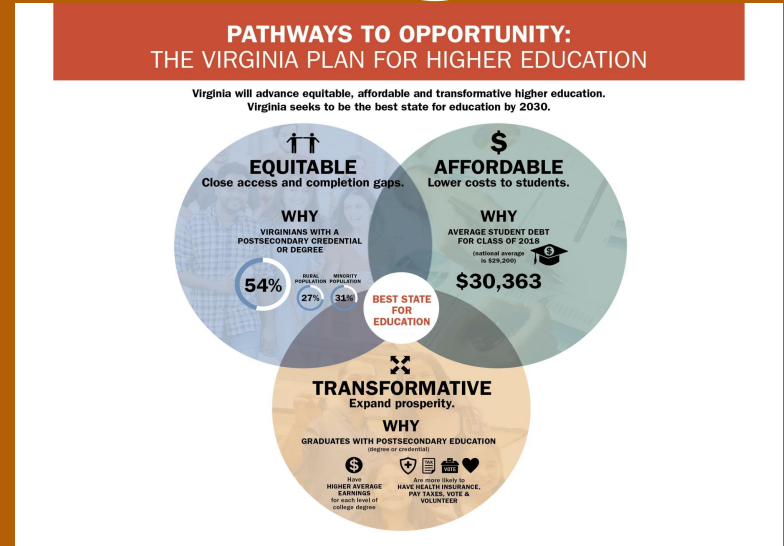


Open Education in Virginia

“Education is the rising tide that should lift all boats...”

- SCHEV Strategic Plan Pathways to Opportunity



Presentation to SCHEV's Academic Affairs Committee

Randolph-Macon College, Ashland, VA - May 12, 2025

Presented by Cheryl Huff chuff@germanna.edu and Anita Walz arwalz@vt.edu

Open Virginia Advisory Committee = OVAC



Open Virginia Advisory Committee = OVAC

Who We Are

- M'Hammed Abdous ODU
- Judy Thomas UVA
- Jimmy Ghaphery VCU
- Kirstin Pantazis SCHEV
- Arthur Andrew Rouner GMU
- Liz Thompson JMU
- Anita Walz Virginia Tech
- Stephanie Westcott VIVA
- Paul Boger UMW
- Marshall Thompson Norfolk State
- Cheryl Huff Germanna CC
- Sheri Prupis VCCS
- Brent Roberts Longwood University
- Matthew Shelley Christopher Newport Univ

Open Virginia Advisory Committee = OVAC

What We Do

SCHEV Open Virginia Advisory Committee (OVAC)

Membership: at least one representative from each public four-year institution, community college representatives designated by the Virginia Community College System, representatives from the Library Advisory Committee (LAC), and VIVA. Charged: 2015

- **make recommendations to Council regarding initiatives and policies that may facilitate the adoption of open educational resources by the public institutions**
- **organize events such as workshops and conferences to facilitate inter-institutional networking and the sharing of best practices**
- **collaborate closely with VIVA on professional development, and an inaugural award program**

What is Open Education?

“A pedagogy-driven movement and philosophy which reduces barriers to learning, enables learner agency, values transparency, gives credit to others for their contributions, and utilizes Public Domain markers or open licences for creation, use, and sharing of educational resources.”

- Virginia Tech

What are open educational resources?

- **Open Educational Resources (OER):**

“Teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”

UNESCO

OER Include “Parts”

Readings

Images

Streaming
Videos

Assessments

And OER Encompass “Wholes”



Textbooks

Modules

Courses

Degrees

Why Are They Important?

Open Educational Resources (OER) can benefit students in Virginia by improving access, saving money, and enhancing academic success.

- **Cost savings:** VIVA's 2021 Course Materials Survey revealed that students feel that the cost of course materials negatively affects their schoolwork and their personal lives.
- **Improved access:** Open Educational Resources enable students to engage with course content before, during, and after their course. Unlike with many commercial resources, access does not expire at the end of the course.
- **Academic success:** Many studies show that students are doing as well or better with OER, across different fields. (2023 Study)

\$1,460

The average amount a public two-year college student paid for books and supplies during the 22-23 academic year.

Ma, J and Pender, M. (2022). *Trends in college pricing and student aid 2022*. CollegeBoard.

<https://research.collegeboard.org/media/pdf/trends-in-college-pricing-student-aid-2022.pdf>

\$1,240

The average amount a public 4-year college student paid for books and supplies during the 22-23 academic year.

Ma, J and Pender, M. (2022). *Trends in college pricing and student aid 2022*. CollegeBoard.

<https://research.collegeboard.org/media/pdf/trends-in-college-pricing-student-aid-2022.pdf>

How do expensive publisher's course materials create barriers to success ?

- 46% = percentage of students who reported that the cost of required course materials has caused them to “not register for a course.”
- 34% = percentage of students who reported that the cost of required course materials has caused them to “earn a poor grade.”
- 16% = percentage of students who reported that the cost of required course materials has caused them to “fail a course.”
- 78% = percentage of students who expressed some level of worry about meeting their course material costs (source:VIVA)

OER

ELIMINATE BARRIERS TO SUCCESS AND RETENTION FOR ALL STUDENTS

Evidence that using OER reduces the percentage of students receiving a grade of D, F, or W:

- 4.4% reduction for Pell-eligible students
- 10% reduction for Part-Time students ([source](#))

ALSO: evidence that using OER improves persistence (defined as course completion with a grade of D or higher) between 16% and 40%. ([source](#))

OER Aligns With State Strategic Plan Equity, Affordability, and Transformation Goals

- Day-one access for all students
- Student Success
- Affordability for all
- Faculty freedom to tailor materials to the course and adapt over time - this leads to higher job satisfaction and possibly retention of skilled professionals

Evidence

- [Florida 2018 Student Textbook Survey](#) (21,000 students)
- [Georgia Peer Reviewed Study 2018](#) (22,000 undergrad students)
- [Ithaca 2018 Faculty Survey Key Findings](#) (11,000 faculty)
- [2019 peer reviewed meta analysis](#) (97 studies)
- [UVA 2020 Student Survey](#) (650 students 94% undergrad)

What is OVAC doing to support OER in VA?

- Evaluating nominations for the Inaugural Virginia Open Education Impact Award funded by VIVA
- Helping institutions embrace [§23.1-1308](#) within a framework of quality and sustainability
- Promoting open educational resources and efforts to scale to full OER programs and degrees, advising institutions and systems

OVAC's RECOMMENDATIONS FOR ACTION:

- Join DOERS (Driving OER Sustainability for Student Success) collaborative
- Virginia's Strategic Plan for Higher Education
 - Include language to advance OER adoption, adaptation, & creation
- Study OER adoption rates and obstacles to adoption/faculty engagement

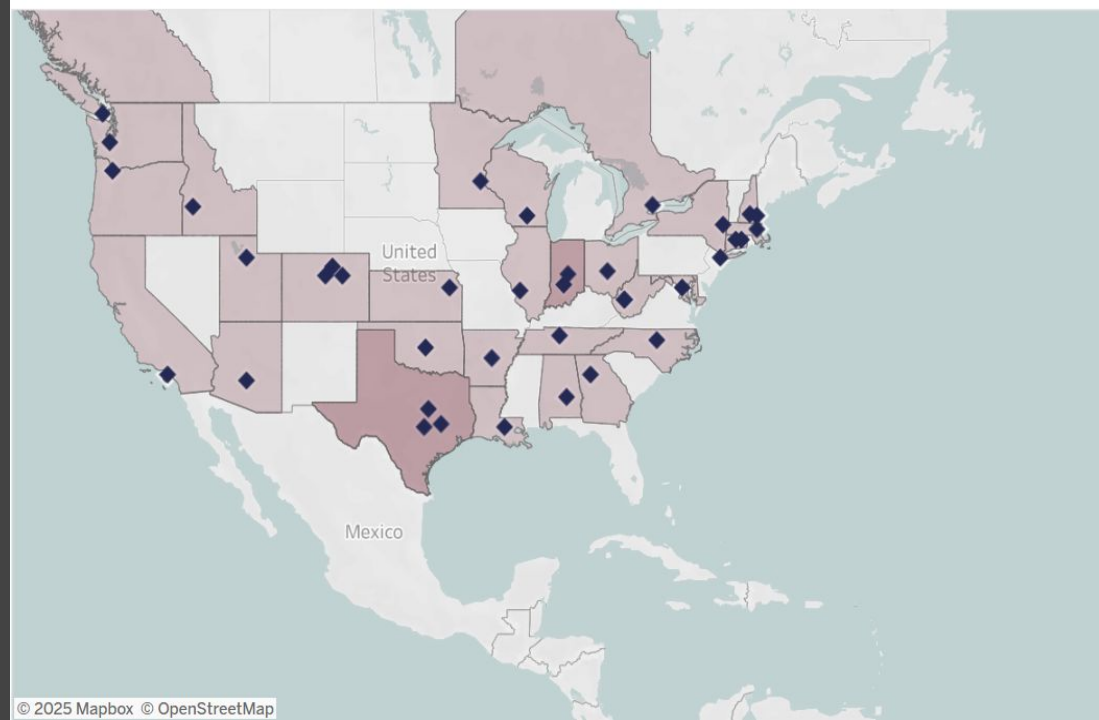
About DOERS:

The Driving OER Sustainability for Student Success (DOERS) collaborative is a group of public higher education systems and organizations that are committed to supporting student success by promoting free, customizable open educational resources (OER). Launched in 2018, DOERS helps member organizations implement, scale, and sustain OER by advancing research and policy, sharing tools and learnings, and showing how OER can foster student success for all.

- No fee to join
- Members agree to DOERS statement of purpose

About DOERS:

DOERS membership is open to any higher education system or state-wide/ province-wide OER initiative that wants to engage in a larger discussion around openly licensed materials and agrees with their Statement of Purpose.



DOERS Principles:

The following principles guide DOERS' work and the efforts of the public higher education systems and statewide/provincewide OER initiatives that make up its members. As part of DOERS, member organizations endeavor to:

- to **develop a clear rationale for adopting and scaling OER** as an integral component of student success;
- to **share learning, tools, and resources** within the collaborative and with higher education organizations and the broader OER community as appropriate;
- to **collaborate in cross-state/province projects** to advance student success, research, and innovation in open education;
- to **require all newly created resources supported by OER-designated public funds to be openly licensed, easily discoverable, and fully accessible**, and encourage affiliated institutions, systems and organizations to do the same;
- to **engage**, at the system/state/province level, **with OER service providers** that provide products that are fully accessible, provide day-one access, allow students to retain content, and make content openly and freely available outside of their platforms, and encourage affiliated institutions within their systemwide/statewide/provincewide initiatives to do the same;
- to **drive OER innovation to enhance the higher education ecosystem** by identifying gaps and coordinating the development of new content, ensuring discoverability, informing development of platforms and analytics, and developing partnerships with OER vendors and service providers;
- to **inform institution, system, state/province, and federal policy** with respect to the implementation and use of OER.