

Growing the Curriculum:

OPEN EDUCATIONAL RESOURCES IN U.S. HIGHER EDUCATION

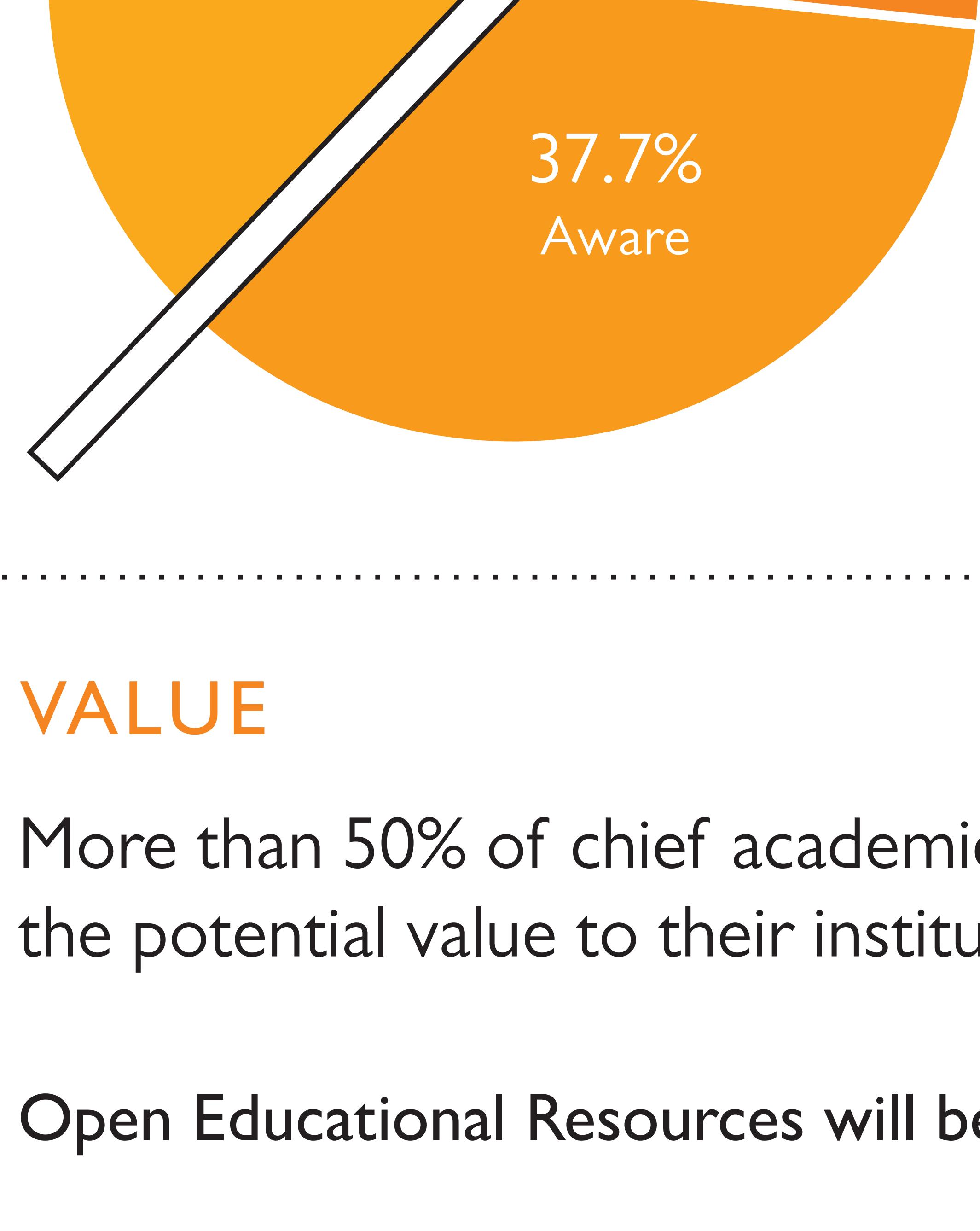
The survey tracked consumption of OER content from 2009 through 2011. Respondents included representative national samples of Chief Academic Officers and faculty across all U.S. higher education institutions.



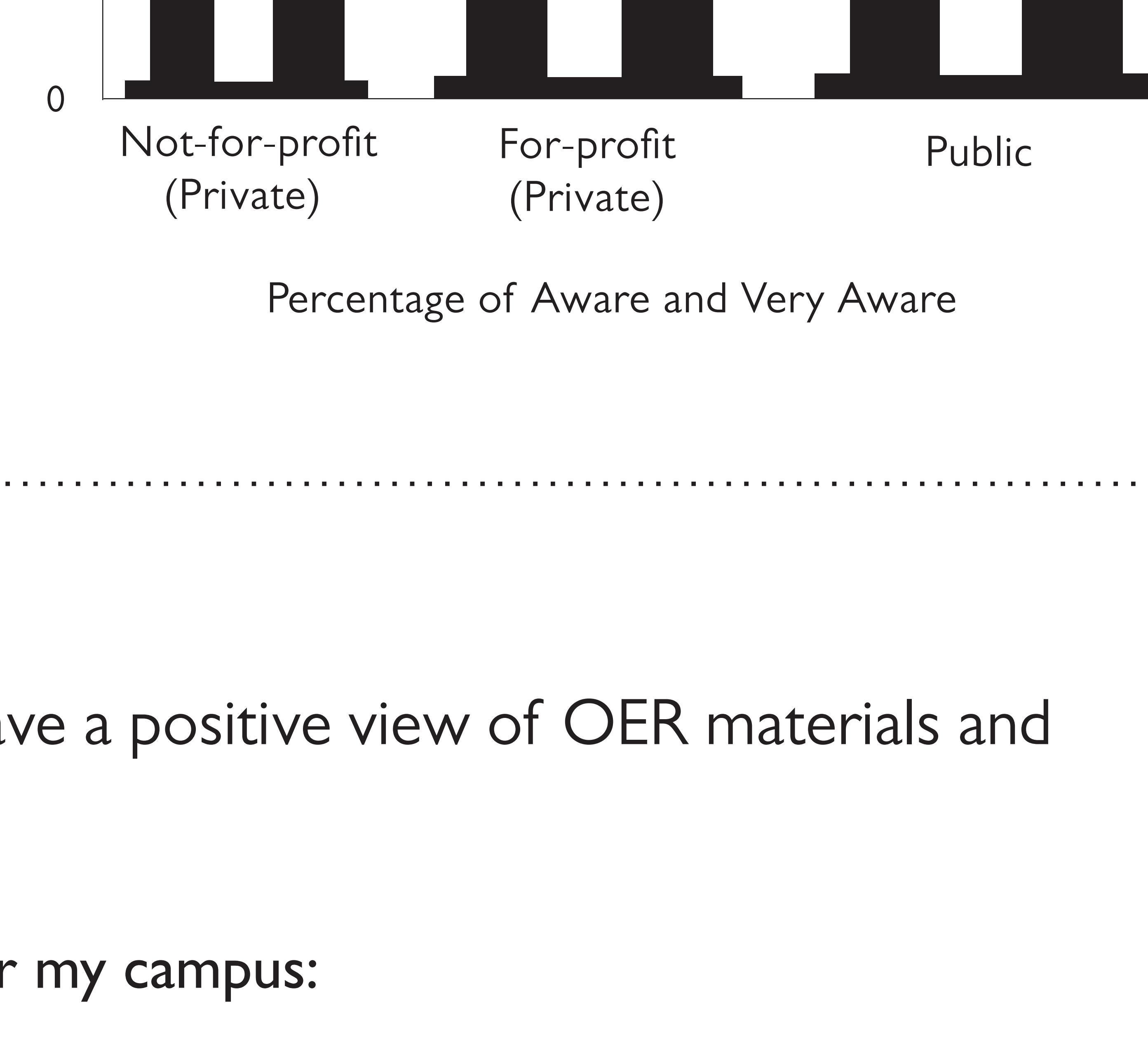
AWARENESS

Open Educational Resources are not well known among this critical audience.

Half of CAOs surveyed are either 'not aware' or are only 'somewhat aware' of OER



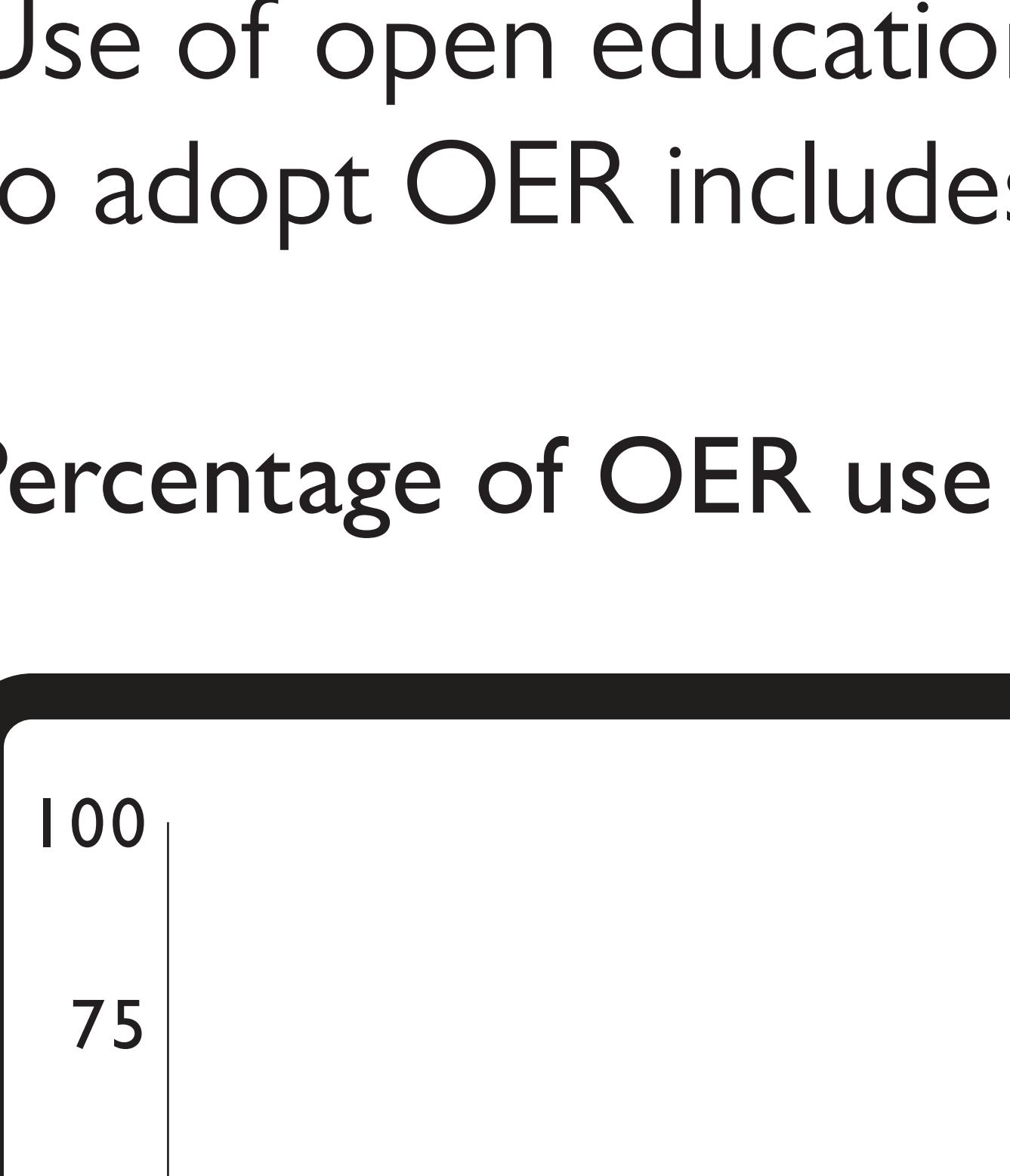
Public institutions are most aware of OER



VALUE

More than 50% of chief academic leaders have a positive view of OER materials and the potential value to their institution.

Open Educational Resources will be of value for my campus:



56.6% Agree



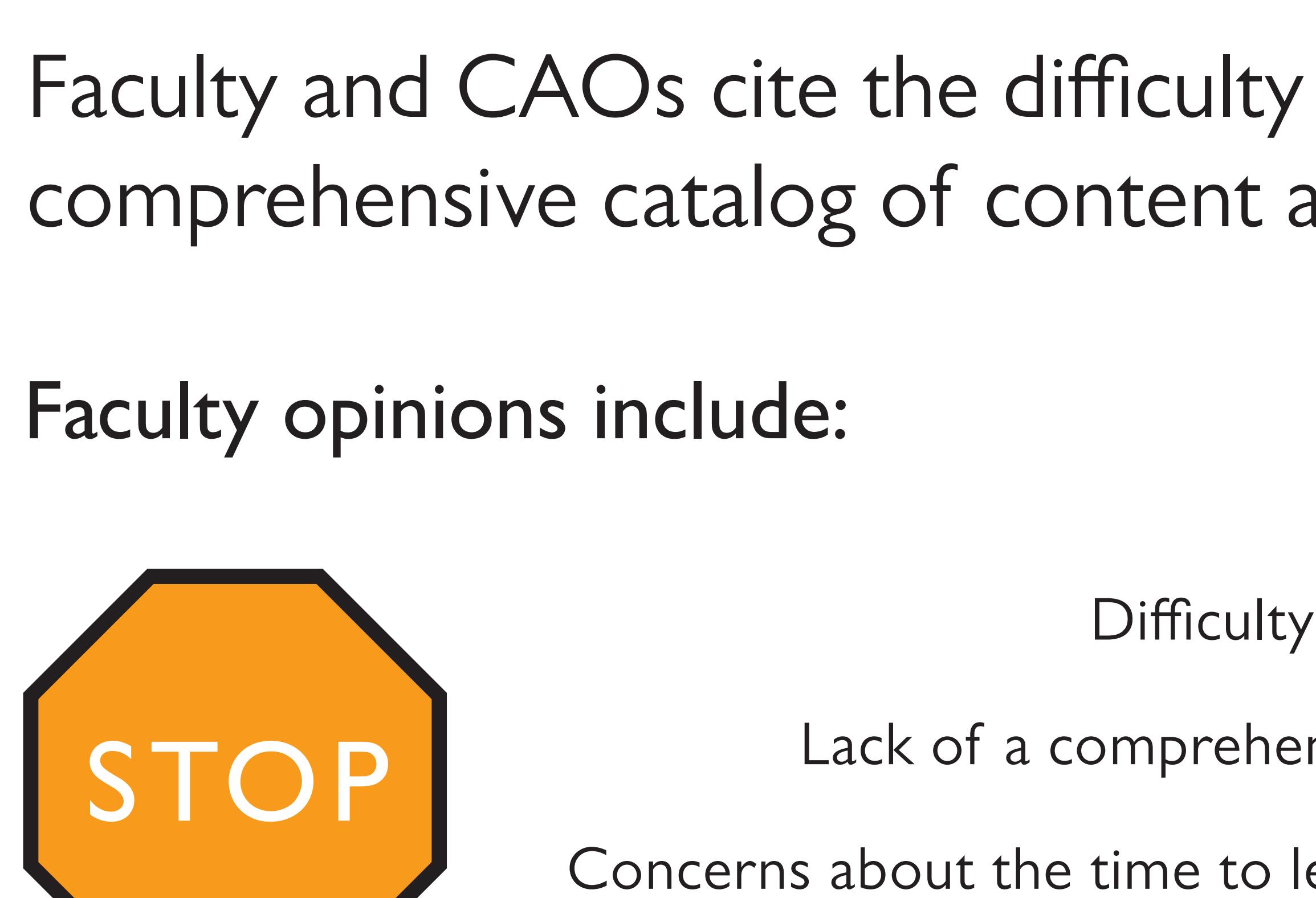
38.7% Neutral

4.6% Disagree

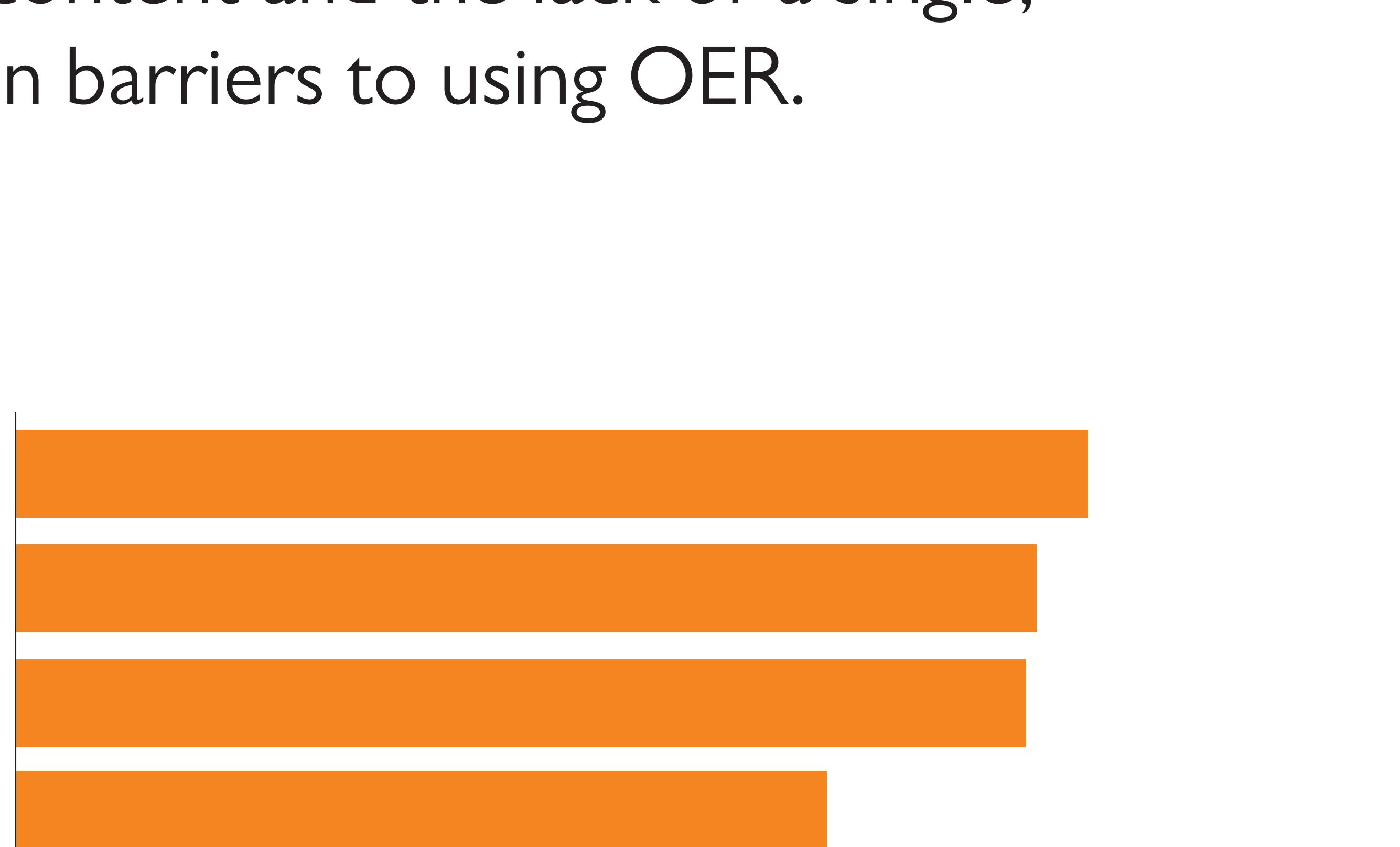
CURRENT USE

Use of open educational resources is low, but consistent. The good news – the decision to adopt OER includes everyone.

Percentage of OER use over time:



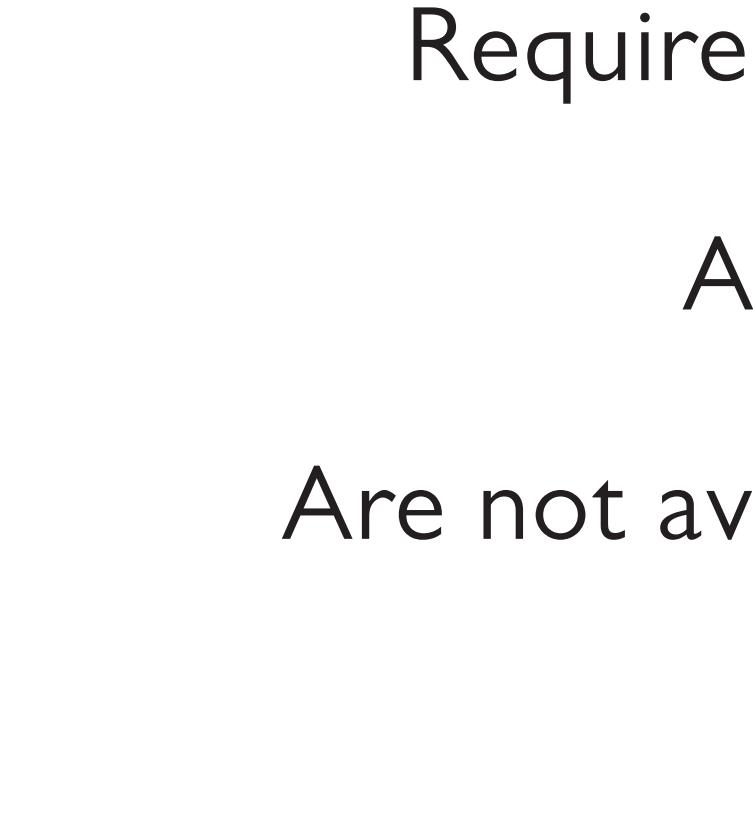
Who has a role in the decision to adopt:



BARRIERS

Faculty and CAOs cite the difficulty in finding content and the lack of a single, comprehensive catalog of content are the main barriers to using OER.

Faculty opinions include:



- Difficulty in searching
- Lack of a comprehensive catalog
- Concerns about the time to learn and use
- Need better mapping to learning outcomes
- Lack of support for non-local curriculum
- Lack of faculty ratings and comments



CAO opinions include:

- Would be much more useful if there was a single clearinghouse
- Require too much time and energy to find and evaluate
- Are not yet of sufficient quality for my institution
- Are not available to meet my institution's particular needs
- Will never be accepted by my faculty

