

Collective Impact: System Approaches to OER

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What do you hope to get out of this presentation?



The Rhythm

- Collective impact attribute overview with...
- Examples from us...
- Punctuated by contributions from you...
- With the goals of:
 - Actions items for you
 - Action items for the the statewide OER Council



Collective Impact

Collective impact brings people together,
in a structured way,
to achieve social change.

www.collectiveimpactforum.org

Collective Impact: Attributes

Common agenda

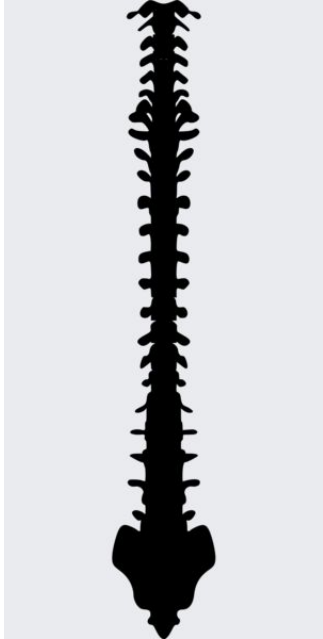
Shared measurement

Mutually reinforcing activities

Continuous communication

Strong backbone

Strong Backbone



What **Backbone Organizations** Do:

1. Guide vision and strategy
2. Support aligned activities
3. Establish shared measure practices
4. Build public will
5. Advance policy
6. Mobilize funding

Turner, Merchant, Kania, & Martin (2012). Understanding the value of backbone organizations in collective impact. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_1

Stick your sticky! (Strong Backbone)



A Common Agenda

...coming together to define the problem collectively and to create a shared vision to solve it.

The **University of Colorado** will be a premier, accessible and transformative public university that provides a **quality** and **affordable** education with outstanding teaching, learning, research, service, and health care.

<https://www.cu.edu/mission-university-colorado-guiding-principles-and-vision-statement>, emphasis added

CCCS: Our mission is to provide an **accessible**, responsive learning environment where our students can achieve their educational, professional and personal goals in an atmosphere that embraces **academic excellence**, diversity and innovation.

<https://www.cccs.edu/about-cccs/>, emphasis added

The **Colorado State University System** exists to support, enhance, and protect the **unique missions of its constituent institutions** and to encourage **collaboration** that benefits students and Colorado.

<http://csusystem.edu/about/mission-vision-values>, emphasis added

E.g.: **CSU-Pueblo** is dedicated to interdisciplinary learning ... that ... creates **educational opportunities** ... and supports inclusion, **access**, and **affordability**....

<https://www.csupueblo.edu/vision2028/>, emphasis added

Stick your sticky! (Common Agenda)



Shared Measurement

... agreeing to track progress in the same way, which allows for continuous improvement.

In alignment with the common agenda as specified in system vision statements, let's track [measure]:

Quality

and

Access/Affordability

Goal (but difficult in practice):

- Δ in DFW rate commercial $\rightarrow$ OER
- Student satisfaction
- Instructor satisfaction
- Grade in subsequent courses

In progress:

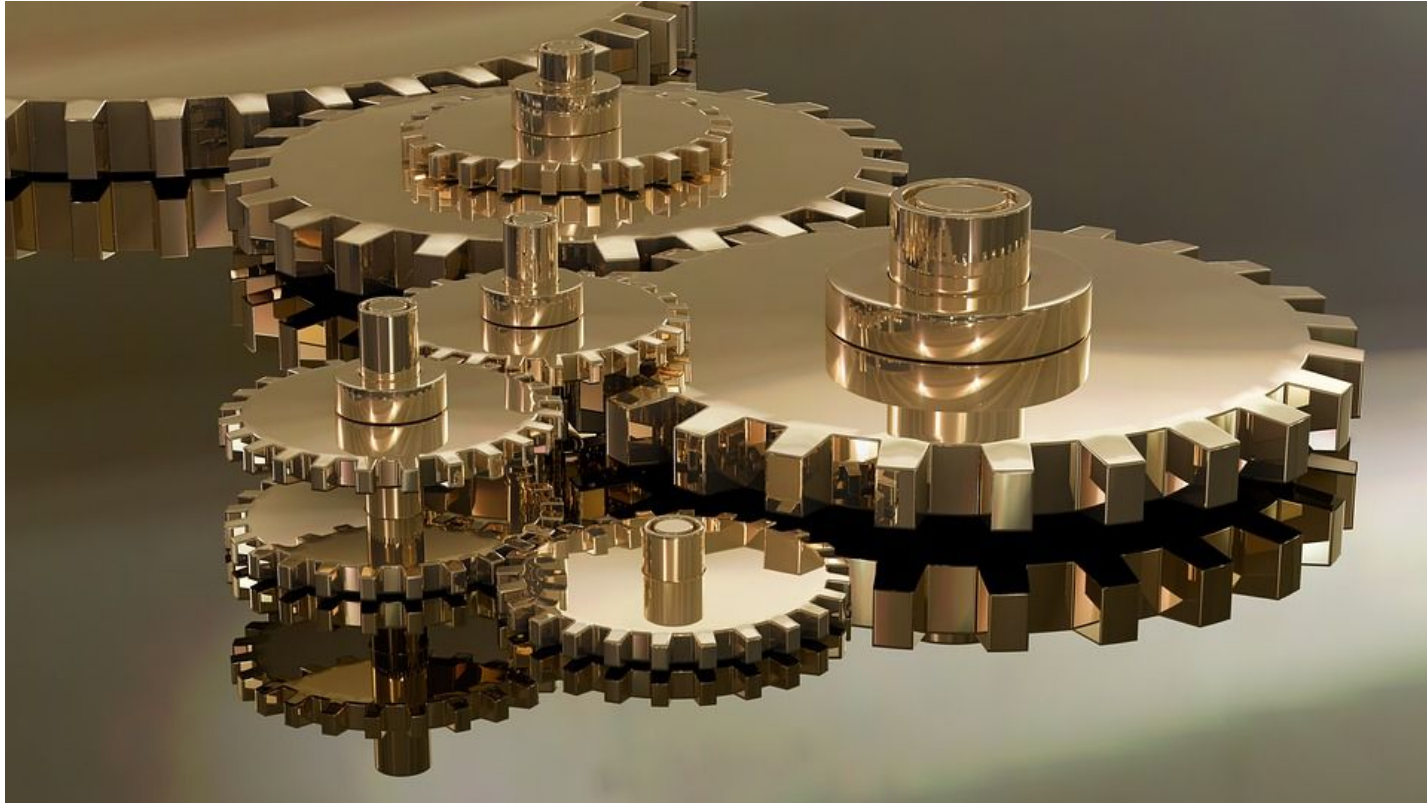
- Total student savings comm $\rightarrow$ OER
 - *this is actually complicated*
- Rol for grants, institutional funds

But see: [*The Impact of Open Educational Resources on Various Student Success Metrics*](#), Colvard, Watson, and Park, *Int. J. of Teaching and Learning in Higher Ed.* (2018)

Stick your sticky! (Shared Measurement)



Mutually Reinforcing Activities



Stick your sticky! (Activities)



Continuous Communication



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Stick your sticky! (Communication)



Scaling OER Better at the System Level (?)

Level	Activity Examples
Trans-national organization (UN, CC, etc.)	US SDGs , esp. #4; CC Cert, Search, Open Ed Platform
National government (US Federal)	H.R. 3840 (115 th congress) and H.R.2107 (116 th , pending)
State Government (CDHE, OER Council)	Colorado's SB17-258 and HB18-1331 ; OER Council
System of Public Institutions of Higher Ed (CU, CCCS, CSU)	<i>...what we described in this presentation....</i>
Individual Campus (e.g., PCC, UCCS, CSUP)	Grant-supported campus work, e.g., CSUP: a DOER Campus
Major/Department/Program on a single campus	Z-degrees (or z-creds), e.g., at CCCS ...
Individual Instructor/Faculty member	<i>"Professor Z"</i>
Individual section of particular course	<i>In the trenches: adopt, adapt, and/or create an OER</i>

[illegible]

Go to www.menti.com and use the code **41 40 12**

One word: your big takeaway

Thank you very much

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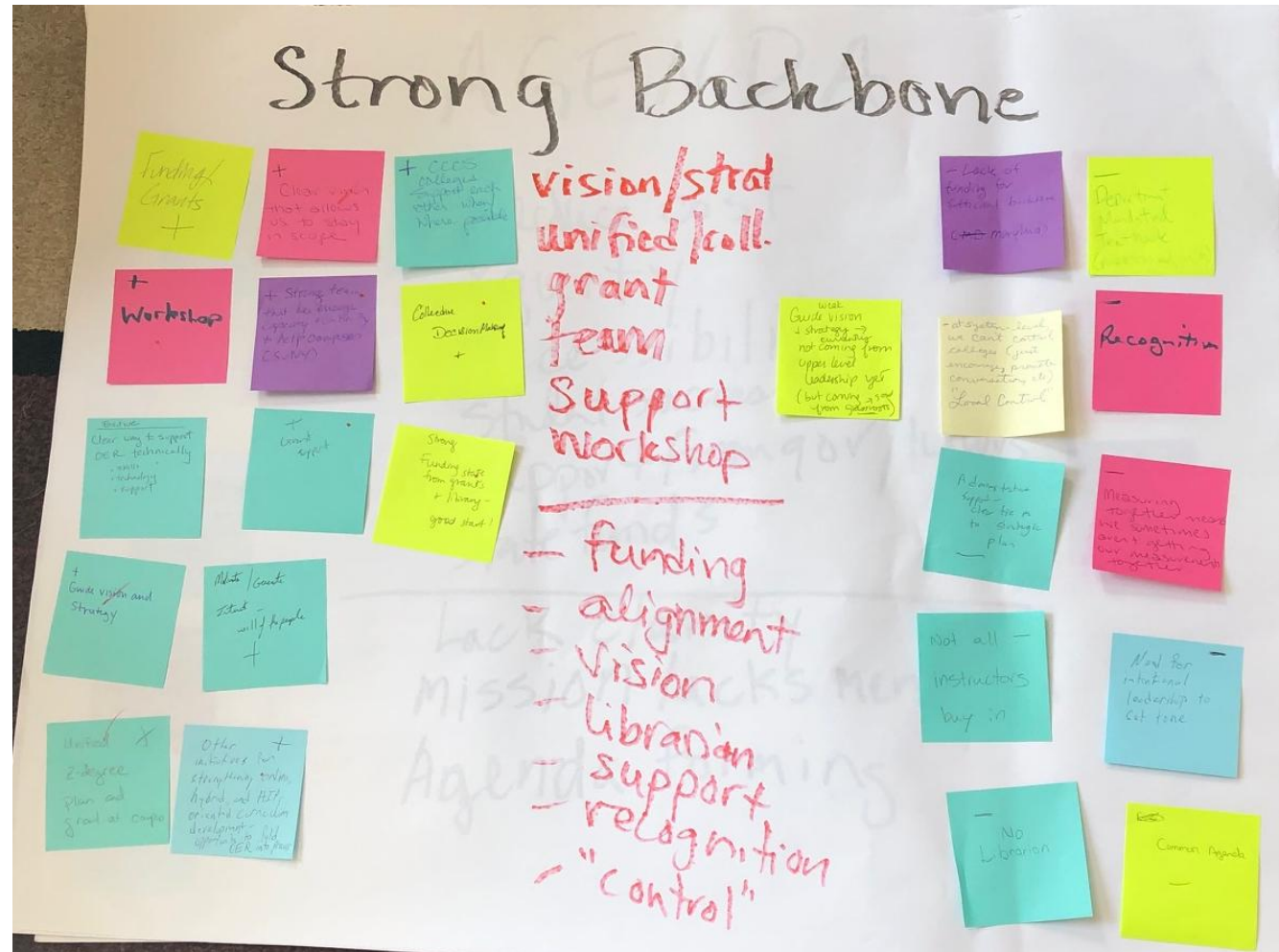
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Appendix.

What follows are photos of the stickies which the group wrote during our presentation at the conference on May 31st.

Backbone:



Common Agenda:

AGENDA

Reduce cost
Equity
Accessibility
Student success
Support from gov / leaders
State funds

Lack clarity
Mission lacks mention
Agenda forming

Reduce costs
and increase
equity for
all students

+ Accessibility
+ student success

+ Some districts not state &
+ Our previous agenda supports
+ Districts are building our
depts (financial) who are ready
and willing to pilot test this
- Lack of funding in our dept
- No broad directive body
- Lack of data and evidence
- No report required for
revised OER process

+ Strong, unified
support from
the governors
(Sundt)

Vision
seen
quite historically
understood properly
HSE
It's something
broad

Clarity

- Does the
mission actually
explain what
we're about
(no)

- Agenda still
forming
(Maryland)

Measurement:

Measurement

+ Engagement Utilization

+ Outreach/engagement \$

How widely OER is being used in our campus - how many courses have OER? - how many students are using OER?

Ability to access the content on varied connections

- #s don't tell the full story

+ Retention - 2-3 years - any time segment (SOW)

After change - student persistence - work & study - graduation - impact of OER utilization in open access

OER Economy Contributions - Reviews - Content Creation - Use/Adoption

engagement utilization OER economy contr.

OER's performance subsequent with fresh & soph relation - Post-grad

DFW rate (compare OER vs. non-OER)

DFW + grades ROI

Student (post-grad)

Success

- Student surveys
- Staffing

#s don't tell the whole story

equities/inequities in OER (classroom)

course pricing rates - help/tutoring costs - comparing OER courses to find out which OER

Not a shift to analyze and track the student success

Retention and employment post-grad (alumni)

Student Success in relation to Textbooks/OER

Activities:

Activities

transfer pathways
sharing stories
Directory of participant
CCNS
workshops

Programs don't follow CCNS
More collaboration

(holistic course dev)

+ Transfer
pathways are
work products of
classroom
work
Clayton Mayhew

Forums/platforms
for faculty to share
success with each
other (esp. in some
disciplines). Peer-to-peer
sharing with regular conversations

Programs that
don't follow
the shared
curriculum
(Levinson)

More Collaborative
among disciplines
to build shared
collaborative programs

More Collaborative
than considering
in traditional ways

+
Sharing
stories
We are not
alone

Transfer workshops
discussions of
CCNS
activities

+
Directory
of
Participants

+
Transfer course
building system
in 2022 course
to share 15
across disciplines

Holistic
Course Development
Processes that
incorporate CCR
prospects

- Aligned
Outcomes

Communi- cation:

Communication

Failure + success

Research based

Regular cadence of convening
info. sharing

? Email

? System coordination

+ Failures
AND
successes.

Recording +
updates -
videos and
text base

+ Patterns of
actions and
consequences
(Socio)

Research based
tags/tags to
build upon

Information
sharing (updates)
@ Functional
Group meetings
(cross-functional)

short monthly
meetings to share
activities/problems

CCCS
OER
Committee
(opportunity)
✓

?
EMAIL