

A horizontal timeline arrow with a black line and tick marks on the left, transitioning into a blue arrow pointing to the right. A small black triangle points down to the line at the transition point.

# The Past, Present, and Future of a Systemwide OER Program

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UNIVERSITY SYSTEM OF GEORGIA

# Who am I?

- Program Director of Affordable Learning Georgia
- Grants, OER creation, outreach, partnerships, budget, strategy, etc.

# Who are we?

## USA > GA > USG > GALILEO > ALG

- Georgia – State in Southeast region of US; home of Atlanta, 10<sup>th</sup> largest city in US
- USG = University System of Georgia, the state's public universities and colleges (26)
- Governed by the USG Board of Regents
- GALILEO reports to system office (providing statewide library services since 1995)
- ALG = Affordable Learning Georgia, a GALILEO program, fully funded since 2014



# 2004-2005: Textbook Task Force



- Textbook prices: concern among students and parents
- Textbook Task force, including Marie Lassetter, Faculty Developer / Instructional Designer, who would work with ALG full time in the future
- Task force looked to bookstores to fix the issue
- Recommendations given, but costs still rose

# Impact of High Textbook Costs

A survey of 22,000 students in 2016 showed:

- 66% had chosen not to buy 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.org/og/file/3a65c507-2510-42d7-814c-ffdefd394b6c/1/2016%20Student%20Textbook%20Survey%20Draft%205.pdf>**



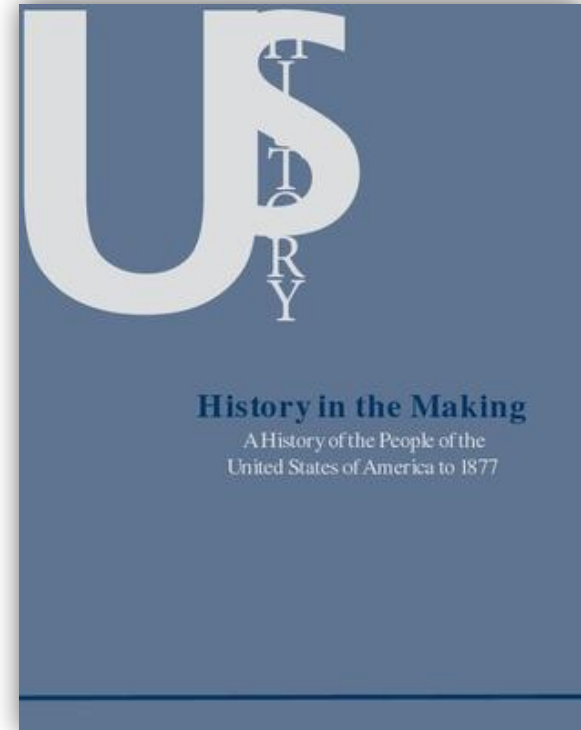
# 1999-2011: eCore and the USG SHARE Repository

- USG started an Online Core Curriculum, eCore, in 1999
- Marie Lassetter works with eCore to get all created materials shared
- One of the first groups to license these under Creative Commons
- USG SHARE Repository created



# 2013: First USG Open Textbook Published

- USG SHARE decommissioned in 2011
- Used remaining USG SHARE funds to create US History I text
- Marie led process, working with eCore and UNG Press
- Bringing scholarly publishers into the open education world
- Double-blind, peer-reviewed text



# 2014: Affordable Learning Georgia Funded

- \$2.5 million in **program funding for one year**
- ALG Purpose: Reduce the cost of textbooks to students
- Needed to make a big impact in one year
- Needed data for the potential impact in the future



Textbook Transformation Awards, 2014



# 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



# Core ALG Strategies

- Provide incentives to redesign courses to use free and low-cost materials
- Build an engaged community of educators
- Involve each library and faculty members: Champions and Coordinators at each institution
- Partner with other leaders (California State University system in 2014)



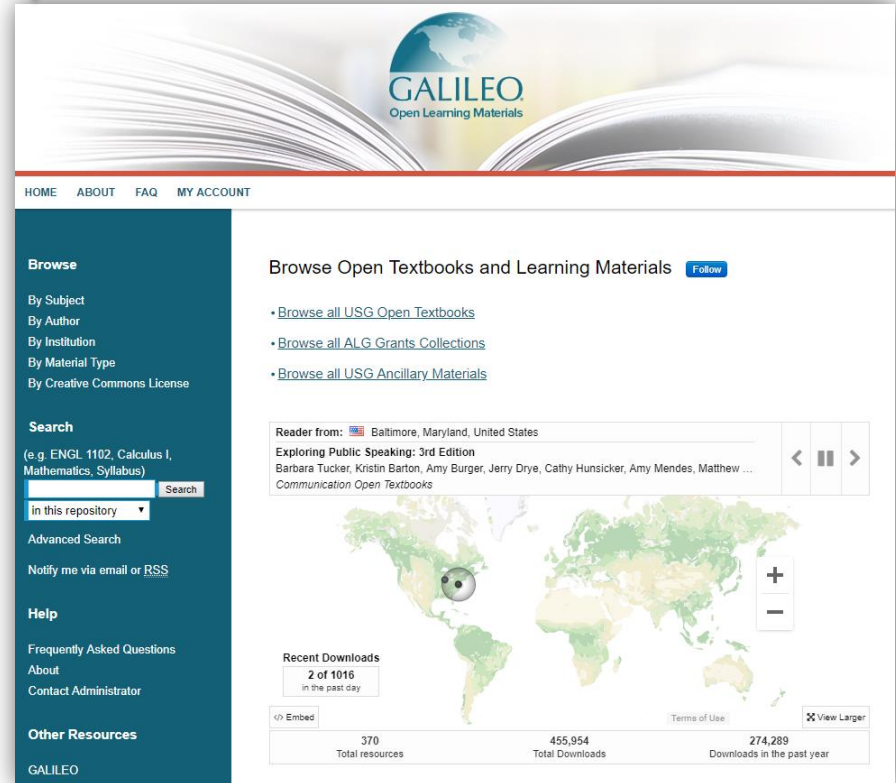
# Textbook Transformation Grants

- Three different sizes (standard, large, mini)
- Supporting faculty time, travel, materials, additional support, etc.
- Peer-reviewed proposals
- All 26 USG institutions have been awarded grants (over 300 awarded)



# 2016-Present: Long-Term Program

- Can now plan for years in advance
- New GALILEO Executive Director, Lucy Harrison
- Marie joins ALG full time
- ALG repository created



The screenshot shows the GALILEO Open Learning Materials website. The header features the GALILEO logo and navigation links: HOME, ABOUT, FAQ, MY ACCOUNT. The main content area is divided into a left sidebar and a main right section. The sidebar includes sections for Browse (By Subject, Author, Institution, Material Type, License), Search (with a search box and dropdown), Help (Frequently Asked Questions, About, Contact Administrator), and Other Resources (GALILEO). The main section displays 'Browse Open Textbooks and Learning Materials' with a 'Follow' button and three links: 'Browse all USG Open Textbooks', 'Browse all ALG Grants Collections', and 'Browse all USG Ancillary Materials'. Below this is a 'Reader from:' field showing 'Baltimore, Maryland, United States' and a book title 'Exploring Public Speaking: 3rd Edition' by Barbara Tucker, Kristin Barton, Amy Burger, Jerry Drye, Cathy Hunsicker, Amy Mendes, Matthew ... Communication Open Textbooks. A world map shows the current location with a globe icon. At the bottom, a 'Recent Downloads' box shows '2 of 1016 in the past day'. A table at the very bottom provides statistics: 370 Total resources, 455,954 Total Downloads, and 274,289 Downloads in the past year.

# 2016-Present: Three-Year Strategic Plan

1. Continue cost savings / grants / adoption
2. More OER creation / revision
3. Open pedagogy / teaching and learning
4. Understand USG needs / outreach
5. Improve data collection / analysis / reporting

## 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; Perma & 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

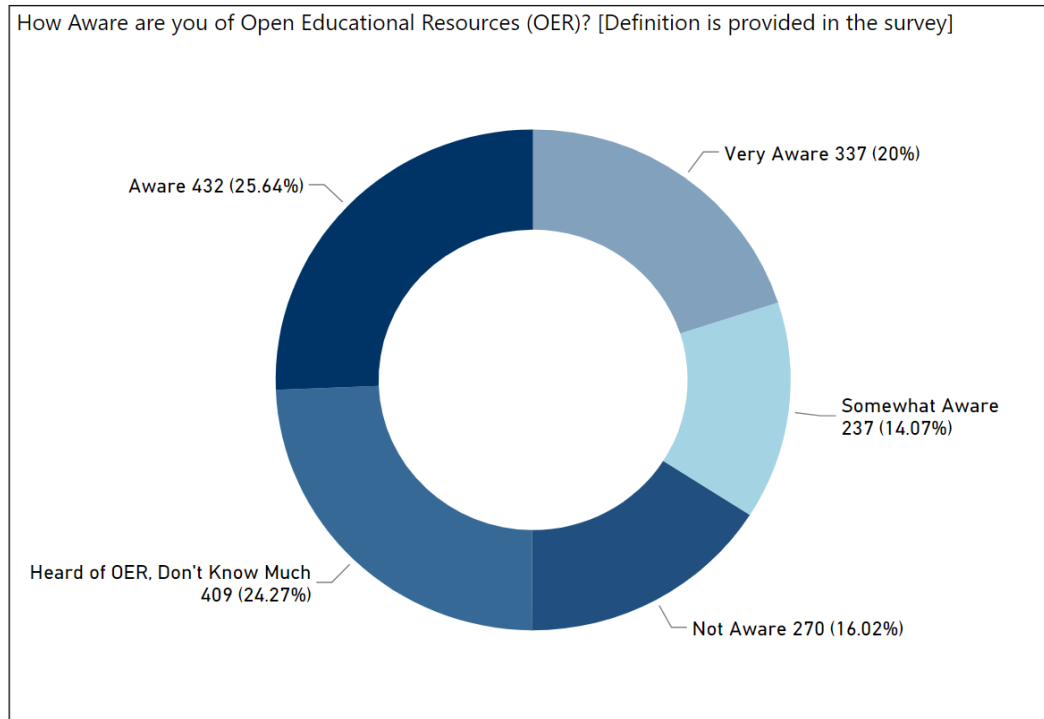
of retention, completion, and attainment, it is also argued that “the quality shortfall is just as urgent as the attainment shortfall” (AAC&U, 2010, p. 1), and there are a number of initiatives and organizations nationally that are designed to address quality. The Professional and Organizational Development (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,

# 2018 OER 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
- OER expected to increase within the USG within the next three years



Available on our site:

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







# Course 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



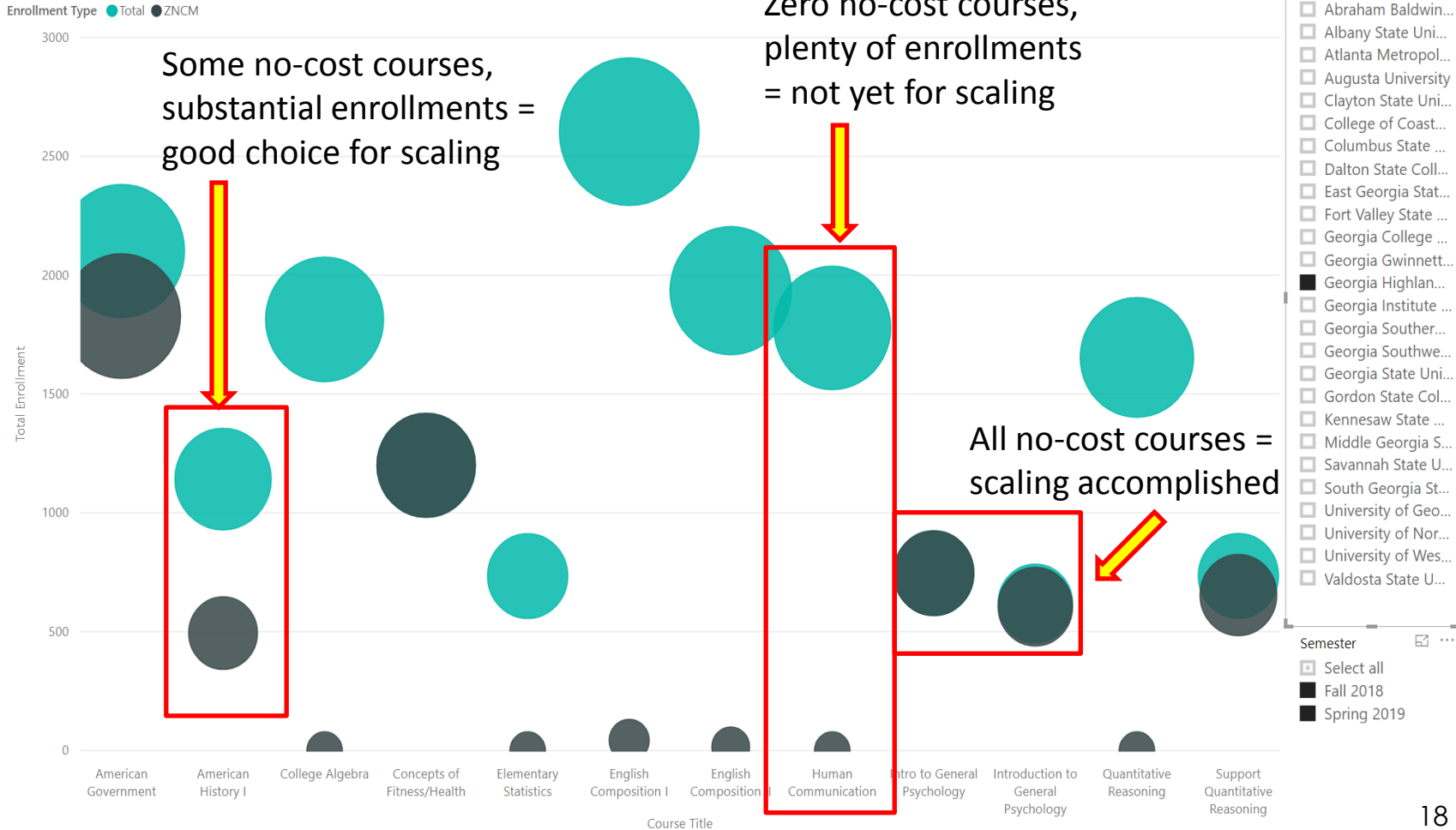


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Section Info	Course Desc	Books	Learning Objectives
		 No Cost	
		 No Cost	



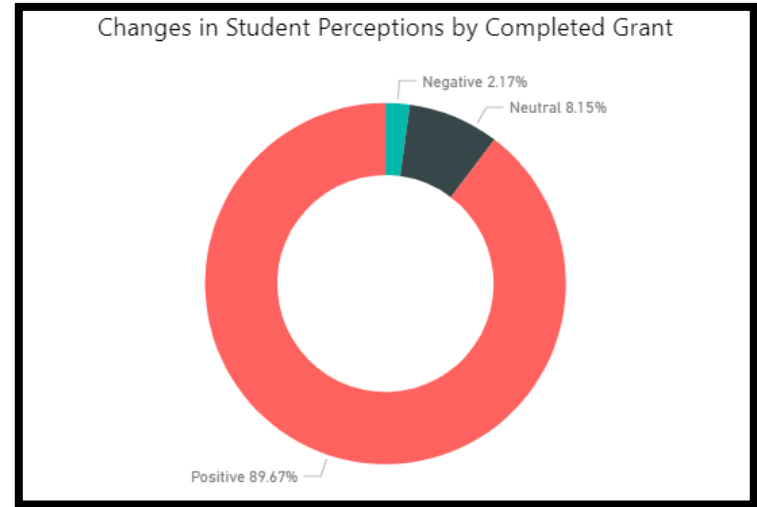
Total Enrollment and Cost Savings by Enrollment Type and Course Title



# Expand and Improve Data

- Worked closely with BOR budget staff
- Annual sustainability checks for grant teams
- Data Center for system / institution-level grant data:

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



# 2016-Present: The Results

- \$61.9 million dollars in textbook costs saved
  - \$51.9m from grants, \$9.9m from eCore OER
- Over 379,000 students affected
- 62 USG open textbooks from UNG Press and grantees, many 2<sup>nd</sup>/3<sup>rd</sup> editions
- 86 ancillary materials / ancillary sets
- Higher OER awareness than US overall (2018 survey)

# Beyond Textbooks

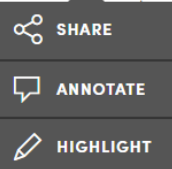
- Looking at ways to expand open pedagogy
- New Grants: Open historical role-playing game pilots in partnership with the Reacting Consortium
- First OER Reacting Games coming next year



Faculty play-testing a reacting game at the 2019 Reacting Winter Conference, University of Georgia

# The Future of ALG

However much we may admire the orator's occasional bursts of eloquence, the noblest written words are commonly as far behind or above the fleeting spoken language as the firmament with its stars is behind the clouds. *There are the stars, and they who can may read them. The astronomers for* and observe them. They are not exhalations like our daily col and rous breath. What is called eloquence in the forum is commonly f ic in the study. The orator yields to the inspiration of a transient eaks to the mob before him, to those who can hear him; but the writer, whose work



CUNY Manifold Platform with annotated, highlighted “Walden” by Henry David Thoreau  
<https://cuny.manifoldapp.org/>

- Continue grants process
- Accessibility program
- Manifold pilot
- Full degree programs
  - eMajor Leadership Program
  - 9 textbooks in collaboration with UNG press
- Department-level scale-ups

# Further Out...

- Open pedagogy...?
- High-impact practices...?
- AI and adaptive learning...?



# Getting Started: Things to Do

- Reach out to your faculty
- Reach out to the #OER world
  - Join Twitter! We're @ALearningGA
- Find and **support your champions!**
- Define your outcomes, logic models
- Define your key performance indicators
- Measure, evaluate, adapt
- Keep instructional design in mind
- Keep accessibility in mind

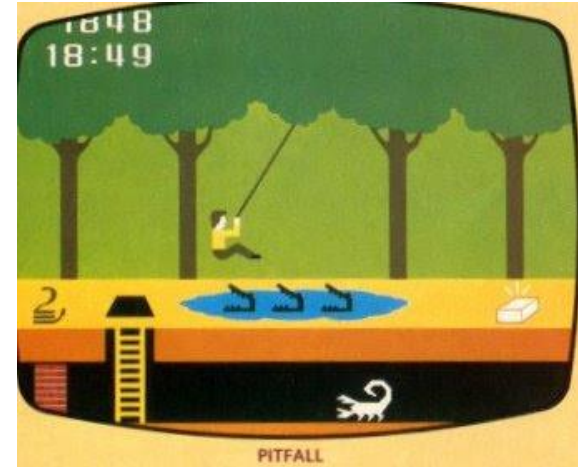


Jeff's workshop at the Northeast OER Summit in 2018, with a collectively-authored statewide repository guide



# Getting Started: Issues to Avoid

- Keep mandates to a minimum!
- If you **only** build it, they won't come
- Always raise awareness
- Turnover can sink a project
- Keep recognizing good work
- Sustainability planning is important



# Extremely New: EU Guide to Open Education Management!

- Based on the OpenEDU framework
- Ten dimensions of an OER program: six core dimensions and four transversal dimensions (affecting all of the other six)
- <http://publications.jrc.ec.europa.eu/repository/handle/JRC115663>





**Merci beaucoup! Questions?**

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