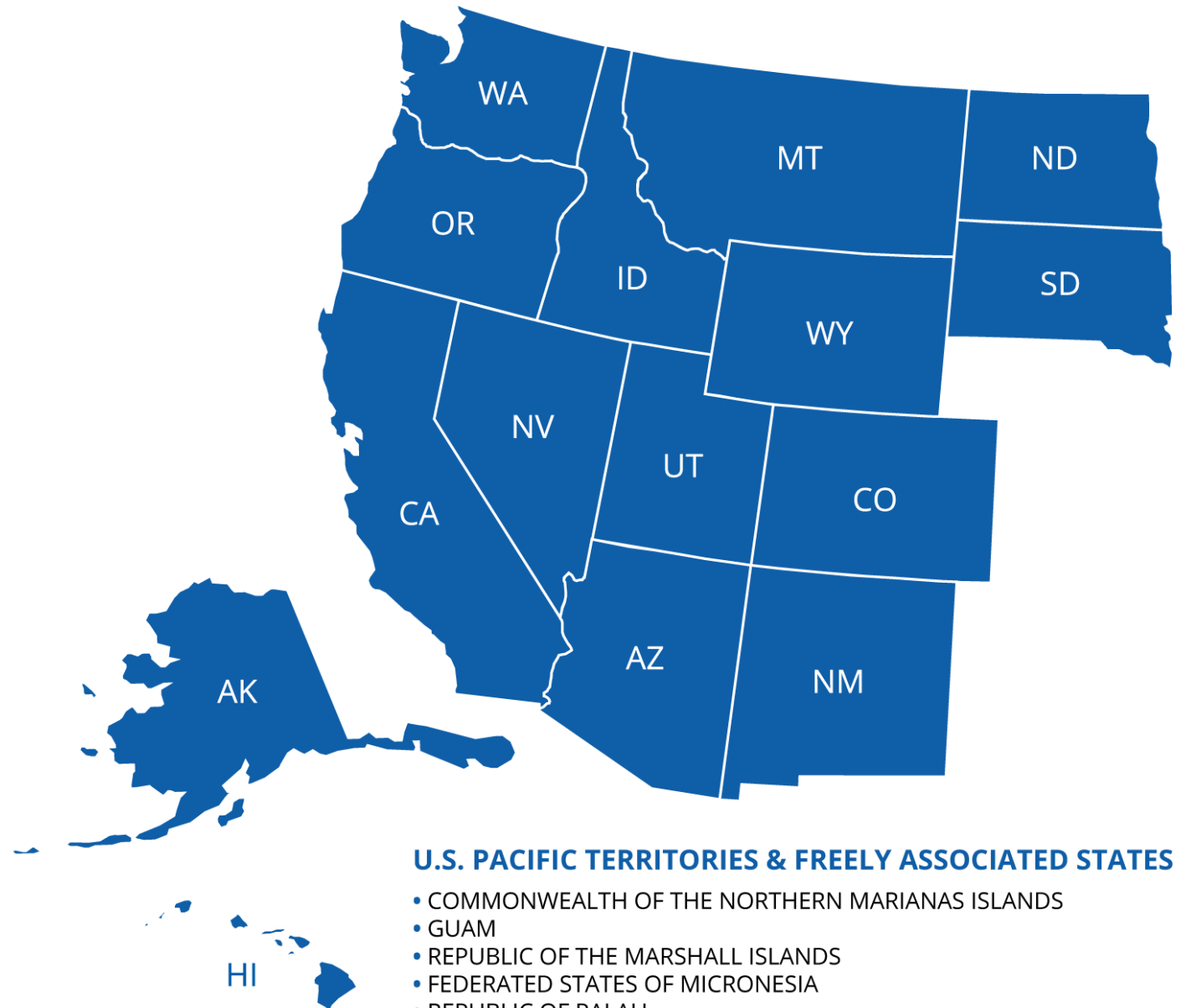




Maximizing Student Success: State Strategies for Scaling Open Educational Resources

ABOUT WICHE

Since 1953, the **Western Interstate Commission for Higher Education (WICHE)** has promoted regional collaboration, resource-sharing, sound public policy, and innovation for the West.



U.S. PACIFIC TERRITORIES & FREELY ASSOCIATED STATES

- COMMONWEALTH OF THE NORTHERN MARIANAS ISLANDS
- GUAM
- REPUBLIC OF THE MARSHALL ISLANDS
- FEDERATED STATES OF MICRONESIA
- REPUBLIC OF PALAU

Regional and National Collaboration

► OERwest Network

► National Consortium for Open Educational Resources

- Midwestern Higher Education Compact (MHEC)
- New England Board of Higher Education (NEBHE)
- Southern Regional Education Board (SREB)
- Western Interstate Commission for Higher Education (WICHE)



Open Educational Resources (OER) are free teaching and learning resources that have been shared under a copyright license that allows for reuse, redistribution, remixing, revision, and retention in perpetuity. OER can be lesson plans, full course modules, simulations, or any resource that helps students achieve their course learning objectives.

Pilot Study – Key Findings

► **No-Cost/Low-Cost and OER Impact on Time-to-Credential: An Event History Modeling Study**

- NCLC credits do not decrease time-to-completion
- NCLC credits increase likelihood of graduation



Forthcoming Research

► Methodology replicated across a larger dataset

- 14 institutions across five states
- Mix of two- and four-year institutions

► Covariates

- Age
- Full- or part-time status
- Gender
- Institution
- Pell status
- Race/ethnicity
- Veteran status

Forthcoming Research – Key Findings

► **NCLC credits are associated with:**

- More terms to completion or transfer
- Increased likelihood of degree completion or transfer

► **Benefits are particularly pronounced for:**

- Part-time students
- Students at two-year institutions
- Demographically underrepresented students

Limitations

► **Observational study**

- Cannot establish causality
- Results may not be generalizable

► **Terminology**

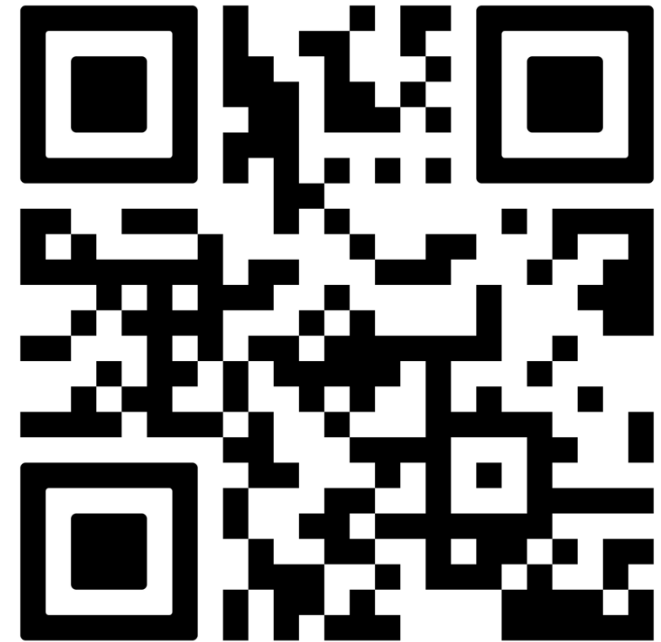
- Inability to distinguish between OER, no-cost, and low-cost credits

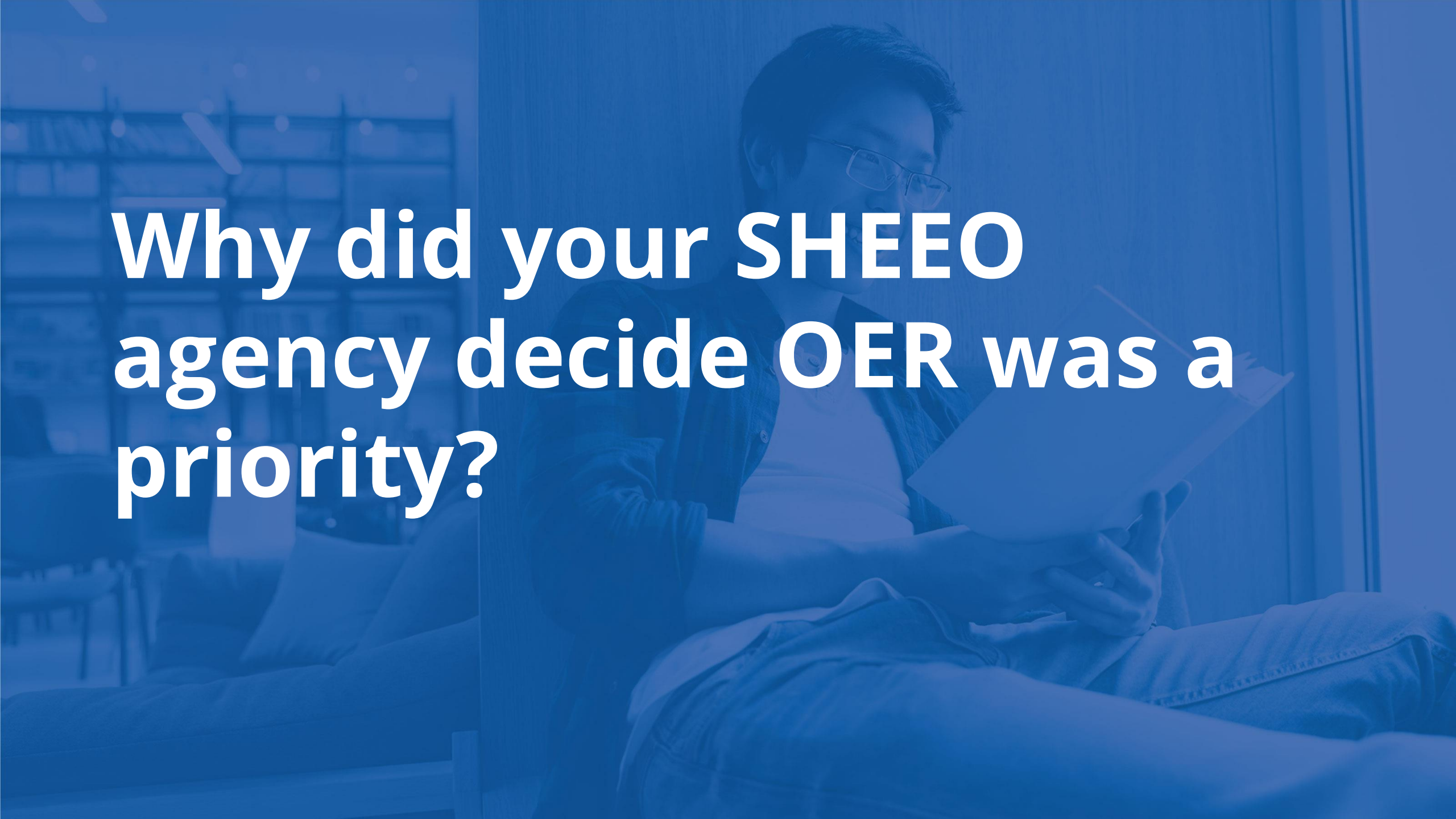
Future Areas for Research

► **Is there a difference between OER, no-cost, and low-cost course material?**

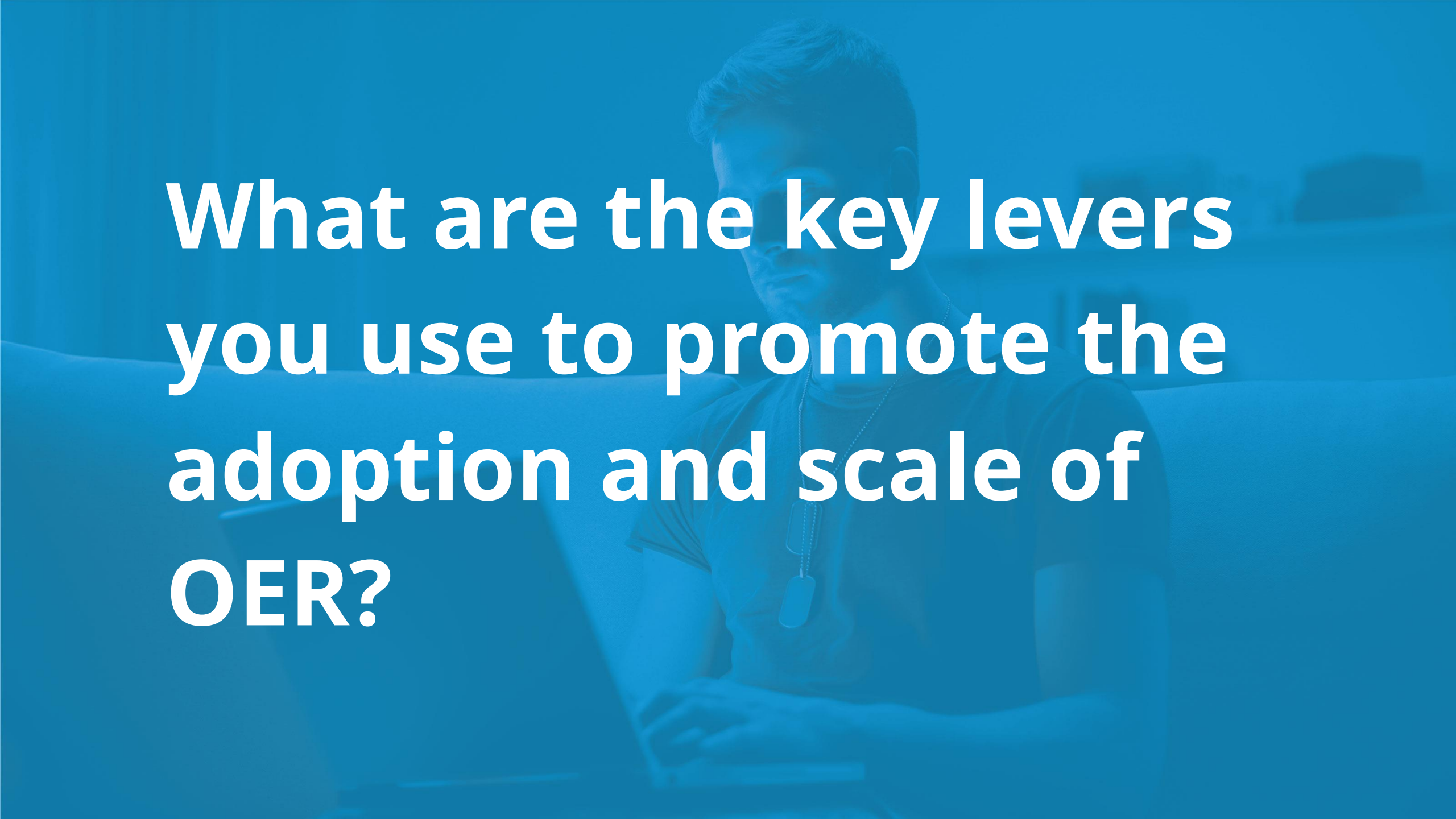
► **Codebook**

- A tool for those that seek to explore whether their own no-cost/low-cost and OER programs impact credential attainment.



A man with glasses is sitting on a couch, holding a tablet and a smartphone. The image is overlaid with a blue tint. The text is white and bold, positioned on the left side of the image.

**Why did your SHEEO
agency decide OER was a
priority?**



**What are the key levers
you use to promote the
adoption and scale of
OER?**

**How are you evaluating
the success of your
initiatives?**





**What are the biggest
potential challenges and
the most promising
opportunities?**