### Quantitative Data Collection

- Replication Survey
  - $n = 354$
  - Convenience Sampling
- Data Screening
  - Cronbach’s Alpha
  - Frequency Analyses
  - Chi-squared test of independence
  - SPSS GradPack 24 for Mac
- Development of case study
- Purposeful selection of interviewees ($n = 2$)
- Development of interview questions

### Quantitative Data Analysis

- Descriptive Statistics
- Instrument Reliability
- Relative frequencies
- Comparison with national data
- Correlational data

### Connecting Quantitative & Qualitative Phases

- Case definition
- Descriptive conditions of the case
- Interview Protocol

### Qualitative Data Collection

- In-depth individual interviews
- Survey comments

### Qualitative Data Analysis

- Text data (interview transcripts)
- Text data (survey comments)
- Verification procedures
- Coding and thematic analysis of qualitative survey data and interview data
- Within-case analysis
- NVIVO software

### Integration of Quantitative and Qualitative Results

- Interpretation and explanation of the quantitative and qualitative results
- Discussion
- Implications
- Model for institutional support
- Suggestions for future research
### Case Study Descriptive Conditions

<table>
<thead>
<tr>
<th>Topics in Allen &amp; Seaman’s (2014) survey &amp; report</th>
<th>Descriptive conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OER Awareness</strong></td>
<td>More than half of respondents were unaware of OER. Many respondents were unaware of common OER licensing types and OER components/features. Respondents may have overstated their awareness of OER.</td>
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<tr>
<td><strong>Resource Selection</strong></td>
<td>The majority of respondents report control over the resources used in their courses. Respondents differed from their national peers on selection factors: the local group considered “currency of subject materials” and “cost” significantly more important than the national group.</td>
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<tr>
<td><strong>OER Use</strong></td>
<td>Respondents stated they use OER as primary and secondary course material but may have been misidentifying OER resources.</td>
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<tr>
<td><strong>Course Resources</strong></td>
<td>Over half of respondents were unable to comprehensively assess OER quality due to lack of OER awareness. One-third of respondents were unable to comprehensively assess the quality of traditional materials.</td>
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<tr>
<td><strong>Barriers to OER</strong></td>
<td>Lack of awareness of OER. Difficulty locating appropriate OER. Institutional support for OER initiatives could alleviate some barriers.</td>
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