



IITG Colloquium Assessment

Goals of the colloquium

The SUNY OER Colloquium was jointly developed by the Central NY OER Community College Consortium made up of TC3, Finger Lakes, Cayuga, Mohawk Valley, and Onondaga, and SUNY CPD. The goal of the Colloquium was to help faculty adopt existing open courses currently offered at TC3 as well as discuss other open courses developed by faculty teams from across the country as part of the Kaleidoscope Project. Two of TC3's faculty, one in Psychology and one in Algebra, who are both leaders in the project, presented and led discussions in the colloquium. The goals for attendees were to gain:

- a) An understanding of the concepts and goals of this program
Results: Feedback on the post colloquium survey was very positive. Results are attached. Survey respondents said the event met or exceeded their expectations. They added that the most beneficial aspects were: sharing of information, learning about some of the OER materials, and where to find them.
- b) Completed course outlines.
Results: This information was shared with all attendees.
- c) Review of already developed learning modules.
Results: Attendees were shown where this information is located at [Lumen Learning](#).
- d) OER used in the course
Results: Math and Psychology instructors reviewed these materials in their respective sessions.
- e) Concrete assessments of [CLO's \(Course Learning Outcomes\)](#)
- f) Access to the library of [Creative Commons licensed open courses](#) which can be imported into their respective learning management systems

Assessment Outcomes:

- a) **Textbook savings**
*Result: Analysis of TC3 use of OER –
Cost of Psychology textbook before OER \$70
Cost of Psychology textbook after OER \$0
58 students x \$70 = \$4,060 in savings spring 2014 semester*

Cost of Math textbook before OER \$130.75
Cost of textbook after OER \$0
272 students x \$130.75 = \$35,564 in savings spring 2014 semester

Results from survey respondents who plan to adopt OER in fall 2014:
Total # courses affected: minimum 15
Total # students affected: 980
Total \$ savings for students: about \$87,000

b) Increased student retention

Result: Analysis of TC3 use of OER –
Retention rate for Psychology before OER adoption 92.2%
Retention rate for Psychology after OER adoption 94.1%

Retention rate for Math before OER 63%
Retention rate for Math after OER 78% retention rate

c) Improved student success

Result: Analysis of TC3 use of OER -
Psychology success rate before OER: 56% passed with a C or better
Psychology success rate after OER: 79.4% passed with a C or better

Math success rate before OER: 23% passed with a C or better
Math success rate after OER: 75% passed with a C or better

d) Increased faculty control of the content of instructional materials (textbooks, etc.)

Next steps

Within institutions: Respondents said the next steps for their institutions should be to arrange for professional development opportunities in OER for faculty, try to convince faculty to use OER, and educate faculty and administrators on understanding the concepts and applications.

Within SUNY: Respondents said the next steps within SUNY should be for Open SUNY to begin an OER initiative, establish a searchable database of all peer-reviewed OER available, and provide more promotion and sharing.

How SUNY or others can help: Respondents indicated that SUNY should underwrite or at least partially subsidize presentations on SUNY campuses, encourage OER to be adopted, offer both institutional and individual financial incentives, and establish a point of contact to assist campuses with the process.

See the attached survey for additional information.