

How to Measure Success at UNC?

We would like to assess progress using several mechanisms, including

- Course Conversions
 - Quantitative data including number of courses converting each year; rate/pace of conversion year to year, which courses converted, how many students in the course that semester and following semesters, money saved by university students, etc.
 - Qualitative information on how courses convert, including who did the conversion, how much effort was required, what assistance utilized, what resources were used, the resulting course curriculum, did moving to OER's result in changes in pedagogy, etc.
- Initial Feedback from participants: Conduct focus groups with faculty and students from COER courses during the first years of the program
- Ongoing Feedback from students taking courses including:
 - Student's impressions of courses (first year, succeeding years, part of CCE?)
 - Changes in student's impression of course (course evaluations, compare prior to and after changing course).
 - Would like to add questions to Carolina Course Evaluations on students' perception of "course materials cost": extremely expensive, expensive, moderate, inexpensive, free. And/or value per cost question

Because OERs may vary in quality, it is important for instructors to carefully evaluate them before posting them in their classroom. Although there is not yet a standard checklist that's been developed for this purpose, many of the criteria listed on the UMUC library's Web page for [evaluating online resources](#) can be used to evaluate OERs. The criteria include:

- **authority:** Is it clear who developed and wrote the material? Are his or her qualifications for creating the material clearly stated?
- **accuracy:** Are there errors or omissions visible?
- **objectivity:** Is any type of bias present?
- **currency:** Is the resource up-to-date and/or is a creation or update date visible?
- **coverage:** Does it address the topic at hand sufficiently to add value to the class?