OER Readiness Assessment (no point value)

Core members of the cross functional leadership team are asked to reflect, as a group, on the institution’s capacity (readiness) to participate in the Zed Cred/Z Degree Initiative. Use this form to share brief comments on your reflection in the middle and right columns.

The purpose of the reflection is to deepen awareness of what it will take to implement an OER degrees within the two year timeline. While prior experience using OER materials and offering OER courses will help institutions meet expectations for the OER Degree Initiative, less experienced institutions are also welcome to apply. In their RFP narratives, both experienced and less experienced institutions should propose strategies they will use to leverage their strengths and further develop their capacity for this work.

In the chart below, several potential indicators of strong capacity are offered as examples. Institutions are encouraged to consider these and other indicators they believe relate to being successful in implementing and scaling an OER Degree.

**Leadership and Vision**

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| **Examples of Indicators of Capacity** | **Areas of Strength** | **Areas to Strengthen** |
| Faculty leaders support the increased use of OER and an OER Degree Program and faculty champions are ready to lead the work.  There are one or more high level executive leaders who are committed to the success of the OER Degree Initiative. |  |  |

**Equity**

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| **Examples of Indicators of Capacity** | **Areas of Strength** | **Areas to Strengthen** |
| All students have adequate access to computers on campus so they can access digital materials.  The institution’s learning management system provides easy access for students to course materials.  Faculty design programs with attention to the diversity of learner needs. |  |  |

**Teaching and Learning**

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| **Examples of Indicators of Capacity** | **Areas of Strength** | **Areas to Strengthen** |
| Student learning outcomes for the courses and the program selected for OER Degrees are clearly identified.  Faculty are prepared to lead the development of an OER degree using research-based pedagogy. |  |  |

**Engagement and Communications**

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| **Examples of Indicators of Capacity** | **Areas of Strength** | **Areas to Strengthen** |
| The institution has a culture that promotes cross-discipline and/or cross functional collaboration  OER materials are widely used by faculty.  Students support the use of OER materials in their courses.  Discussions have been held with transfer institutions to assure acceptance of credentials earned via OER degrees |  |  |

**Strategy and Planning**

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| **Examples of Indicators of Capacity** | **Areas of Strength** | **Areas to Strengthen** |
| Access and success are strategic priorities of the Institution as evidenced by current goals and initiatives integrated within the Institution’s current strategic plan.  The OER Degree Initiative will be fully integrated with other institutional effectiveness initiatives.  Plans for growing and scaling OER degrees are in place; the institution has a financing strategy that includes how the institution will support the growth of OER Degrees.  The institution has strategies in place to help students access OER in the OER degree programs and other OER courses. |  |  |

**Policies and Practices**

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| **Examples of Indicators of Capacity** | **Areas of Strength** | **Areas to Strengthen** |
| Policies are in place to assure that courses required in programs will be available when students need them.  Use of OER by full time and part time faculty is encouraged and supported by professional development opportunities |  |  |