OER Success Framework Rubric

[OER Implementation Rubric](#h.30j0zll)

[Rating Scale](#h.1fob9te)

[Category 1: Institutional Support of OER](#h.3znysh7)

[Category 2: Technology Support of OER](#h.2et92p0)

[Category 3: OER Integration into Course Development & Instructional Design](#h.tyjcwt)

[Category 4: OER Course Delivery](#h.3dy6vkm)

[Category 5: Supporting Faculty in the use of OER](#h.1t3h5sf)

[Category 6: Supporting Students in the use of OER](#h.4d34og8)

[Category 7: Evaluation and Assessment of OER initiative](#h.2s8eyo1)

[Conducting the Self-Assessment](#h.17dp8vu)

[Campus Leadership Team](#h.3rdcrjn)

[Overview of Process Documents](#h.26in1rg)

[One-pager of the process](#h.lnxbz9)

[OER Implementation Rubric](#h.35nkun2)

[Self-Assessment Tool for Submission](#h.1ksv4uv)

[Completed Summary Report](#h.44sinio)

[Best Practices Template](#h.2jxsxqh)

[Tool for Collecting Inputs on Actions for Closing Gaps](#h.z337ya)

[Summary of actions for closing the gaps](#h.3j2qqm3)

[List of Resources](#h.1y810tw)

[Implementation Plan](#h.2xcytpi)

[I. Statement of Vision/Mission about OER](#h.1ci93xb)

[II. Organizational Structure/Decision-Making/OER Leadership](#h.3whwml4)

[III. Best Practices](#h.2bn6wsx)

[IV. Closing the Gaps](#h.qsh70q)

[V. Stakeholder Engagement/Integration with Campus Planning](#h.3as4poj)

[VI. Benchmarking](#h.1pxezwc)

[VII. Online Program Quality Management/Continuous Improvement Process](#h.49x2ik5)

[VIII. Implementation Planning Team](#h.2p2csry)

[IX. Plan submitted by:](#h.147n2zr)

[X. Approval by the President of the Institution](#h.3o7alnk)

[XI. Appendices](#h.23ckvvd)

# OER Implementation Rubric

## Rating Scale[[1]](#footnote-1)

**0 points = Not Observed.** No evidence of the indicator.

**1 point = Developing**. Slight existence of the indicator. Much improvement is still needed in this area.

**2 points = Accomplished.** Moderate evidence of the indicator. Minor improvement is still needed in this area.

**3 points = Exemplary.** Indicator can be fully substantiated, with very little to no need for improvement. (NOTE: You must be able to say the criteria is met completely across the campus)

## Category 1: Institutional Support of OER

1. The OER initiative supports the mission, values, and strategic plan of the institution.
2. Strategic value of OER is defined and communicated to all stakeholders.
3. A campus business model exists to support and sustain the OER initiative.
	1. Planning and resource allocation processes are in place to support the OER initiative.
	2. Sufficient resources are allocated to support the OER initiative effectively.
4. Governance structure enables involvement of stakeholders for continuous improvement related to the administration of the OER initiative.
	1. An advisory structure enables clear, effective and comprehensive decision making regarding the OER initiative.
	2. The OER initiative is reviewed for relevance and periodically updated.
5. Clear policies for faculty/staff/student intellectual property rights in relation to OER are identified and communicated.
6. The OER initiative is faculty-driven and is supported by faculty governance.
7. The campus should create a comprehensive summary document of all decisions regarding indicators 1-6 of this category. When feasible, this document could be approved and presented as policy.

## Category 2: Technology Support of OER

1. Infrastructure for OER creation, curation, and delivery exists and is well-supported institutionally.
	1. OER infrastructure is considered mission critical.
	2. Primary OER infrastructure systems are identified and coordinated.
	3. A contingency plan for OER infrastructure availability & support services is in place.
	4. There are people and systems to support OER infrastructure at the institution.
2. The development/use of new technologies & skills for OER are supported.

## Category 3: OER Integration into Course Development & Instructional Design

1. Minimum standards for adoption, reuse, remixing, development, and delivery of OER are followed.
	1. Appropriate open licensing is in place for creation, use, and reuse of materials.
	2. The OER initiative has a process for discovery and a standard rubric to evaluate OER materials.
	3. OER are evaluated for accessibility.
	4. Ease of student access is a primary consideration in the selection, format, and method of delivery of OER.
2. A systematic process is followed to ensure OER meets course & program level outcomes.
	1. Courses are designed using a student learning outcome mapping template.
	2. As part of course refresh activities, OER materials are reviewed.

## Category 4: OER Course Delivery

1. Students have immediate access to and support for OER, through multiple operating systems and applications.
2. Access to technical support for OER is clearly provided in the course.
3. OER is ADA compliant and employs Universal Design for Learning [(UDL) principles](http://www.udlcenter.org/aboutudl/whatisudl/3principles).
4. Use of OER promotes interaction between learners, teachers, and course materials.

## Category 5: Supporting Faculty in the use of OER

1. Faculty receive training, assistance, and support
	1. for OER course development and teaching.
	2. to select, curate, create, and use OER.
	3. on Creative Commons licensing, Fair Use, plagiarism, & other relevant legal and ethical issues.
2. Ongoing professional development is provided for faculty to continuously improve their use of and teaching with OER.
3. Clear standards and policies are established for faculty regarding the use of OER.
4. The institution promotes and communicates faculty use and selection of OER across campus.

## Category 6: Supporting Students in the use of OER

1. Students are advised about the benefits of OER.
2. Students have access to training and information on how to access and use OER, including clear information on the minimum technology, skills, and equipment needed.
3. FAQs or a knowledge base are provided to respond to students’ most common questions about OER.
4. Students with disabilities are supported in the use of OER.

## Category 7: Evaluation and Assessment of OER initiative

1. The OER initiative is assessed through an evaluation process that applies specific established standards.
2. A variety of data is captured for ongoing assessment and continuous programmatic improvement that enables OER courses to be identified and evaluated alone, and together with traditional courses.
3. Core components are reviewed and assessed regularly:
	1. faculty and student support services
	2. ADA compliance
	3. learning outcomes at the course and program levels
4. Processes are in place and followed to assess
	1. student retention in OER courses and programs.
	2. impact of OER on teaching and learning.
	3. stakeholder satisfaction with the OER initiative.
5. Course evaluations are designed to collect feedback on
	1. the effectiveness of instruction in relation to the use of OER.

quality of and experience with OER materials.

# Conducting the Self-Assessment

|  |  |  |
| --- | --- | --- |
| **1. Overview of Process and Campus Commitment & Expectations** | **2. Self-Assessment**(facilitated) | **3. Implementation Planning**(facilitated) |
| 1-2 hours (virtual or on the campus). For campuses that have not gone through the IR process, on campus is recommended. | 1/2 day (on the campus) | 1/2 day (on the campus) or virtual |
| *Engagement with Campus Leadership and could include Campus Community** Campus background and strategy/ goals for OER
* Update on SUNY OER hub and discussion of campus role
* Review of Success in OER rubric: 7 categories of quality and 27 indicators
* Outline process and time frame for deliverables
 | *Engagement with Campus Leadership Team** Individuals complete self-assessment
* Facilitated discussion to determine consensus ratings
* Identify best practices
	+ Assign best practices for documentation
* Identify areas where gaps need to be closed to meet requirements of quality indicator
 | *Engagement with Campus Leadership Team** Individuals present documented best practices
* Individuals identify possible actions to close gaps
	+ Review suggestions for addressing gaps
* Create working groups to identify possible actions to close gaps
	+ schedule individual meetings with groups
	+ identify action items & report to full group
* Proposal from Leadership Team to President for comprehensive implementation plan:
	+ Org structure
	+ Sustain best practices
	+ Close gaps
	+ Benchmarking
	+ Continuous Quality Improvement
 |

## Campus Leadership Team

* Provost
* Chief Financial Officer
* Chief Information Officer
* Chief Student Affairs Officer
* Faculty Governance Leader
* Faculty Champions/Advocates for OER
* Teaching Faculty
* Instructional Designer
* Library Director and Librarian Champions/Advocates
* Bookstore Manager/Representative
* Institutional Research Coordinator
* Academic Leadership (Deans/Dept Chairs/Program Directors)
* Distance Learning Leader
* Consider student government representation when possible
* Others possible

# Overview of Process Documents

## One-pager of the process

Used in promoting the benefits of the process and what it entails with campus leaders – both to help a campus decide if they want to participate and also to give the campus team who is going to participate a sense of what is involved. Includes the following:

* Rationale for the process
* Benefits and outcomes of the process
* Steps in the process
* Roles from the Campus Leadership Team
* Overview of the Rubric
* Instructions for how to get started

## OER Success Framework Rubric

Shared during session 1 for the campus team to see all the indicators within each category and ask any questions they may have about what each one means. Should include

* Overview language
* Descriptions of each category and the individual indicators
* Scoring options and definitions for what each score means

## Self-Assessment Tool for Submission

Spreadsheet that each individual uses to assess their campus (assign a rating to each indicator) in between session 1 and session 2

## Completed Summary Report

Represents the distribution of scores from the campus team for each indicator and used during session 2 to facilitate the discussion to determine the consensus rating for each indicator and identify the evidence to support the consensus rating

## Best Practices Template

Used between sessions 2 and 3 to begin documenting the campus best practices for any rating where the campus scored a 3. The drafts are reviewed during session 3, with opportunity for the campus team to suggest improvements, and then finalized after session 3

## Tool for Collecting Inputs on Actions for Closing Gaps

Spreadsheet used for each individual to submit suggestions for actions the campus can take to meet the criteria in indicators where they have a consensus score of 0, 1, or 2 between sessions 2 and 3

## Summary of actions for closing the gaps

Summary report representing the compilation of suggested actions for closing the gaps used during session 3 to facilitate the discussion about which actions make the most sense for the campus and to prioritize short term and long term actions

## List of Resources

Shared during session 2 for the campus to consider for actions to close their gaps relating to professional development and university-wide and shared service opportunities.

Implementation Plan Template – shared during session 3 as a suggested outline for the campus implementation plan and used by the campus to create their implementation plan after session 3

## Implementation Plan Template

Shared during session 3 as a suggested outline for the campus implementation plan and used by the campus to create their implementation plan after session 3.

# Implementation Plan

The purpose of the Implementation Plan is to outline a comprehensive plan you can execute to ensure quality and continuous improvement of the OER initiative on your campus.

## I. Statement of Vision/Mission about OER

Provide a statement of vision and mission about OER at your institution. Your statement should include how the activity fits into your overall college mission and what the objective is for the OER initiative in support of that mission. You may want to reference specific goals or deliverables that are attributed to OER.

## II. Organizational Structure/Decision-Making/OER Leadership

Provide a functional organization chart that identifies where functional responsibility and decision-making for all aspects of OER lies within the institution. Identify the individual (role) responsible for coordination across the institution to ensure success in OER implementation. Include governance structures as well as reporting and other relationships between entities across the institution.

## III. Best Practices

For each of your best practices, indicate how you will you ensure sustainability and continuous improvement to ensure they remain best practices. Please also consider opportunities to share your best practices publicly within the SUNY Community and the broader community of practice outside of SUNY (conference presentations, publications, awards, external funding, research, etc.)

## IV. Closing the Gaps

Provide a narrative summary of the recommended actions you will take and the resources needed to close the gaps identified for your institution in the self-assessment. Be sure to address all of the indicators from the self-assessment where you scored a 0, 1, or 2. Group your recommendations into the following categories:

* Policies and procedures(new or revisions)
* Use of university-wide and shared services opportunities
* Professional development
* New personnel or other than personnel resources
* Other actions

## V. Stakeholder Engagement/Integration with Campus Planning

Describe how you will use the information from your self-assessment. With whom will you share it and are there opportunities for integration with strategic planning and other planning processes you have in place at your institution?

## VI. Benchmarking

Describe the type of benchmarking you think would be helpful, including the types of comparisons you would like to be able to make with other campuses to help you improve your own implementation. Identify the benchmarking data that is already available to you and how you will use it. Please also indicate if there is data you would like, but that is not readily available to you.

## VII. Continuous Improvement Process

Describe the process that will be implemented to ensure continuous improvement of your OER initiative. Include how you will use the results from both self-assessment and benchmarking processes, who you will include in the overall process, how the outcomes will result in improvements, how often you will conduct this cycle, and whether or you will tie into any other planning cycles within specific units or across the campus.

## VIII. Implementation Planning Team

Identify the individuals who contributed to the implementation plan as well as the individual(s) responsible for coordinating the development of the plan with the team.

## IX. Plan submitted by:

Individual formally submitting the plan to the President - Recommended that this be the Provost or other senior executive at the Institution.

## X. Approval by the President of the Institution

Include a signature for approval by the President in whatever format is used at your institution.

## XI. Appendices

Include the self-assessment scores with consensus ratings for your institution, documented best practices, and other appropriate supporting documentation (Reference to OER in campus strategic plan, other data, etc.)

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1. Adapted from [OLC Quality Scorecard](http://onlinelearningconsortium.org/consult/quality-scorecard/olc-blended-quality-scorecard/) [↑](#footnote-ref-1)