Phase	Procedure	Product
Quantitative Data Collection	Replication Survey $n = 354$ Convenience Sampling	Numeric Data Text data (open-ended questions)
Quantitative Data Analysis	Data Screening Cronbach's Alpha Frequency Analyses Chi-squared test of independence SPSS GradPack 24 for Mac	Descriptive Statistics Instrument Reliability Relative frequencies Comparison with national data Correlational data
Connecting Quantitative & Qualitative Phases	Development of case study Purposeful selection of interviewees ($n = 2$) Development of interview questions	Case definition Descriptive conditions of the case Interview Protocol
QUALITATIVE Data Collection	In-depth individual interviews Survey comments	Text data (interview transcripts) Text data (survey comments)
QUALITATIVE Data Analysis	Verification procedures Coding and thematic analysis of qualitative survey data and interview data Within-case analysis NVIVO software	Case Description
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

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Case Study Descriptive Conditions

Topics in Allen & Seaman's (2014) survey & report	Descriptive conditions
OER Awareness	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 |
| | |
| Resource Selection | 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. |
OER Use	Respondents stated they use OER as primary and secondary course material but may have been misidentifying OER resources.
Course Resources	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. |
| | |
| Barriers to OER | Lack of awareness of OER.

Difficulty locating appropriate OER.

Institutional support for OER initiatives could alleviate some barriers. |