniently and efficiently accessible and reasonably priced digital license is **not** available.

☐ The work as a whole is not available for purchase, and a digital license is **not** available.

Weighs Against Fair Use

☐ The work as a whole is currently available for purchase, and a conveniently and efficiently accessible and reasonably priced digital license **is** available.

☐ The work as a whole is not available for purchase, and a digital license **is** available.

16

FOUNDATIONAL PACKET

Open Education Instructional Journal

By Lee Miller

Barton Community College
millerle@bartonccc.edu

Table of Contents

Forward:

This document is a companion document to the "Open Education Instructional Journal." Please feel free to use either as your needs indicate, however, this is intended to be used simultaneously with the journal to provide a space to apply/analyze concepts and ideas within the packet for the class of your choice. I do recommend that you work through the journal with a single course at a time as to make progress with a primary focus.

NOTE: Before starting, identify one course that you want to work through and stick to that course. This will help with eliminating distractions or becoming overwhelmed.

Instructional Goals

Instructional Reflections:

- Why have you chosen teaching as your profession?

- What is your teaching philosophy?

- What skills do you encourage students to learn for success in your field?

- How do you want to identify as an instructor? (approachable, strict, open, knowledgeable, etc.)

- What methods do you use to create engagement with the student and the subject matter?

- What three teaching goals would you like to accomplish within an academic year?

    1.
    2.
    3.

Instructional Course Goals:

- Reflect on your current methods/course design. Does this presentation of your class reflect what you stated in your Instructional Reflection?

- What do you encourage in class that is not a part of the outcomes and competencies? Does that effect assessment? If so, is this expectation understood by students?

- Write a one sentence mission statement for your course?

- What three teaching goals would you like to accomplish within an academic year?

- What is the primary takeaway that you want your students to leave with?

- If you had to choose one or two long-term goals to achieve by the end of your class, what would they be?

- What short-term goals can you create to help achieve your long-term goal(s)?

- Are exams necessary for class assessment and if not, how could you assess student performance/competency more authentically?

- If you taught it last time:
  o What worked?

  o What didn't work?

  o Can you identify learning gaps?

Course Design

Bloom's Revised Taxonomy:

- Does this fit into some of the activities, assignments, and assessments that I'm already doing?

    o If so, how does it fit and where can I improve?

    o If not, how could I integrate this into my course?

Backward Design:

- How is this different than what I have done before when creating a course ? (If you have taught before.)

- Is this something I am interested in exploring?
- If so,
    o What is my long-term goal? What is the primary thing I want students leaving with?

    o What short-term goals can I set to get students to that point of understanding?

    o How do I integrate this into my outcomes and competencies?

    o What activities, assignments, and assessments can students complete within theses short-term goals and outcome/competency interconnected spaces?

    o Am I communicating these goals to the students?

Differentiated Instruction:

- What areas (content, process, product, or environment) do I usually focus on for students?

- Is there another area (or two) that I could see being useful for my current students (or future students)?

Mind Mapping:

- Don't hesitate to use old fashion pen and paper or a whiteboard. These are great ways to easily layout and visualize what you want to do.

- A few links for online mind mapping can be find here:
    - [Mind Meister](#)
    - [Canva](#)
    - Other resources can be found here - [Vanderbilt - Visual Thinking](#)

Outcomes and Competencies:

- If you have not yet distanced yourself from the text or content of your course I suggest that you do that for a moment now. Regardless of the content that you are using. When analyzing your outcomes and competencies how can you present this material?

- What types of activities, assignments, and assessments can you imagine being interaction and/or engaging? Don't hold back here. You can eliminate options and refine thoughts later. The goal here is to note as many options down as you can think of and you can organize later.

- How do your short-term and long-term goals connect with your outcomes and competencies?

Instructional Support:

- Who could you contact?

- What questions would you ask?

Open Education

OER:

- What questions do you have about OER or open education? Is there a resource you can reference or a person you can ask?

- Are you interested in using OER?

- Choose a resource to start with and review a textbook within the subject/discipline that you have selected. What are your thoughts about the text?

- Is this something you could use for your course?

- Can you adopt or do you need to adapt material to your needs? If so what do you need to change or what other content do you need?

- Can you start pairing activities, assignments, and assessments to the material that you are finding?

Student Outcomes

Student Experience:

- From a student perspective - What experience will they have in the class with what you have outlined thus far?

- Do they have different opportunities to engage with content?

- Do you communicate your course goals and outcomes clearly?

- Do students have any opportunity for choice?

- Is there space for them to provide input on the structure of the course?

Reflection:

- Bloom's/Backward Design Assessment:
    o If you have chosen to implement one or more instructional strategies to improve your course design, how has it/have they improved the class outline?

    o How do you anticipate they will improve student learning?

- Course Goals Reflection:
    - o Does the structure; activities, assignments, and assessments; and choice of content move you toward achieving your instructional goals? If so, how? If not, why not and what changes do you need to make?

- Instructional Goals Reflection:
    - o How does the previous answers reflect when compared to your teaching philosophy?

    - o Does this help you achieve any of your teaching goals you articulated earlier?

Value Added
Additional Student Need-To-Knows:
- What is the ultimate student learning outcome they need to understand/execute after this course?

- Are there aspects students need to be successful in this field that are not listed in the outcomes and competencies?

    - o How could you start including one or more of these aspects into your class?

    - o Could this element drive how assessments or assignments are completed?

    - o Do you articulate why students are executing these assessments/assignments in the manner you are requiring? (Tell them/explain why.)

OER Cheat Sheet:

Open Educational Resources (OER):

are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities.

"OER" Creative Commons CC BY
https://creativecommons.org/about/program areas/education oer/

5Rs

- Retain
make, own, and control a copy of the resource

- Reuse
use your original, revised, or remixed copy of the resource publicly

- Revise
edit, adapt, and modify your copy of the resource

- Remix
combine your original or revised copy of the resource with other existing material to create something new

- Redistribute
share copies of your original, revised, or remixed copy of the resource with others

Creative Commons CC BY
https://creativecommons.org/abo ut/program areas/education oer/

Creative Commons Components

Attribution (BY)
Credit must be given to the creator

Share-Alike (SA)
Adaptations must be shared under the same terms

Non-Commercial (NC)
Only noncommercial uses of the work are permitted

No-Derivative (ND)
No derivatives or adaptations of the work are permitted

Creative Commons CC BY
https://creativecommons.org/about /cclicenses/

CC-BY Cable Green. Taken from http://www.slideshare.net/cgreen/updated-keynote-slides-october-2014? qid=e49d7e3b-3a0a-47a4-991d-3094e2f30574&v=qf1&b=&from_search=13 on July 27, 2015
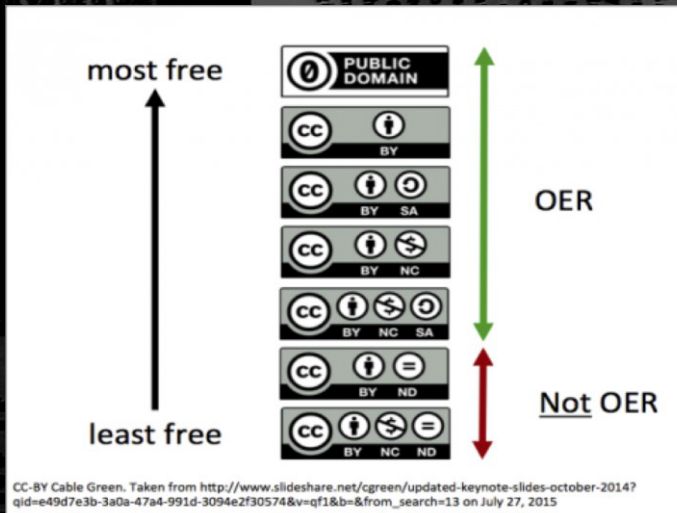
Why Transition to OER?

- Cost
Transitioning to OER can help eliminate a barrier and relieve the burden that the increased cost of textbooks has caused for students.

- Access
OER can provide immediate and extended use of course materials during and past the duration of the class in addition to the 5Rs.

- Instructional Freedom
Provides faculty more control over their course content as well as empowering them with more pedagogical freedoms.

Affordability

Student Success

Accessibility   Achievement

Dr. MJ Bishop   OpenEd18 keynote

Not Ready to Fully Move to OER?

- Start small - try OER as a supplementary resource, assignment option, or interactive activity.
- Start reviewing what OER is available.
- You do not have to start with an entire text. Start with a chapter of an OER that you find useful. Ask your students about their perceptions.
- Transitioning to OER will take some time, but it does not have to be overnight. Make a plan for how you can transition over a period of time.
- Ask questions and work with your Instructional Designers, Librarians, and/or OER Advocates.

BARTON COMMUNITY COLLEGE

Lee Miller   millerle@bartonccc.edu

OER Step-by-Step: A Transition Pathway

Reviewing Outcomes/ Competencies

- Put aside any materials and start with just the course outcomes and competencies (O/C).
- Create a visual mind map to document all of these ideas.

Brainstorm Course Design Options

- Brainstorm as many options as you can for activities, assignments, and assessments (Triple A) that fit your O/C and document these on your mind map.
- What is your ideal presentation for this class?
- Can you layer assignments or make it more interactive?
- How can students be drawn into the material?

Create Course Timeline

- Note patterns, order of topics, and Triple A.
- Does it require a specific order or can students have multiple pathways to complete coursework?
- Can choice be added into the course?

Research/ Select OER Materials

- Note licensure and verify materials.
- Review a few materials at a time.
- Resources do not need to cover the full class.
- Some OER provide additional resources while others will need to be instructor created.
- Work with your campus Librarian or OER Advocate for resource help.

Track Course Creation

- Check for ADA compliance & Universal Design during course design.
- Work with your campus's Instructional Designers.
- Note O/C for each section
- Use Copyright/Fair Use Guides
- Follow Institutional Guidelines/Rubrics

OER Course Completion

- Check with your institution for tracking OER courses and if you need to report your use of OER.
- What steps can you take to setup assessments and course maintenance?
- How can you become an OER Advocate for other faculty?

OER Initiative Report (as of June 2022):

Over the past 4 years or so many faculty members have embraced the OER initiative. With benefits for both themselves and the students they have taken up the torch and have/are transitioning their courses to OER. As of the end of June 2022, faculty have completed the transition for 79 courses. Here are all the course and faculty listed below:

Current OER Certified Faculty & Courses:

	#	Instructor	Course Code	Course Name	LC/NC	Delivery	Date
Fall 2019	1	Melissa Rigney	ENGL 1204	English Composition I	NC	BOL	Fall 2019
	2	Angela Lewis	COMM 1230	Public Speaking	NC	BOL	Fall 2019
	3	Alissa Duncan	COMM 1230	Public Speaking	NC	BOL	Fall 2019
	4	Ange Davied	MATH 1828	College Algebra	LC	BOL	Fall 2019
	5	Mark Knapp	PSYC 1000	Introduction to Psychology	NC	BOL	Fall 2019
Spr. 2020	6	Oleg Ravitskiy	LIFE 1412	Principles of Microbiology	LC	GB	1/3/2020
	7	Janet Balk	HIST 1409	History & Philosophy of Western Culture to 1500	NC	BOL	2/12/2020
	8	Emily Cowles	DIET 1637	Critical Concepts	NC	BOL	3/1/2020
	9	Stephanie Schottel	LANG 1900	Elementary German I	NC	BOL	3/1/2020
	10	Oleg Ravitskiy	LIFE 1410	Zoology	LC	GB	3/4/2020
Fall 2020	11	Daniel Buller	HIST 1400	American History to 1877	LC	BOL	5/1/2020
	12	Daniel Buller	HIST 1460	Military History - American Revolution	LC	BOL	7/2/2020
	13	Daniel Buller	HIST 1461	Military History - American Civil War	LC	BOL	7/9/2020
	14	Daniel Buller	HIST 1408	Western Civilization to 1500	NC	BOL	8/3/2020
	15	Carol Brooks	PHED 1270	Introduction to Exercise Science	LC	BOL	8/5/2020
	16	Stephanie Schottel	LANG 1902	Elementary German II	NC	BOL	8/13/2020
	17	John Mack	PHIL 1605	Reason and Argument	NC	BOL	9/22/2020
	18	Carol Brooks	HLTH 1248	Personal and Community Health	NC	BOL	11/19/2020
	19	Mark Knapp	PSYC 1016	Social Psychology	NC	BOL	12/10/2020
	20	Karly Little	ENGL 1236	Technical Communications	NC	BOL	1/7/2021
Spr. 2021	21	Matt Connell	CHLD 1560	Social Emotional Development	NC	BOL	1/8/2021
	22	Linda Rothwell	ECON 1615	Personal Finance	NC	BOL	2/4/2021

	23	James (Jim) Hill	HZMT 1907	Resource Conservation & Recovery Act	NC	GV/BOL	5/7/2021
	24	Melissa Rigney	ENGL 1206	English Composition II	NC	BOL	5/24/2021
	25	Jeremy Deckard	HIST 1408	Western Civilization to 1500	NC	FR	6/1/2021
	26	Bob Funk	POLS 1801	Introduction to Political Science	NC	FR/BOL	6/29/2021
	27	Kenneth Kolembe	MATH 1821	Basic Algebra	NC	FR	7/14/2021
	28	Oleg Ravitskiy	LIFE 1408	Anatomy and Physiology	LC	GB	7/27/2021
	29	Kenneth Kolembe	MATH 1824	Intermediate Algebra	NC	FR	8/2/2021
	30	Kenneth Kolembe	MATH 1809	Basic Applied Mathematics	NC	FR	8/3/2021
	31	Ryan Kennedy	HIST 1402	American History 1877 to Present	NC	BOL	8/6/2021
	32	Daniel Buller	HIST 1462	Military History - First World War	LC	BOL	8/25/2021
	33	Jeremy Deckard	HIST 1402	American History 1877 to Present	NC	FR	8/26/2021
	34	Daniel Buller	HIST 1465	Military History Vietnam War	LC	BOL	8/27/2021
Fall 2021	35	Daniel Buller	HIST 1402	American History 1877 to Present	NC	BOL	9/7/2021
	36	Stephanie Schottel	LANG 1901	Conversational German	NC	BOL	9/14/2021
	37	Kathy Boeger	ACCT 1625	Technical Accounting Capstone	NC	BOL	9/20/2021
	38	Jeri Ball	EDUC 1103	Student Success	NC	BOL	9/21/2021
	39	Jeremy Deckard	HIST 1400	American History to 1877	NC	FR	9/24/2021
	40	Janet Balk	HIST 1411	History & Philosophy of Western Culture to 1500 to Present	NC	BOL	10/6/2021
	41	Annemarie Duncan	LIFE 1402	Principles of Biology	NC	BOL	10/6/2021
	42	Daniel Buller	HIST 1463	Military History - Second World War	LC	BOL	10/6/2021
	43	Daniel Buller	HIST 1410	Western Civilization to 1500 to Present	NC	BOL	10/15/2021
	44	James (Jim) Hill	HZMT 1909	Clean Air & Water Quality Regulations	NC	BOL	10/27/2021
Spr. 2022	45	Andrew VandenHeuvel	PHSC 1408	Astronomy	NC	BOL	11/15/2021
	46	Jeremy Deckard	HIST 1410	Western Civilization 1500 to Present	NC	FR	11/22/2021
	47	Jeremy Deckard	HIST 1425	Women and the American Experience	NC	FR	11/23/2021
	48	Jeremy Deckard	HIST 1463	Military History - Second World War	NC	FR	11/23/2021
	49	Jakki Maser	PSYC 1012	Introduction to Counseling	NC	BOL	11/29/2021

	50	Jakki Maser	PSYC 1027	Coping with Stress	LC	BOL	12/2/2021
	Phase II - 2-Year Barton OER Initiative						
	51	Nicole Welshans	LIFE 1407	Anatomy and Physiology I	NC	BOL	12/9/2021
	52	Nicole Welshans	LIFE 1409	Anatomy and Physiology II	NC	BOL	12/14/2021
	53	Dennis Boltman	HIST 1402	American History 1877 to Present	NC	GB	12/17/2021
	54	Jeremy Deckard	HIST 1461	Military History/American Civil War	NC	FR	1/6/2022
Fall 2022	55	Karey Marshall	CHEM 1806	College Chemistry I	LC	BOL	1/19/2022
	56	Linda Rothwell	BUSI 1814	Entrepreneurship I	NC	BOL	1/20/2022
	57	Dennis Boltman	POLS 1801	Introduction to Political Science	NC	GB	2/1/2022
	58	Karey Marshall	CHEM 1808	College Chemistry II	LC	BOL	2/7/2022
	59	Dennis Boltman	HIST 1400	American History to 1877	NC	GB	2/8/2022
	60	Karey Marshall	CHEM 1814	Organic Chemistry I	OT	BOL	2/8/2022
	61	Dennis Boltman	HIST 1452	History of World Civ 1500-Present	NC	GB	2/11/2022
	62	Paulia Bailey	LITR 1210	Introduction to Literature	NC	BOL	2/11/2022
	63	Dennis Boltman	POLS 1800	Government of the United States	NC	GB	2/21/2022
	64	Letitia Bergantz	POLS 1800	Government of the United States	NC	BOL	2/21/2022
Spr. 2023	65	Karey Marshall	CHEM 1816	Organic Chemistry 2Physical Geography Lab	OT	BOL	2/25/2022
	66	Samantha Smith	PSYC 1026	Psychology of Grief and Separation	NC	BOL	3/3/2022
	67	Letitia Bergantz	POLS 1828	State & Local Government	NC	BOL	3/21/2022
	68	Colvin Hooser	MUSI 1015	Foundations of Music	NC	FL	4/12/2022
	69	Deanna Heier	EDUC 1142	Introduction to Instructional Technology	LC	BOL	4/14/2022
	70	Jeremy Deckard	HIST 1416	American Military History	NC	FR	4/21/2022
	71	Judy Zimmer	RELI 1311	World Religions	NC	FR	5/11/2022
	72	Janet Balk	HIST 1404	American West	NC	FR	5/23/2022
Fall 2023	73	Jeremy Deckard	HIST 1462	Military History - First World War	NC	FR	6/1/2022
	74	Jimi Parker	COMM 1230	Public Speaking	NC	FR	6/8/2022
	75	Lou Irwin	HLTH 1248	Personal and Community Health	NC	FR	6/9/2022
	76	Kim Specht	CHLD 1504	Early Childhood Curriculum	NC	BOL	6/13/2022
	77	Gerald Butler	GEOG 1819	World and Regional Geography	NC	BOL	6/15/2022

78	Gerald Butler	PHSC 1404	Physical Geography	NC	BOL	6/29/2022
79	Gerald Butler	PHSC 1405	Physical Geography Lab	NC	BOL	6/29/2022
80						

For the 79 classes that have been OER certified we have 39 faculty that have completed at least 1 OER course. In summary, we have a total of 62 No-Cost (NC) 15 Low-Cost (LC) and 2 OT courses OER Certified. We still have several instructors who are currently working on OER courses, and we hope to keep this trend of OER course transition into the future.
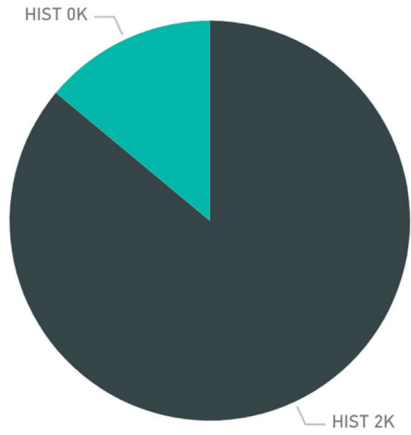
Student Cost Savings:

With the help of Jeff Mills and the IR team, we have a new PowerBI page that provides information for student cost savings for textbooks over the course of the Barton OER initiative. As of Spring 2022 we have saved students **$366,350.00**. This cost savings is determined by using an estimate of $100 saved per student per textbook/resources per course. Early in 2020 this was the estimated amount several colleges/universities were using. Our KBOR OER Steering Committee will also be recommending the use of the $100 amount based on the rough average of the recommendations between OpenStax ($79.37 per student) and SPARC ($116.74 per student) within the coming year. With the estimate of a $100 saved per student per textbook per course the No-Cost (NC) is calculated at $100. The Low-Cost (LC) savings is noted as $50 as this was determined by a student survey completed in 2018. The students indicated that the cost of $50 was an acceptable amount for textbooks. Therefore, with the marker of $100 the students save $50 for the LC category. Lastly, the new category Open Textbook (OT) is noted as $100 saved as well as it is the only one that requires the use of an open textbook were as the No-Cost or Low-Cost categories can include other resources that fit within the perimeters. The end result of the No-Cost category is being no cost to the student for course materials as well as the Low-Cost category registering at or below the $50 threshold for course material costs.
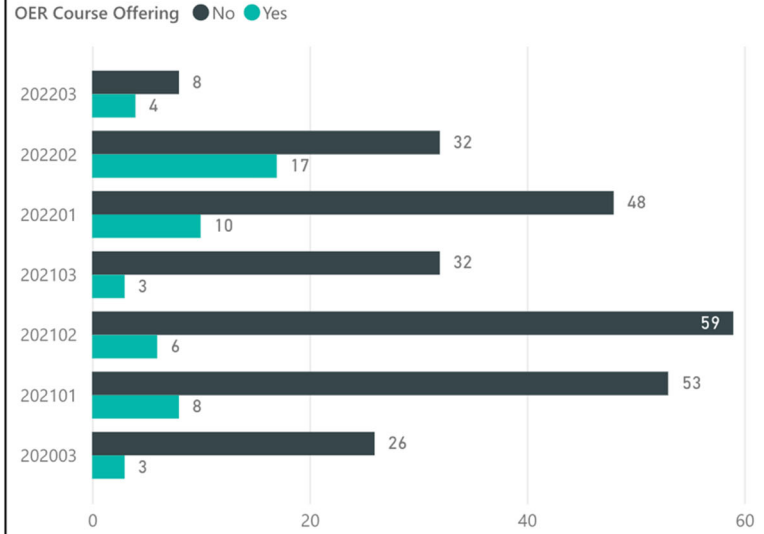
Course Stats:

Early on we wanted to note the option for course comparisons between OER and Non-OER courses to see if there was any additional correlation with OER and student success.

At the end of the OER 3-Year-Plan report, I provided a snapshot of Dr. Knapp's courses and other psychology course enrollment for the comparison that we established at the beginning to track student data. Here I provide a snapshot comparing OER course GPA results from across all history courses. I realize that the comparison numbers are skewed, but this does give a good visual as to the fact that students do just as well with an OER text. Other studies indicate similar results if not actually indicating that students may do better with OER.
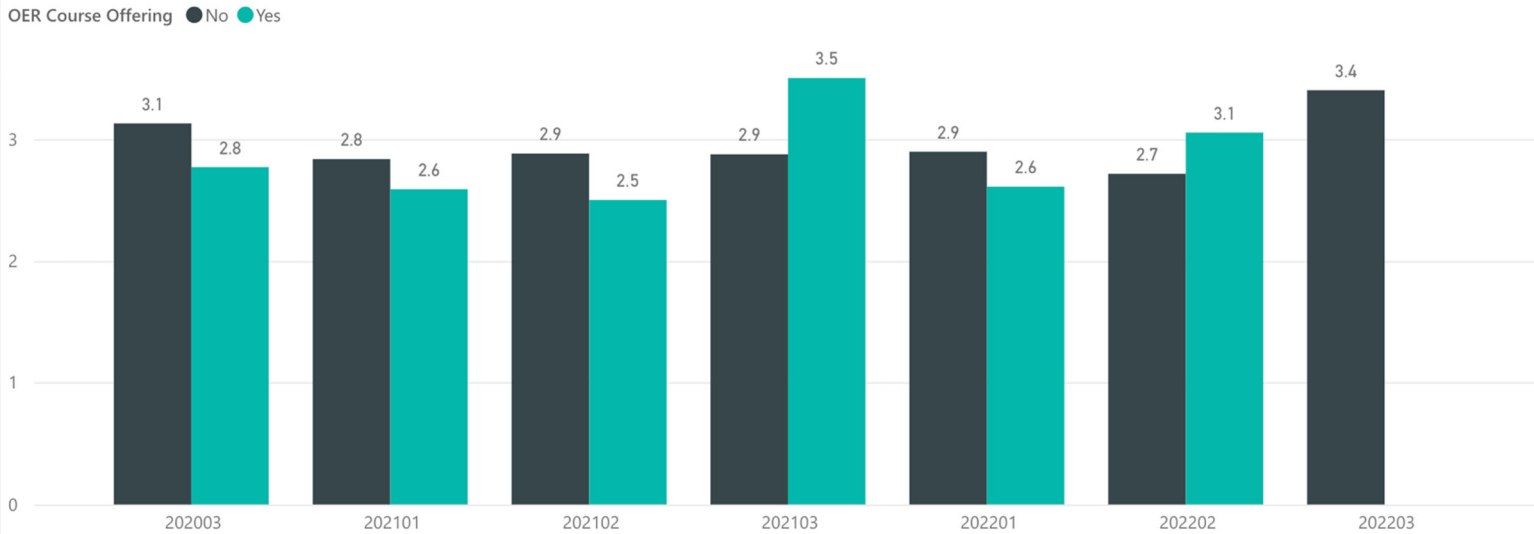
Enrollments By Subject and OER Offering for Selected Terms and Filters

HIST 0K
HIST 2K

Number of OER Courses Offered By Term and Subject (All Offerings of OER Courses)

OER Course Offering ● No ● Yes

Term	No	Yes
202203	8	4
202202	32	17
202201	48	10
202103	32	3
202102	59	6
202101	53	8
202003	26	3

Average GPA of OER Courses By Term

OER Course Offering ● No ● Yes

Term	No	Yes
202003	3.1	2.8
202101	2.8	2.6
202102	2.9	2.5
202103	2.9	3.5
202201	2.9	2.6
202202	2.7	3.1
202203	3.4	

Moving into Phase 2:

As we move into Low-Cost degree options, I believe other conversations need to be had around what that may entail and the challenges that still lie ahead for that to come to pass:

- Transferability of the courses offered in the LC degree
- Variety of elective course selection
- Course options available per required area – eliminating the issue of 1-2 courses/instructors having the weight of that area only for that class.
- Discussing the degree with OER faculty and what that would mean – running those courses OER every time, rotating, etc.
- Any advertising liability of noting a Low-Cost degree – being specific and transparent – What does that mean for the audience?
- Current challenges – BSTC 1036 – Computer concepts – can we move away from Microsoft only?

There is still much to do, but we are moving forward with clarity, purpose, and goals in mind. Please let me know if you have any questions and I look forward to a new academic year.

OER 3-Year-Plan Report (202001-202201):

Over the past three years we have seen significant growth and engagement with faculty and transitioning to OER. As of the end of 2021 we were able to complete our goal of 50 classes a semester ahead of schedule. We are still moving through and have already had an additional 4 courses move through past our 50-course certification goal as of the beginning of 2022.

Current OER Certified Faculty & Courses:

Instructor	Course Code	Course Name	LC/NC	Delivery
Melissa Rigney	ENGL 1204	English Composition I	NC	BOL
Angela Lewis	COMM 1230	Public Speaking	NC	BOL
Alissa Duncan	COMM 1230	Public Speaking	NC	BOL
Ange Davied	MATH 1828	College Algebra	LC	BOL
Mark Knapp	PSYC 1000	General Psychology	NC	BOL
Oleg Ravitskiy	LIFE 1412	Principles of Microbiology	LC	GB
Janet Balk	HIST 1409	History & Philosophy of Western Culture to 1500	NC	BOL
Emily Cowles	DIET 1637	Critical Concepts	NC	BOL
Stephanie Schottel	LANG 1900	Elementary German I	NC	BOL
Oleg Ravitskiy	LIFE 1410	Zoology	LC	GB
Daniel Buller	HIST 1400	American History to 1877	LC	BOL
Daniel Buller	HIST 1460	Military History - American Revolution	LC	BOL
Daniel Buller	HIST 1461	Military History - American Civil War	LC	BOL
Daniel Buller	HIST 1408	Western Civilization to 1500	NC	BOL
Carol Brooks	PHED 1270	Introduction to Exercise Science	LC	BOL
Stephanie Schottel	LANG 1902	Elementary German II	NC	BOL
John Mack	PHIL 1605	Reason and Argument	NC	BOL
Carol Brooks	HLTH 1248	Personal and Community Health	NC	BOL
Mark Knapp	PSYC 1016	Social Psychology	NC	BOL
Karly Little	ENGL 1236	Technical Communications	NC	BOL
Matt Connell	CHLD 1560	Social Emotional Development	NC	BOL
Linda Rothwell	ECON 1615	Personal Finance	NC	BOL
James (Jim) Hill	HZMT 1907	Resource Conservation & Recovery Act	NC	GV/BOL
Melissa Rigney	ENGL 1206	English Composition II	NC	BOL
Jeremy Deckard	HIST 1408	Western Civilization to 1500	NC	FR
Bob Funk	POLS 1801	Introduction to Political Science	NC	FR/BOL
Kenneth Kolembe	MATH 1821	Basic Algebra	NC	FR
Oleg Ravitskiy	LIFE 1408	Anatomy and Physiology	LC	GB
Kenneth Kolembe	MATH 1824	Intermediate Algebra	NC	FR
Kenneth Kolembe	MATH 1809	Basic Applied Mathematics	NC	FR
Ryan Kennedy	HIST 1402	American History 1877 to Present	NC	BOL
Daniel Buller	HIST 1462	Military History - First World War	LC	BOL
Jeremy Deckard	HIST 1402	American History 1877 to Present	NC	FR
Daniel Buller	HIST 1465	Military History Vietnam War	LC	BOL

Daniel Buller	HIST 1402	American History 1877 to Present	NC	BOL
Stephanie Schottel	LANG 1901	Conversational German	NC	BOL
Kathy Boeger	ACCT 1625	Technical Accounting Capstone	NC	BOL
Jeri Ball	EDUC 1103	Student Success	NC	BOL
Jeremy Deckard	HIST 1400	American History to 1877	NC	FR
Janet Balk	HIST 1411	History & Philosophy of Western Culture to 1500 to Present	NC	BOL
Annemarie Duncan	LIFE 1402	Principles of Biology	NC	BOL
Daniel Buller	HIST 1463	Military History - Second World War	LC	BOL
Daniel Buller	HIST 1410	Western Civilization to 1500 to Present	NC	BOL
James (Jim) Hill	HZMT 1909	Clean Air & Water Quality Regulations	NC	BOL
Andrew VandenHeuvel	PHSC 1408	Astronomy	NC	BOL
Jeremy Deckard	HIST 1410	Western Civilization 1500 to Present	NC	FR
Jeremy Deckard	HIST 1425	Women and the American Experience	NC	FR
Jeremy Deckard	HIST 1463	Military History - Second World War	NC	FR
Jakki Maser	PSYC 1012	Introduction to Counseling	NC	BOL
Jakki Maser	PSYC 1027	Coping with Stress	LC	BOL
Nicole Welshans	LIFE 1407	Anatomy and Physiology I	NC	BOL
Nicole Welshans	LIFE 1409	Anatomy and Physiology II	NC	BOL
Dennis Boltman	HIST 1402	American History 1877 to Present	NC	GB
Jeremy Deckard	HIST 1461	Military History - American Civil War	NC	FR
Karey Marshall	CHEM 1806	College Chemistry I	LC	BOL
Linda Rothwell	BUSI 1814	Entrepreneurship I	NC	BOL

For the 56 classes certified we have 28 faculty that have completed at least 1 OER course. Please note that I am including all faculty that have or will complete a course certification by the end of January as a part of the OER 3-Year-Plan.

Current OER Status for Faculty/Courses:
We have roughly about 145 classes currently running through some stage of the OER process among about 58 faculty members from across the institution. The attached Excel file list names, subjects, and status with the appropriate supervisor for where people are at for each division/campus. This can be filtered as needed.

Student Cost Savings:

We had a total of 47 Low-Cost (LC) and 148 No-Cost (NC) classes run through the Fall of 2019 through the Fall of 2021. With these courses as noted below we have crossed the threshold for over $200,000 saved for students for textbooks and course materials.

Total Students	LC Save $50	Amount Saved
506	$50	$25,300
13	Minus PO Classes #	
493	$50	$24,650

Total Students	NC Save $100	Amount Saved
1864	$100	$186,400
108	Minus PO Class #	
1756	$100	$175,600

3-year plan total - end of 2021	$209,750

Cost savings is determined by using an estimate of $100 saved per student per textbook/resources. Early in 2020 this is the estimated amount several colleges/universities were using. Our KBOR OER Steering Committee will also be recommending the use of the $100 amount based on the rough average of the recommendations between OpenStax ($79.37 per student) and SPARC ($116.74 per student) within the coming year.

Here the green indicates the LC savings of $50. This was determined by a survey completed back in 2018 and $50 is the limit for what Low-Cost materials can cost to still qualify for this notation. Therefore, $50 is the minimum that a student could save taking a LC course.

The orange notates the NC savings with the $100 as there is no cost for course materials for these courses.

Please note the 'minus PO Class #' in both categories. This number was subtracted from the 'total students' due to the fact that we do not know if the schools recycle books from year to year, yet the primary college instructor has been OER certified. Essentially, we cannot guarantee that money is being saved.

In comparing the list of instructor/courses that have completed OER certification and those courses that have run, you will see that we have several that do not have any data associated with them. Several of these courses will run for the first time in Spring. Therefore, it is important to note that the numbers above are only for Barton Online and Great Bend Campuses. Spring numbers will bring in Fort Riley, Fort Leavenworth, and Grandview courses.

Course Stats:

Early on we wanted to note the option for course comparisons between OER and Non-OER courses to see if there was any additional correlation with OER and student success.
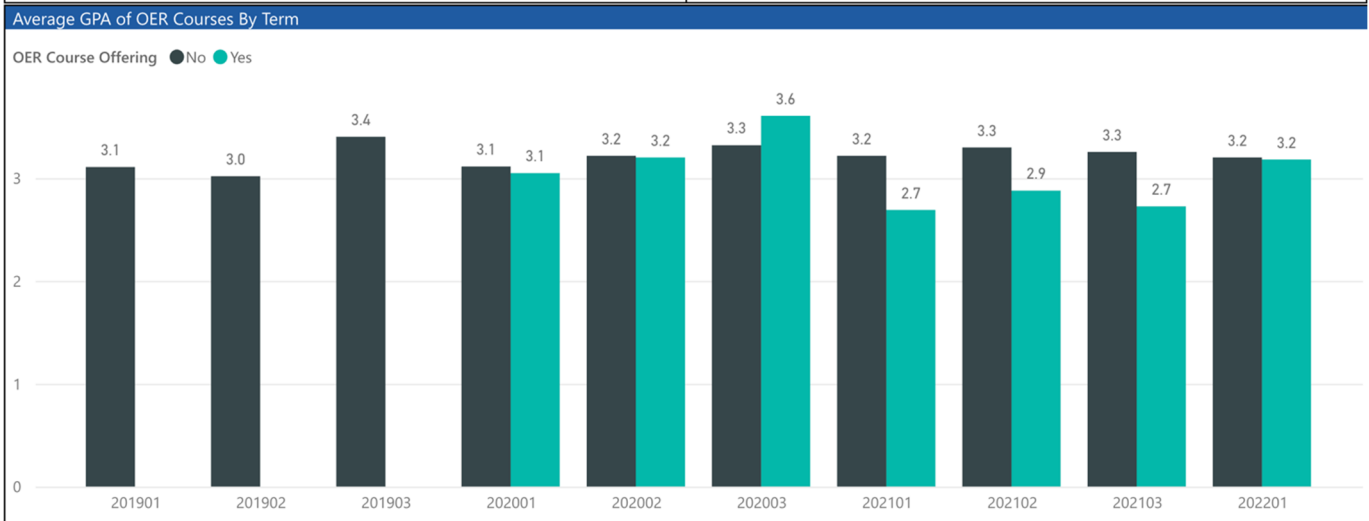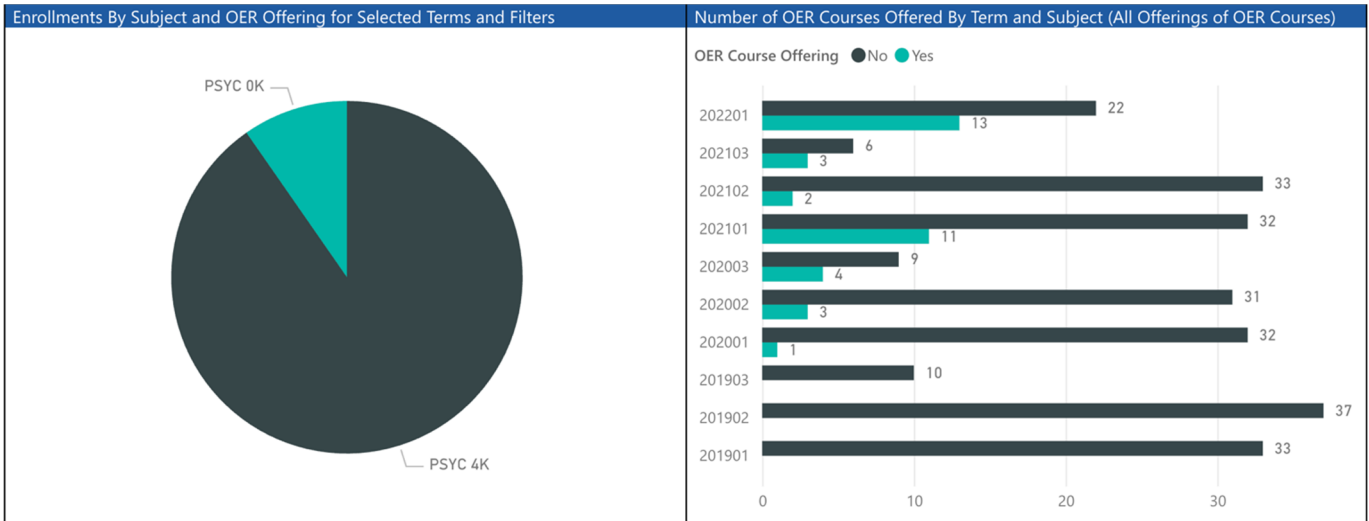
PSYC 1000 – Knapp Only

This first image is of only Dr. Knapp's PSYC 1000 course. As you can see the GPA stays consistent from semester to semester. When we started in Fall 2019 Dr. Knapp was willing to run a couple of semesters back-to-back so that we can have the most similar comparison possible (same time, same instructor, same delivery, only different classes with different course material.) The comparison is a little challenging due to the enrollment.
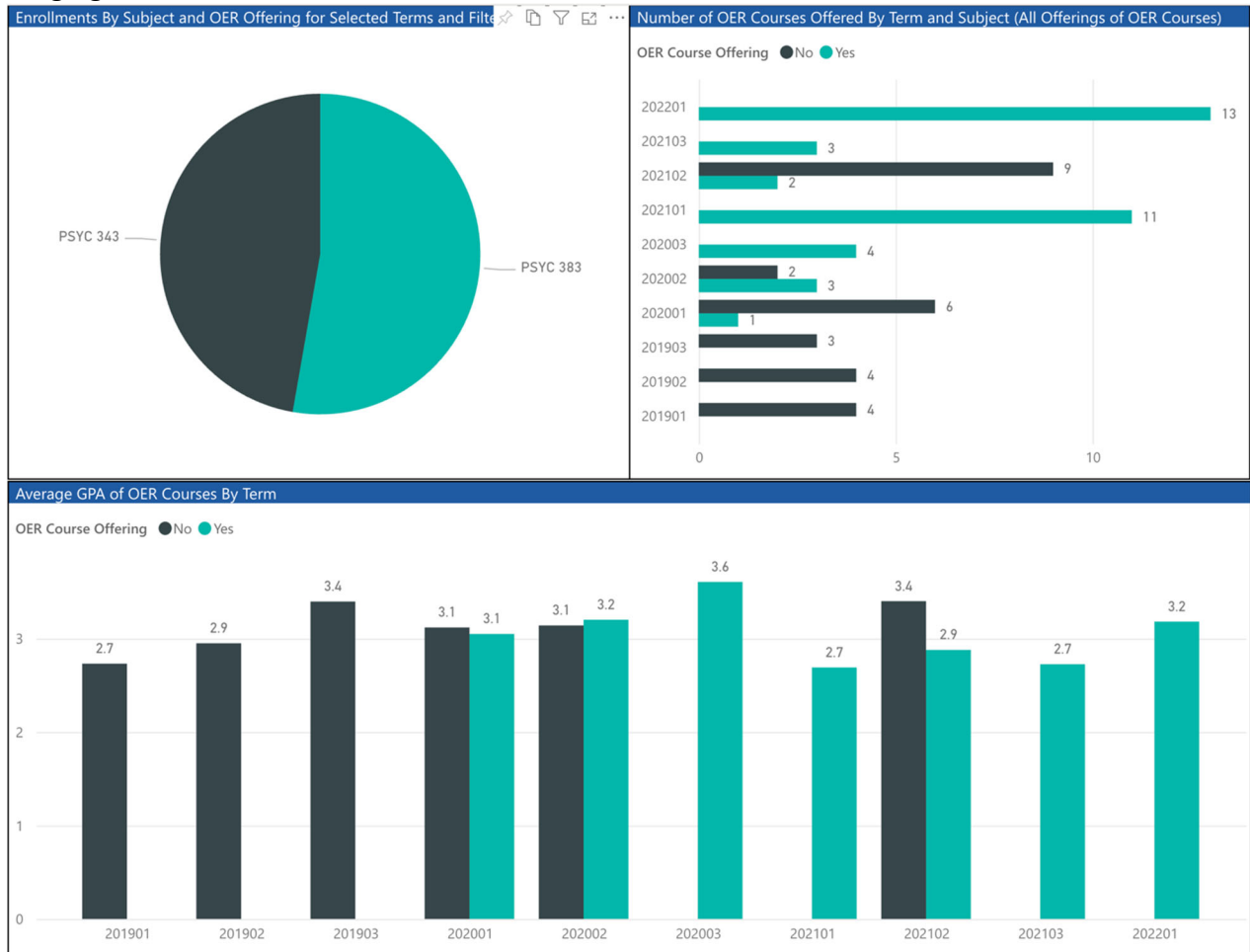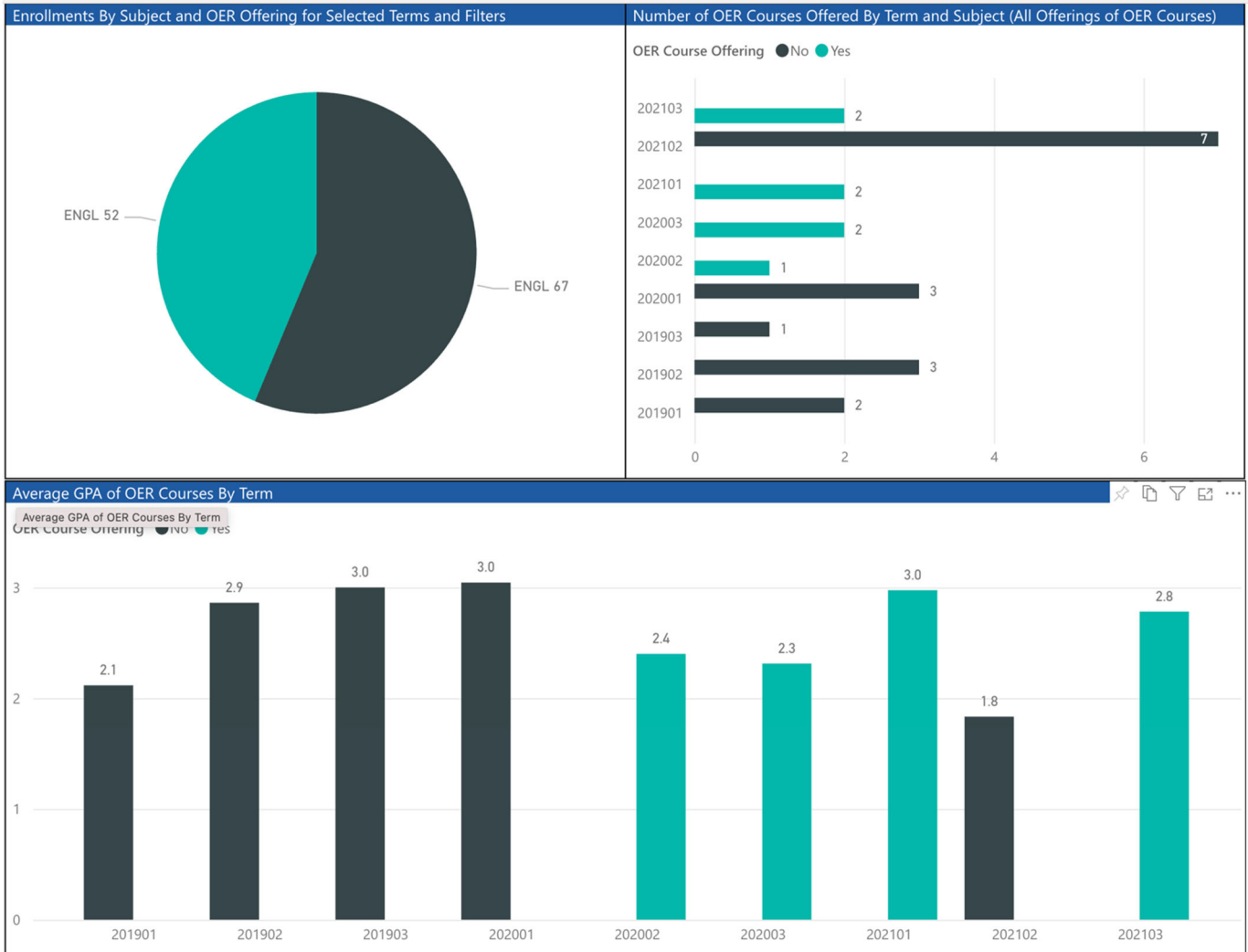
PSYC 1000 – Faculty

When comparing OER courses to non-OER courses we get a similar comparison across all instructors. Again, the enrollment distribution is offset, but there are a few semesters that have a comparable number to at least grab a glimpse of comparable GPA outcomes. Like much of the research indicates, OER does not put students at an academic disadvantage - https://affordability.byu.edu/byu-professor-publishes-new-findings-on-oer-efficacy.
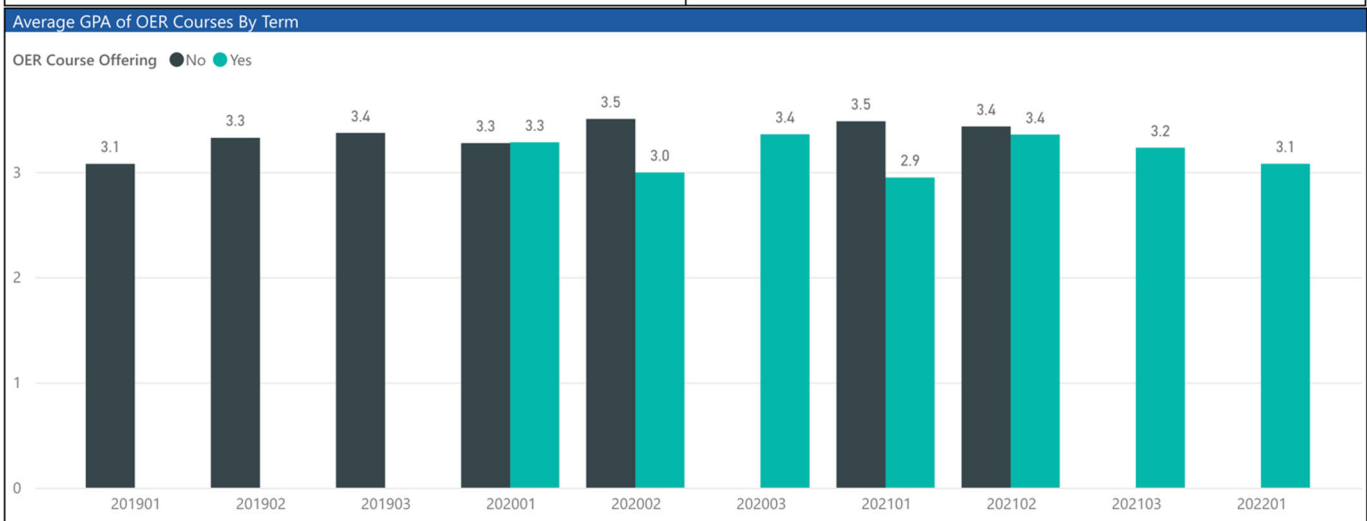

Enrollments By Subject and OER Offering for Selected Terms and Filters

Number of OER Courses Offered By Term and Subject (All Offerings of OER Courses)
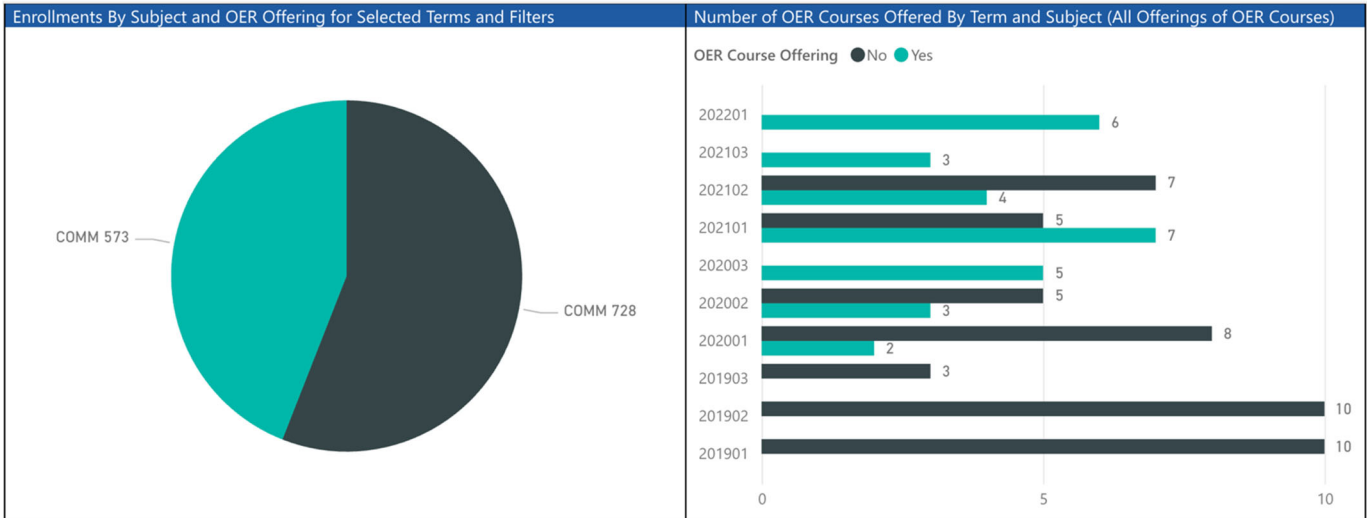

Average GPA of OER Courses By Term

ENGL 1204 and COMM 1230

Similar results can be seen here in English Composition 1 and Public Speaking.

ENGL 1204 – Rigney Only

COMM 1230 – Duncan Only

Enrollments By Subject and OER Offering for Selected Terms and Filters

COMM 573
COMM 728

Number of OER Courses Offered By Term and Subject (All Offerings of OER Courses)

OER Course Offering ● No ● Yes

Term	No	Yes
202201		6
202103		3
202102	7	4
202101	5	7
202003		5
202002	5	3
202001	8	2
201903	3	
201902	10	
201901	10	

Average GPA of OER Courses By Term

OER Course Offering ● No ● Yes

Term	No	Yes
201901	3.1	
201902	3.3	
201903	3.4	
202001	3.3	3.3
202002	3.5	3.0
202003		3.4
202101	3.5	2.9
202102	3.4	3.4
202103		3.2
202201		3.1

Upcoming Events:

We do have a several OER events coming up this Spring:

- Feb 16th-17th – KS OER Summit – Provided by KBOR and MHEC
  - Here is the link for registration - https://mhec.eventsair.com/22ksoersummit/
  - It is FREE across the education spectrum with something for everyone.
- Feb 22nd and 23rd – FL/FR OER Workshops – in-person and zoom
  - These are half day workshops and if there is interest, we can bring this to Great Bend and BOL as well.
- TBA – Barton OEN presentation
  - This will most likely be in March but stay tuned for more information.
  - This is the OEN workshop that we have been presenting through KBOR over the last year. It has now been opened for individual colleges to provide to their faculty.
  - Faculty may still have access to the OEN KBOR stipend option of reviewing a text after the OEN presentation.
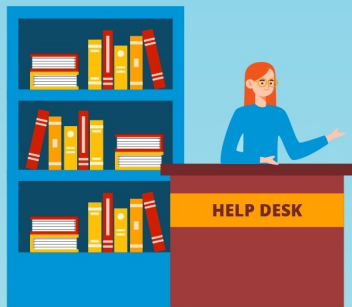
Moving into Phase 2:

Courses are still moving through, and we will still be tracking certification for our Phase 2 OER certified course goals. I have already had and will continue to work with the advisors as we also keep moving toward a Low-Cost degree. I believe other conversations need to be had around the Low-Cost degree option including:

- Transferability of the courses offered in the LC degree
- Variety of elective course selection
- Course options available per required area – eliminating the issue of 1-2 courses/instructors having the weight of that area only for that class.
- Discussing the degree with OER faculty and what that would mean – running those courses OER every time, etc.
- Any advertising liability of noting a low-cost degree – being specific and transparent – What does that mean for the audience?
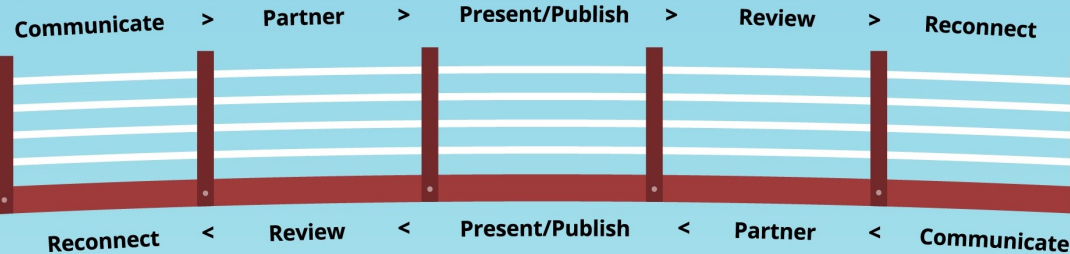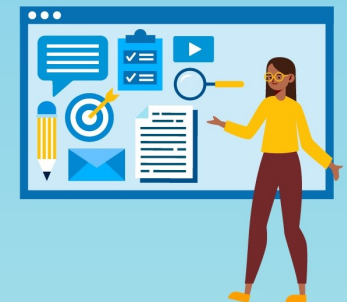- Current challenges – BSTC 1036 – Computer concepts

There is still much to do, but we are moving forward with clarity of purpose and goals in mind. Please let me know if you have any questions and I look forward to what outcomes we may achieve through Phase 2.

BUILDING BRIDGES TO OPEN EDUCATION

LIBRARIAN SUPPORT
(Content)

INSTRUCTIONAL SUPPORT
(Pedagogy)

HELP DESK

Communicate > Partner > Present/Publish > Review > Reconnect

Reconnect < Review < Present/Publish < Partner < Communicate

COMMUNICATE
Explore common goals between institutional stakeholders and reach out to those who seem to have overlapping interests.

PARTNER
Plan to execute goals according to quantitative/qualitative educational trends and best practices related to teaching, learning, and course materials adoption.

PRESENT/PUBLISH
Build a research foundation, construct professional development opportunities, and establish state-level partnerships to amplify stakeholder voices.

REVIEW
Conduct needs assessments (or gap analyses) and evaluate the condition of local, national, and international partnerships on a recurring basis.

RECONNECT
Carry lines of communication forward regarding ownership, workload, policy, and finances, as these items foster a recursive, mutually beneficial relationship.