

# Scaling Up Affordability and Student Success Through OER

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UNIVERSITY SYSTEM OF GEORGIA



# USG > GALILEO > ALG

- Georgia's public universities and colleges (26)
- Governed by the USG Board of Regents
- Administrated by Chancellor and the USG System Offices
- GALILEO reports to system office (providing statewide library services since 1994)
- ALG is a GALILEO program (fully funded by USG since 2015)
- 2 full time ALG-specific staff (plus additional support from GALILEO)



# The Problem We're Addressing



In the United States:

Textbooks and course materials average **\$1,250 per student per year**

This is a **four-year cost of \$5,000+**

Source: The Economist, 8/16/2014

<https://www.economist.com/news/united-states/21612200-its-economics-101-why-textbooks-cost-so-much>

Source: The College Board:

<https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2017-18>

# Impact of High Textbook Costs

A survey of 22,000 students in 2016 showed:

- 66% had chosen not to purchase a required textbook
- 48% took fewer courses
- 26% dropped a course

**Source: 2016 Student Textbook and Course Materials Survey, Florida Virtual Campus**

**<https://florida.theorange grove.org/og/file/3a65c507-2510-42d7-814c-ffdefd394b6c/1/2016%20Student%20Textbook%20Survey%20Draft%205.pdf>**

# Board of Regents 2011 Analysis

“A recent study suggests that one of these options, **open textbooks**, could reduce the average amount students spend on textbooks by 80% a year.”

*2011: Report on Textbook Costs and Trends for Delivery and Cost Reduction* by  
Marie Lasseter, USG Office of Faculty Development

# GALILEO: Leading the New Charge

**2012:** USG began Complete College Georgia to raise retention, progression, and graduation in the state

**2013:** GALILEO piloted a new project on textbook affordability

**2014:** Affordable Learning Georgia Champions and Coordinators in place

**2014-15:** Partnered with eCore to convert all courses to OER

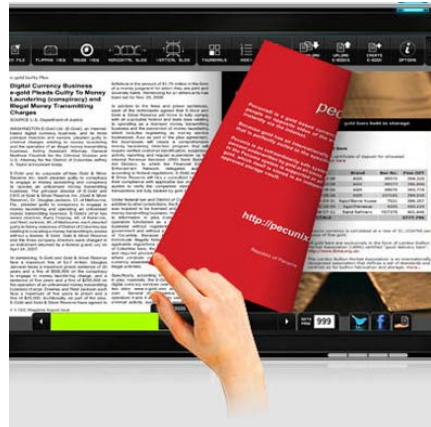


# Faculty need...

- First: ***Awareness*** of OER, Open Textbooks, and Open Licensing
- Then: ***Time***, for themselves, or other experts' assistance
  - Assistance with searching, evaluation, curation
  - Assistance with creating/revising ancillary materials
  - Assistance with online LMS implementation of OER
  - Assistance with instructional design
  - Assistance with homework systems or adaptive learning platforms
- Finally: ***Recognition*** of OER authorship in tenure and promotion

# ALG Fully Funded in FY 2015

The State of Georgia's FY 2015 budget funded Affordable Learning Georgia (ALG), which focuses on reducing the cost of textbooks and the enhancement of GALILEO, Georgia's Virtual Library and ALG's parent initiative.





# Core ALG Strategies

- Provide incentives to redesign courses to use free and low-cost materials
- Build an engaged community of educators
- Partner with other leaders
- **Reduce the cost of textbooks to students and increase student success**

# Textbook Transformation Grants

- Three different sizes (standard, large, mini)
- Supporting faculty time, travel, materials, additional support, etc.
- Proposals submitted, reviewed, awarded
- Contract is with institution, not individual
- All 26 USG institutions have been awarded grants (470 applications; 307 funded)

# How Do They Work?

- Proposal becomes the **Statement of Work**: the work that needs to be done by the deadline of the project
- Statement of Work is part of the **Service Level Agreement** between USG and their institution
- Funds are allocated ½ upon SLA being fully signed, ½ upon submission of Final Report

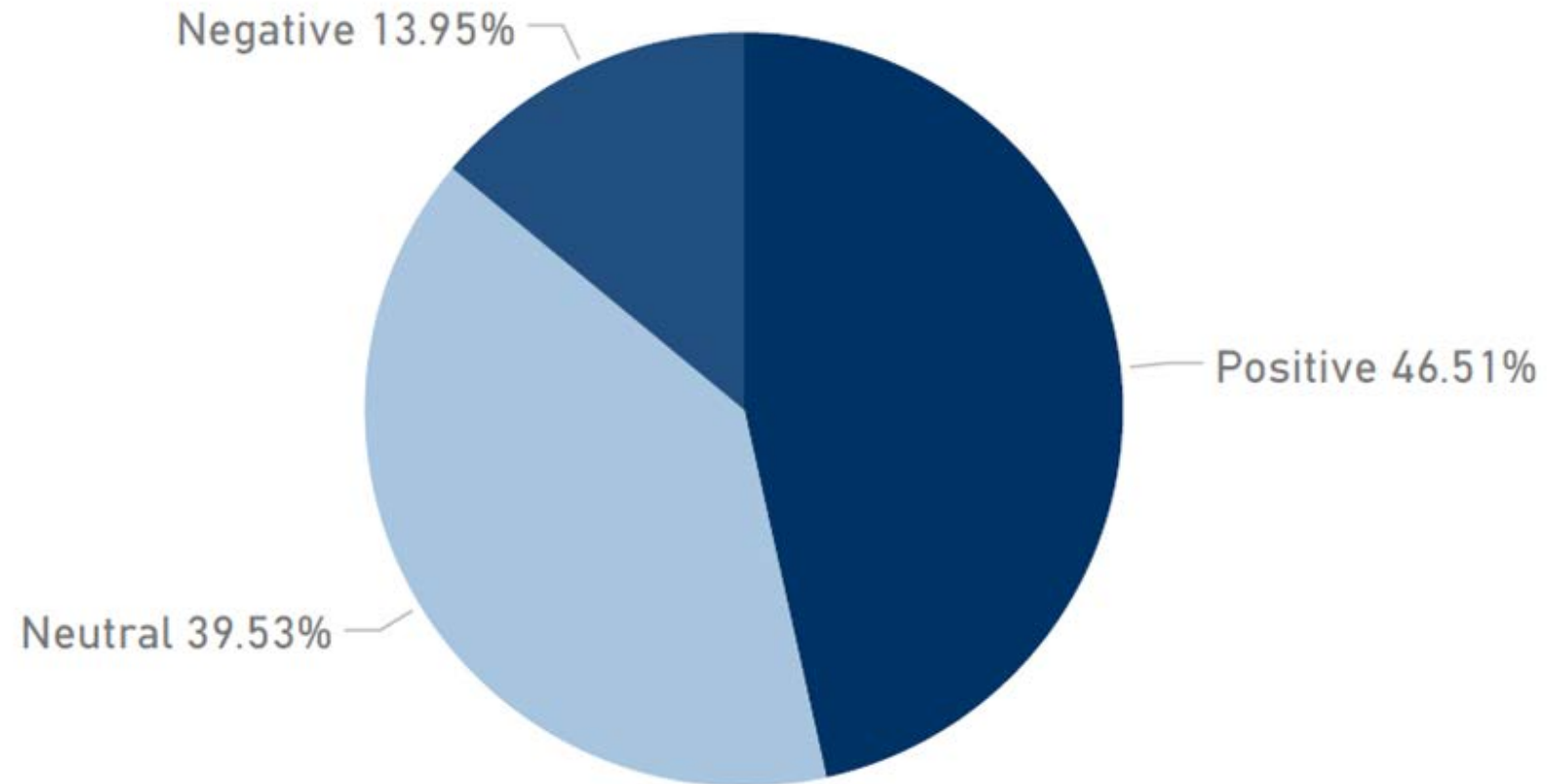
# Results

- To date, all ALG programs have saved students over **\$55 million** on textbook costs
- **330,000** students have benefited
- **\$20 million** annual projected savings from current grants (as of April 2019)

# Success Stories

- Georgia State University
  - **5,688** students per year; previous two books cost **\$184.63 total**
  - Savings to students: over **\$1,000,000** annually
- Georgia Highlands College
  - **720** students per year, previous book and lab manual cost **\$361**
  - Savings to students: **\$260,000** annually
- Open Mathematics in Action
  - Collaborative, 5-institution project
  - **5,921** students; previous cost averaged **\$241.50**
  - Savings to students: over **\$1,400,000** annually

Changes in Retention / DFW Rate, Rounds 9-11



## The Impact of Open Educational Resources on Various Student Success Metrics

Olvard  
Georgia

C. Edward Watson  
Association of American  
Colleges and Universities

*“Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for all students. They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education.”*

retention and completion, the quality and assessment of student learning, and the affordability of higher education. As you survey the higher education landscape and consider state and national initiatives with the widest presence, it comes as little surprise that these challenges are being voiced. As an example, with 39 states currently in their alliance, Complete College America exists to “significantly increase the number of students successfully completing college and achieving degrees... and close attainment gaps for traditionally underrepresented populations” (Complete College America, 2018). Their recommendations for higher education focus predominantly on how to keep students in college and accelerate their time to a degree. Furthermore, a key component of the larger completion agenda involves attainment gaps (AAC&U, 2015; Perna & Finney, 2014; Tinto, 2012).

The attainment gap refers to the rates at which different ethnicities earn college degrees. The U.S. Census Bureau tracks educational attainment, and in 2016, they reported that 37.3% of White Americans over the age of 24 had received a bachelor’s or higher degree. For African Americans in 2016 the attainment rate was 21.8%, and for Hispanic Americans the rate was 15.4% (National Center for Education Statistics, 2016). AAC&U encourages the use of equity-minded practices

of retention, completion, and attainment, it is also argued that “the quality shortfall is just as urgent as the attainment shortfall” (AAC&U, 2010, p. 1), and there are a number of initiatives and organizations nationally that are designed to address quality. The Professional and Organizational Development (POD) Network in Higher Education exists to promote quality through improved teaching and learning practice and is the central professional association for those engaged in faculty development. Quality is central to the work of AAC&U’s LEAP Initiative, which promotes excellence in learning through faculty development, general education reform, high impact educational practices, and authentic assessment (Finley & McNair, 2013; Kuh & O’Donnell, 2013). In truth, most institutions are at work today developing a portfolio of solutions that address issues of quality, retention, completion, and attainment.

### Tuition, Textbooks, and Student Debt

Although completion and quality are central to higher education’s work, the dominant public concern for most outside of higher education is cost (Humphries, 2012). Since the mid-1980’s, the cost of a post-secondary degree in the United States has been rapidly increasing (Kuh, Kinzie,

# Libraries' Role

- “Library Coordinator” role
  - Attend monthly meetings, webinars, email list
- Part of grants teams
- Conference / symposium attendees
- Content curators / experts
  - “Free” to students
  - Integrated into faculty workflows
- Integration tools



# Strategy

- By 2016, we were an established program
- Next step: Scale Up
- Wrote a 3-year Strategic Plan with 5 main goals:
  - Raise awareness of OER / no-cost / low-cost resources
  - Support OER / no-cost / low-cost implementation
  - Support OER creation
  - Expand and improve data collection / analysis / reporting
  - Support development on open pedagogy / technology

# 2018 Survey Results

- **60% of USG faculty reported being at least somewhat aware of OER**
- Barriers to adoption: Quality; Lack of OER within particular subject; Difficulties in finding OER
- Respondents indicated using other no-cost and low-cost options alongside OER
- OER expected to increase within the USG within the next three years

# Awareness Efforts

- Library Coordinators and Campus Champions
- Newsletter
- Other USG events (FLCs, Chancellor's Learning Scholars, G2C, Momentum Year)
- Teaching and Learning Conference
- Sponsor attendance at other events and courses

# New in 2018:

## Cost Designators for Required Materials

- USG institutions must prominently designate courses with no cost (free) or low-cost (\$40 or less) materials **at the point of registration**
- Gives students options
- Helpful for data analysis
- Raises awareness
- Optional in Summer 2018 and required in Fall 2018

# Implementation

- Use Banner codes to display course attributes
  - ZNCM (No-cost: \$0 required costs)
  - ZLCM (Low-cost: \$40 or under required cost)
- Training available
- FAQs on our ALG website

# So...How Did it Go?

- 100% of institutions got the codes in Banner
- Some issues with data
- Some issues with student interfaces
- Some questions around requirements

# Questions

- What if it's available online for under \$40, but bookstore price is over?
- What if rental price is under \$40, but purchase price is over?
- What if the library has a copy?
- What if it's strongly recommended but not required?
- Why \$40?
- What if the instructor changes...?
- What about academic freedom...?

# So...How Did it Go?

- 100% of institutions got the codes in Banner
- Some issues with data
- Some issues with student interfaces
- Some questions around requirements
- Processes differed widely



# Process Issues

- Textbook pricing is gathered by different people
- Disconnect between faculty, bookstore, Banner entry
- Deadlines to submit textbook lists to bookstores differ

# What Changes to Make?

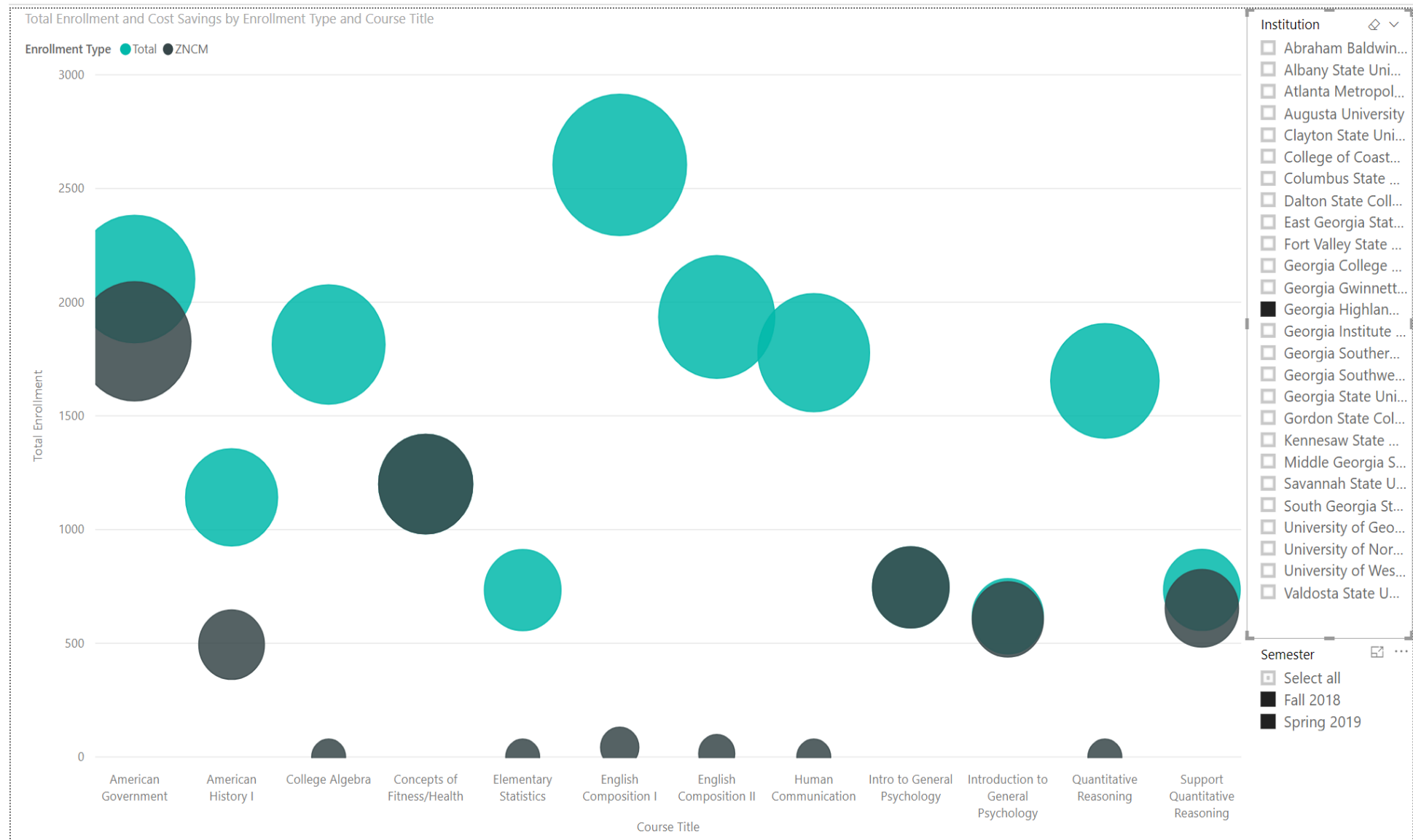
- Update and communicate FAQs on requirements and process
- Share institutional results and recommendations
- Longer term: web-based interface

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# Support Creation, Adoption, and Implementation

- Continue grants process
- Accessibility program
- New program: Open Reacting Games
- Full degree programs
  - eMajor Leadership Program
  - 9 textbooks in collaboration with UNG press
- Department-level scale-ups

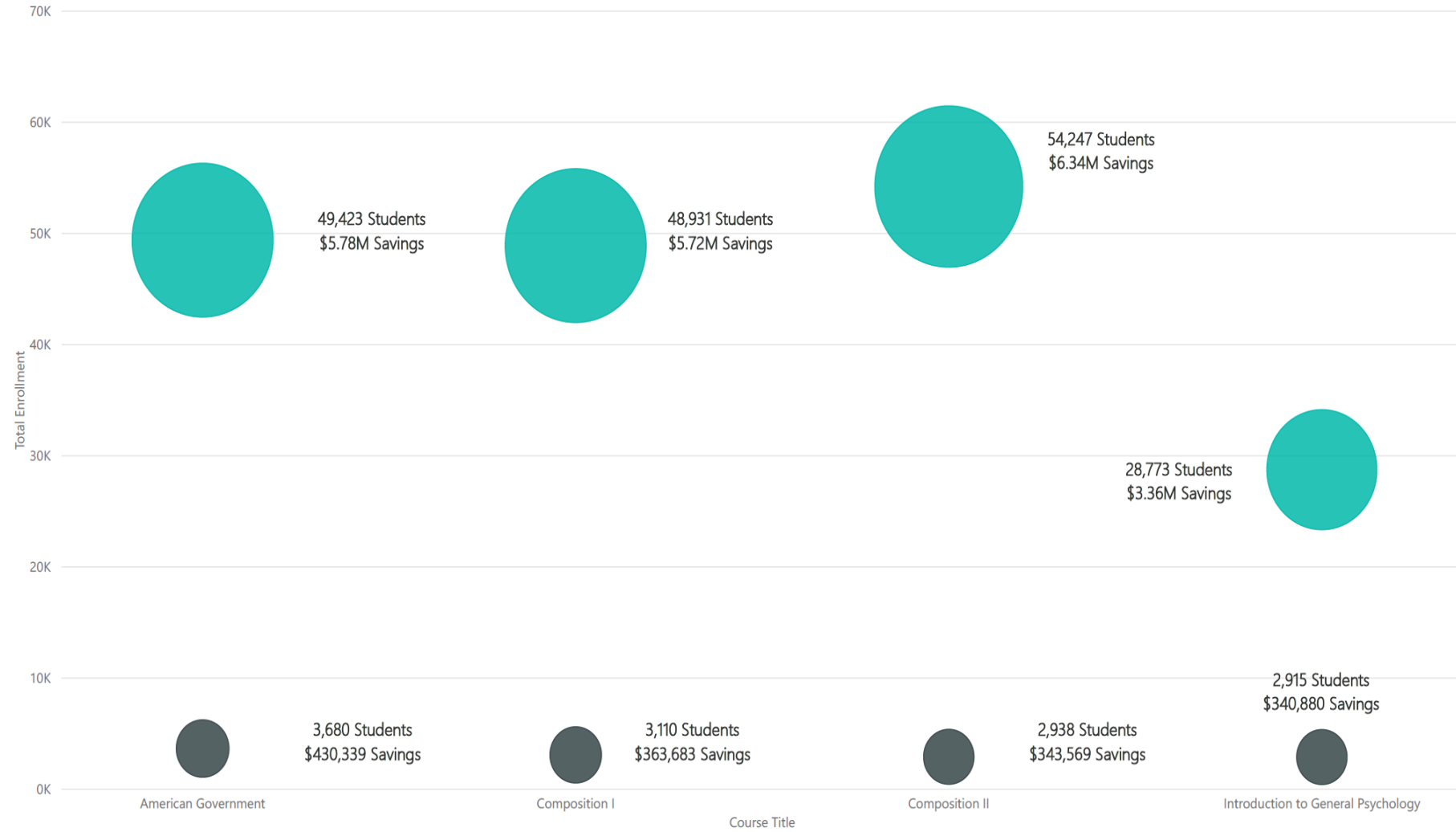


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- Department-level scale-ups
- System-level scale-ups?

Current and Potential Cost Savings

Enrollment Type ● Total ● ZNCM



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# Expand and Improve Data

- Low-cost / No-cost indicators
- Worked closely with BOR budget staff
- Created new data center

<https://www.affordablelearninggeorgia.org/about/data>

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# OER-Enabled Pedagogy

“The set of teaching and learning practices that are only possible or practical in the context of the 5R permissions that are characteristic of OER”

- **Retain** the content (hard drive, bookshelf, etc.)
- **Redistribute** the content (to students, friends, etc.)
- **Reuse** the content (not a rental, no expiration)
- **Revise** the content (for your course, for an update)
- **Remix** the content (with other content)

# Renewable Assignments

- Students create new artifacts (essays, poems, videos, songs, etc.) or revise/remix existing OER
- The new artifact has value beyond supporting the learning of its author
- Students are invited to publicly share their new artifacts or revised/remixed OER
- Students are invited to openly license their new artifacts or revised/remixed OER

# Examples

- Open Textbooks

# Project Management for Instructional Designers

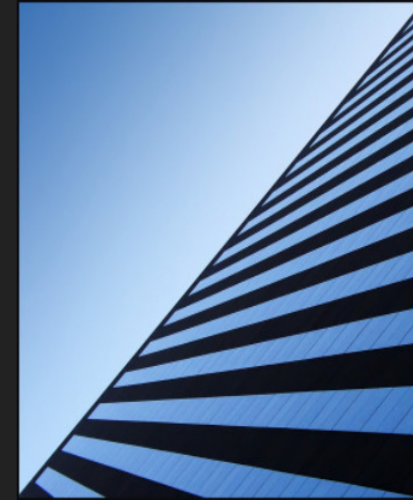
Wiley, et al.

Project Management for Instructional Designers (PM4ID) is a textbook about project management tailored specifically for instructional designers, intended for use in graduate programs in educational technology. This book is based on a pre-existing openly licensed textbook which was donated to the commons by a benefactor that desires to remain anonymous, and has been collaboratively revised and remixed by faculty and students at Brigham Young University.



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READ BOOK



# Examples

- Open Textbooks
- Wikipedia Entries



**WIKIPEDIA**  
The Free Encyclopedia

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# El Señor Presidente

From Wikipedia, the free encyclopedia



***El Señor Presidente*** (***Mister President***) is a 1946 novel written in Spanish by [Nobel Prize](#)-winning Guatemalan writer and diplomat [Miguel Ángel Asturias](#) (1899–1974). A landmark text in [Latin American literature](#), *El Señor Presidente* explores the nature of political [dictatorship](#) and its effects on society. Asturias makes early use of a literary technique now known as [magic realism](#). One of the most notable works of the [dictator novel](#) genre, *El Señor Presidente* developed from an earlier Asturias short story, written to protest social injustice in the aftermath of a devastating earthquake in the [author's home](#) town.

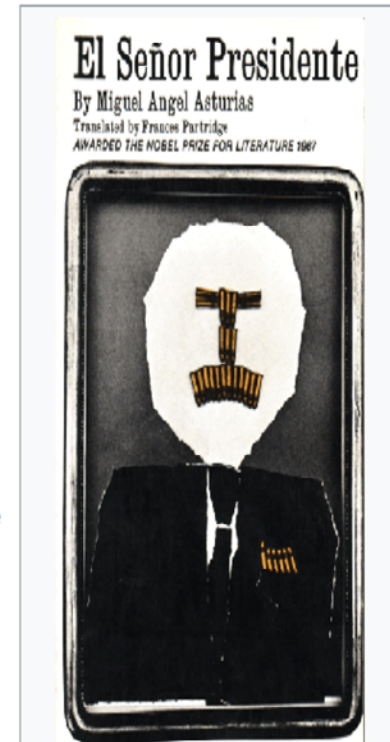
Although *El Señor Presidente* does not explicitly identify its setting as early twentieth-century Guatemala, the novel's title character was inspired by the 1898–1920 presidency of [Manuel Estrada Cabrera](#). Asturias began writing the novel in the 1920s and finished it in 1933, but the strict censorship policies of Guatemalan dictatorial governments delayed its publication for thirteen years.

The character of the President rarely appears in the story but Asturias creates a number of other characters to show the terrible effects of living under a dictatorship. His use of dream imagery, [onomatopoeia](#), [simile](#), and repetition of particular phrases, combined with a discontinuous structure, which consists of abrupt changes of style and viewpoint, springs from [surrealist](#) and [ultraist](#) influences. The style of *El Señor Presidente* influenced a generation of Latin American authors. The themes of Asturias's novel, such as the inability to tell reality apart from dreams, the power of the written word in the hands of authorities, and the alienation produced by tyranny, center around the experience of living under a dictatorship.

On its eventual publication in Mexico in 1946, *El Señor Presidente* quickly met with critical acclaim. In 1967, Asturias received the [Nobel Prize in Literature](#) for his entire body of work. This international acknowledgment was celebrated throughout [Latin America](#), where it was seen as a recognition of the region's literature as a whole. Since then, *El Señor Presidente* has been adapted for the screen and theater.

## Contents [\[hide\]](#)

- [Background](#)
- [Plot summary](#)



The cover of the English translation, from Macmillan Press

**Author** [Miguel Ángel Asturias](#)  
**Translator** [Frances Partridge](#)  
**Country** [Guatemala](#)  
**Language** [Spanish](#)

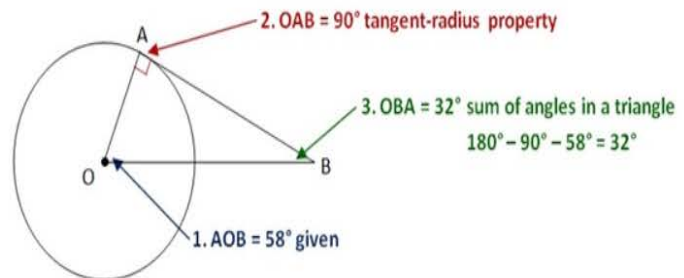


# Examples

- Open Textbooks
- Wikipedia Entries
- Math Problems

### Determining the Measure of an Angle in a Triangle

Ex. 1: Point O is the centre of a circle and AB is a tangent to the circle. In  $\triangle OAB$ ,  $\angle AOB = 58^\circ$ . Determine the measure of  $\angle OBA$ .



[https://en.wikipedia.org/wiki/Worked-example\\_effect#/media/File:Worked\\_Example.jpg](https://en.wikipedia.org/wiki/Worked-example_effect#/media/File:Worked_Example.jpg)

# Examples

- Open Textbooks
- Wikipedia Entries
- Math Problems
- Test Questions

# Rajiv Jhangiani, Ph.D.

Open Education, SoTL, Psychology

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🏠 > Pedagogy > Why have students answer questions when they can write them?

## Why have students answer questions when they can write them?

👤 Rajiv Jhangiani 🕒 January 12, 2017 📁 Pedagogy, Students

I recently trialled a new assignment in my Social Psychology class: During each of the 10 weeks when there was no scheduled exam I asked my students to write multiple-choice questions. That's right, they *wrote* questions instead of merely answering them.

From a pedagogical perspective, I really wanted my students to achieve a deeper level of understanding (e.g., the level it takes in order to craft three plausible distractors). However, this assignment also served a pragmatic purpose in that [the open textbook that I use for this course](#) (and that I helped revise) does not yet have a readymade question bank. By asking my students to craft and peer-review multiple-choice questions based on the concepts covered that week (and scaffolding this process over the semester), I considered I had a budding [open pedagogy](#) project on my hands.

Here's how it went:

1. The students were asked to write 4 questions each week, 2 factual (e.g., a definition or evidence-based prediction) and 2 applied (e.g., scenario-type).
2. For the first two weeks they wrote just one plausible distractor (I provided the question stem, the correct answer, and 2 plausible distractors). They also peer reviewed questions written by 3 of their (randomly assigned) peers. This entire procedure was double blind and performed using Google forms for the submission and Google sheets for the peer review.
3. For the next two weeks they wrote two plausible distractors (the rest of the procedure was the same).
4. For the next two weeks they wrote all 3 plausible distractors (the rest of the procedure was the same).



*Questions by Alan Levine  
(CC-BY 2.0). Retrieved  
from  
<https://flic.kr/p/mrQ1x1>*

# Moving Forward...

- Improve OER quality and scope
  - More ancillary materials
  - Accessible, navigable textbooks in responsive, editable formats
- Department and system scale ups
- Re-invest in basic OER awareness, training
- Build OER in subjects where resources are scarce
  - Upper-Level Courses, Graduate Courses
  - Aiming for full Z-Degree programs
- Enhance OER Discoverability

# Further Out...

- Open Pedagogy...?
- High Impact Practices...?
- AI and Adaptive Learning...?



# Questions?

<http://affordablelearninggeorgia.org/>

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