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Adarian D. Williams, Student

PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING

December 11, 2017 • 12:50 p.m.

Thomas Jefferson Room, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Licensure)
 - 1. Initial License
 - a. Liberty University
 - 2. License Renewals
 - a. Columbia University Teachers College
 - B. Proprietary Schools Advisory Commission
 - 1. Initial Licenses
 - a. Advanced Welding School, LLC
 - 2. License Renewals
- IV. Affordable Learning Louisiana Plan
- V. Other Business
- VI. Adjournment

Committee Members: Collis Temple III, Chair; Claudia Adley, Vice Chair; Blake David, Thomas Henning, Robert Levy, Roy Martin III, Charles McDonald, Jacqueline Wyatt

Agenda Item III.A.1.a.

Liberty University Lynchburg, Virginia

BACKGROUND

Liberty University (Liberty) is not incorporated in the state of Louisiana. The college is a private institution, located in Lynchburg, Virginia and received its initial license in 2011 but discontinued licensure in 2015. Liberty is applying to renew its license with the State of Louisiana and is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

ACADEMIC PROGRAM

Liberty offers a variety of online undergraduate and graduate programs. Typically, the online nature of the delivery system would not require licensure. However, since Liberty is applying to offer its online BS in aviation degree which includes mandatory flight training, licensure is necessary.

FACULTY

Liberty University employs 23 faculty to support its online BS in aviation. Of the 23 faculty, one is trained at the doctoral level with the remaining 22 holding the master's degree. Nineteen of the faculty are employed on a full-time basis.

FACILITIES

Since Liberty operates its programs online with administrative and academic support in Lynchburg, there are no physical facilities in Louisiana. Flight training is provided by its flight school partner, Gulf Coast Aviation in New Orleans and Baton Rouge.

STAFF RECOMMENDATION

Given the narrow scope of the aviation program available to Louisiana residents, the credentials of its faculty, the college's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve an operating license for Liberty University, located in Lynchburg, Virginia.

Agenda Item III.A.2.a.

Columbia University Teachers College New York City, New York

BACKGROUND

Columbia University Teachers College (Columbia) is not incorporated in the State of Louisiana. The university is a private institution located in New York City, New York and is seeking license renewal. Columbia is accredited by the Commission on Colleges of the Middle States Association of Colleges and Schools. The Teachers College is accredited by the Council on Accreditation for Educator Preparation (CAEP).

ACADEMIC PROGRAM

Columbia offers its Summer Principals Academy in New Orleans. The program results in a masters degree. The Summer Principals Academy is designed to allow teachers/leaders to remain employed full-time with intensive summer instruction and a 450-hour supervised administrative internship. Columbia reported an enrollment of 65 students during the 2017 summer program.

FACULTY

Columbia employs nineteen faculty to support the Summer Principals Academy, all on a part-time basis. Fifteen of the faculty are trained at the doctoral level.

FACILITIES

The Loyola University College of Law assists Columbia's Principals Academy by providing access to facilities for a fee.

STAFF RECOMMENDATION

Given the limited scope of the program, the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal from Columbia University Teachers College, headquartered in New York City, New York.

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Agenda Item III.B.

Minutes

Board of Regents' Proprietary Schools Advisory Commission
November 28, 2017

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, November 28, 2017, at 10:11 a.m., in Room 1-165 of the Claiborne Building, Baton Rouge. Chair Jones called the meeting to order and the roll was called.

Commission Members Present

Melanie Amrhein
Sherrie Despino
James Dorris
James Fontenot, Vice Chair
Theresa Hay
Keith Jones, Chair

Staff Members Present

Chandra Cheatham
Kristi Kron
Carol Marabella
Larry Tremblay

Commission Members Absent

Richard D'Aquin
Raymond Lalonde

Guests Present

(See Appendix A.)

The first item of business was approval of the minutes from its meeting of September 12, 2017.

On motion of Ms. Hay, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the September 12, 2017 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was an initial license application from Advanced Welding School, LLC, located in Walker, Louisiana, and represented by the school's owner/CEO, Mr. Richard W. Hope. Ms. Kron reviewed the materials for the Commission noting that this institution is proposing to offer twelve programs of study in welding technology. Advanced Welding School, LLC, had met all of the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the proposed welding programs which are designed to be offered individually or as building platforms for additional training and certifications, justification for opening a welding school, employment opportunities for graduates, the availability of potential scholarships, student/teacher ratio, and anticipated student population,

On motion of Mr. Fontenot, seconded by Mr. Doris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Advanced Welding School, LLC, located in Walker, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were thirty-four (34) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having

met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Amrhein, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

Academy of Interactive Entertainment (09/22/10)
Acadiana Area Career College--A Division of Blue Cliff College (09/28/12)
Accelerated Dental Assisting Academy (Houma) (09/24/15)
Accelerated Dental Assisting Academy (Mandeville) (09/24/15)
Accelerated Dental Assisting Academy (Metairie) (09/24/15)
Ayers Career College (10/25/90)
BARBRI of Louisiana--New Orleans (Loyola) (09/24/15)
Baton Rouge Dental Assistant Institute (09/22/16)
Becker Professional Education--New Orleans (10/24/96)
The Captain School, LLC (09/22/11)
Coastal College--Baton Rouge (09/28/00)
Coastal Truck Driving School of New Orleans (09/25/14)
Compass Career College (09/23/04)
Crosby Court Reporting Center (10/28/93)
Delta College, Inc. (10/26/95)
Delta College, Slidell Branch (09/23/04)
Dental Assisting Academy of Louisiana (09/25/14)
Diesel Driving Academy--Shreveport (06/21/73)
Eastern College of Health Vocations (10/28/99)
Honoré School for Dental Assisting (09/24/15)
McCann School of Business and Technology (09/28/06)
McCann School of Business and Technology (09/28/06)
Mia's Medical Academy, LLC (09/25/14)
New Orleans Dental Assistant School (09/22/16)
Nursing Assistant Network Association (10/27/94)
Pelican Chapter, Associated Builders and Contractors, Inc., Training Center--Baton Rouge Campus (09/27/12)
Pelican Chapter, Associated Builders and Contractors, Inc., Training Center--Southwest Campus (09/27/12)
Saint Agatha Career School, LLC (09/22/11)
Shreveport Dental Assistant School (09/22/16)
Spartan College of Aeronautics and Technology (09/26/13)

Thomas Training & Development Center, Inc. (10/26/95)
Unitech Training Academy--Baton Rouge (09/22/16)
Unitech Training Academy--West Monroe (09/23/04)
The World's Only Tattoo School, LLC (09/27/07)

Ms. Marabella informed the Commission that there were three institutions that chose not to renew their licenses this renewal cycle--Cardiovascular Technology Training (09/27/07), Hands-On Learning & Training College (09/22/16), and Southern Oaks Care (09/22/16). Staff will follow through to secure the student records from each school for safekeeping.

The next item on the agenda was an update on program approvals. Chair Jones reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Ms. Marabella informed the Commission members that Act 204 of the 2017 Regular Session of the Louisiana Legislature exempted all BESE approved teacher educator programs from the Board of Regents' regulation under the Proprietary Schools Law. Consequently, this action will affect the four schools that were licensed this year.

Under Other Business, the Commission formally approved the 2018 meeting calendar as presented at the September 12, 2017 Commission meeting.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, January 9, 2018, at 10:00 a.m., in the 6th Floor Board Conference Room of the Claiborne Building. There being no further business, the meeting adjourned at 10:47 a.m.

**APPENDIX A
GUESTS**

Richard Hope

Advanced Welding School, LLC

Patricia Wilton

LA Department of Justice

Agenda Item IV.

Executive Summary

The Board of Regents' response to Act 619 of 2016 included a recommendation to develop a statewide Affordable Learning Louisiana plan. Under the coordination of Regents' staff and the lead involvement of LOUIS and the Regents' eLearning Task Force, the Affordable Learning Louisiana (ALL) plan has been drafted for consideration by the Board at its December meeting (attached).

In the final stages of development of the draft, Regents' staff sought input and advice from several national organizations and entities that are considered leaders in the arena of Affordable Learning. The staff anticipates further input from these entities in the next few days and intends to incorporate relevant input into the draft. The revised draft will be disseminated by the end of the week. An explanation of any substantive changes will be noted with the revised draft.

The staff will provide a detailed summary and Powerpoint presentation of the Affordable Learning Louisiana plan to the Board during Board Development on Monday morning, December 11th prior to consideration by the Planning, Research and Performance Committee and the full Board later that day.

The Affordable Learning Louisiana (ALL) Plan

Board of Regents

12-4-2017

Table of Contents

| | |
|--|-----------|
| Chapter I. | 3 |
| Executive Summary | 3 |
| Chapter II. | 5 |
| Introduction and Background | 5 |
| Increased Cost of Textbooks | 6 |
| Figure 1: Louisiana Higher Education Budget Trends | 7 |
| Chapter III. | 10 |
| The All Plan | 10 |
| Enriching the Educational Experience | 13 |
| Chapter IV. | 14 |
| Current National and State Affordable Learning Efforts | 14 |
| National Initiatives | 14 |
| Figure 2: National OER Legislation | 16 |
| Louisiana Initiatives | 17 |
| Chapter V. | 22 |
| Primary Challenges to Implementation of ALL | 22 |
| Overview | 22 |
| Financial Costs of the Program | 22 |
| Faculty Buy-In | 23 |
| Digital Divide and Readiness | 27 |
| Figure 3: The Digital Divide | 28 |
| Figure 4: Shift towards wireless connectivity | 29 |
| Chapter VI. | 31 |
| Summary and Recommendations | 31 |
| Recommendations | 34 |
| Short-Term | 34 |
| Long-Term | 39 |
| Conclusion | 41 |
| Appendices. | 42 |
| Appendix 1: List of National Resources | 42 |
| Appendix 2: List of Statewide Projects | 43 |
| Appendix 3: List of Faculty | 47 |
| Appendix 4: Letter of Endorsement from LOUIS | 53 |

Chapter I. Executive Summary

This report provides background information on all aspects of the Affordable Learning Louisiana (ALL) Plan and establishes aspirational goals to make this plan a reality for Louisiana. Overall, rising costs associated with postsecondary education have become a barrier for students in the pursuit of their academic dreams. In an era when stakeholders seek to build success in higher education by increasing retention and graduation rates, the costs of tuition and fees can leave students without funding for the basic purchase of textbooks. The Board of Regents, in collaboration with its eLearning Task Force and LOUIS, seeks to utilize and expand on existing resources to strategically position the State to be on the forefront of this very important effort. In order to ensure that this report is reflective of the national landscape of open educational resources and its importance as a state initiative for Louisiana, several national experts (OpenStax, Lumen Learning, Scholarly Publishing and Academic Resources Coalition [SPARC], and Affordable Learning Georgia) provided feedback on the content and recommendations of this report.

The ALL Plan will provide an opportunity to defray or at least reduce textbook costs for Louisiana students by establishing a state platform and repository where institutions, faculty, librarians and instructional designers can transition to affordable learning materials. The ALL Plan must be conceptualized as a continuum of change that begins with the more immediately accessible incorporation of library-owned licensed content and open textbooks and gradually move forward in more global transition to open pedagogy and creation of new open content. Several states have already begun this practice by partnering with philanthropic organizations such as the Gates and Lumina foundations for seed monies to build infrastructure that supports

affordable learning materials. The resulting efforts provide students an opportunity to purchase course materials at a much-reduced or no cost.

In this report, the Board of Regents, the eLearning Task Force and LOUIS establish the groundwork for the transition to affordable learning materials by providing both short- and long-term recommendations that will move the State toward the goal of removing barriers and increasing access to higher education in the state of Louisiana.

Chapter II. Introduction and Background

If you were a student enrolled in one of Louisiana's postsecondary education institutions in AY 2016-2017, the average annual cost that you could expect to incur for textbooks and materials was \$1250.00¹. If you use the average time to a baccalaureate degree rate at a 4-year institution in Louisiana (5.5 years), the total estimated cost of textbooks for one student in Louisiana equals \$6,875.00. A 2015 analysis of the Bureau of Labor Consumer Price Index (CPI) data found that textbook prices rose by 1,041% from 1977 to 2015, over three times the rate of inflation (308%) over the same time period (Popken, 2015). An independent analysis of the CPI data found that textbook price increases outpaced the overall cost of college tuition during that same period. It is not surprising that the American Association of State Colleges and Universities' (AASCU), in its Top Ten Higher Education State Policy Issues for 2017, ranked affordability second behind state funding of higher education as the most significant issues facing higher education in the United States.

Affordability can be misleading, and many students simply have no idea what they or their families will ultimately pay for a degree (IHEP, 2017). Factoring in the cost of tuition alone is not enough. Other costs of attendance that must be considered include books, housing, food and other university fees that add significant amounts to already prohibitive costs for many students. When all the costs are included, the sticker shock for many students and families can present an insurmountable obstacle.

The amount of money that students must pay at the time of enrollment can often exhaust a student's resources. A student with minimal or few remaining resources must make difficult decisions and many times end up compromising on some of the additional costs of attendance.

¹ Reported by the campuses to the National Center for Educational Statistics via the IPEDS survey, 2016-2017.

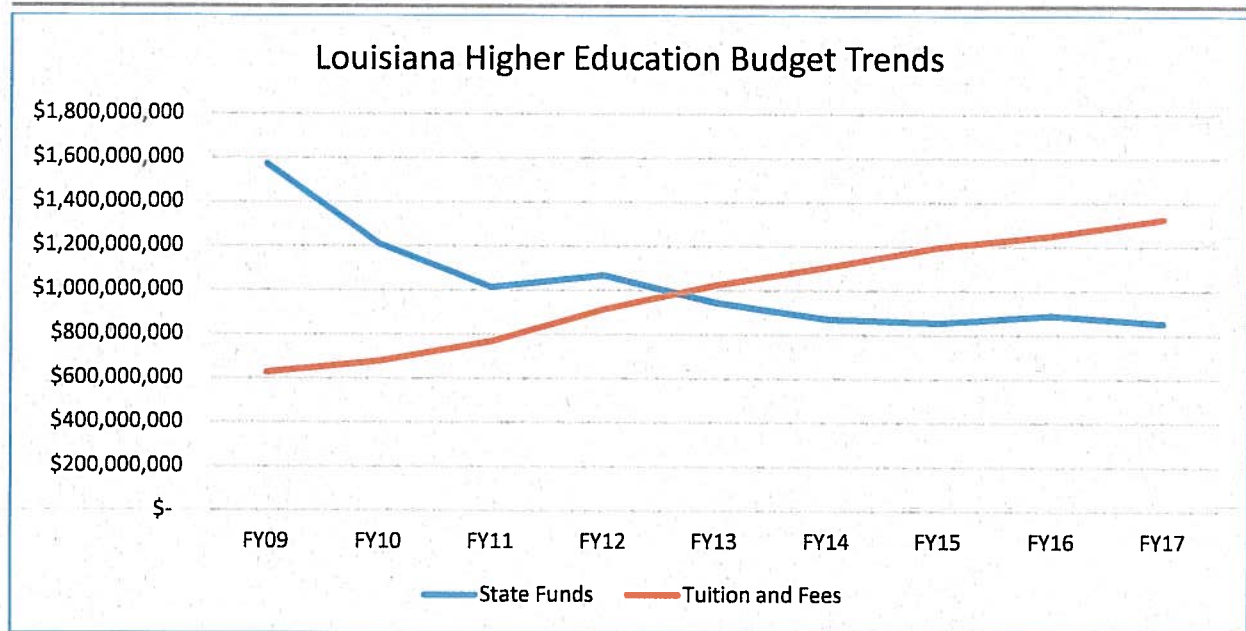
Students describe the costs as “crippling.” Given the escalating costs of textbooks, students are often forced to compromise on how they handle textbook requirements for classes. The academic impact of that cost is that many students: 1) purchase an older edition of the textbook that may not contain the most current information on the subject and may not match the assignments for the course; 2) delay purchasing the textbook; 3) never purchase the textbook; or, 4) share the textbook with another student or use the library’s reserve copy. Some students delay purchasing textbooks until after the class has met in order to determine how much the textbook will be used before committing to a purchase and/or are afraid to tell their instructors that they cannot afford to purchase the textbook. Academic consequences of these decisions include circumstances where students get too far behind on readings to catch up, cannot complete assignments based on the textbook, do not have the text when it is required for in-class participation, or faculty cannot offer open book exams (encouraging understanding of concepts rather than memorization) because too few students own the textbook. According to the Advisory Committee on Student Financial Assistance, the cost barrier kept 2.4 million low and moderate-income college-qualified high school graduates from completing college in the previous decade (Advisory Committee on Student Financial Assistance, 2006).

Increased Cost of Textbooks

As the OER and eTextbook movements have grown in the past decade, so too has the cost of college textbooks, the cost of tuition, fees and housing (excluding boarding) increased by 63% and 51% respectively (Bureau of Labor and Statistics, 2016). Given the disproportionate increase in the cost of college textbooks in addition to college tuition and fees, the financial strain placed on students can be prohibitive.

In Louisiana, the past ten years have seen the proportion of state support for postsecondary education decrease from a 70% state funding and 30% self-generated funding model to the inverse, 30% state funding and 70% self-generated funding model (Figure1).

Figure 1: Louisiana Higher Education Budget Trends



For all Louisiana institutions, this has meant that students and their families have endured the brunt of generating these funds in the face of rising tuition and fees, and increased housing and dining costs. The consequences of these increased costs have resulted in some students taking fewer classes per semester in order not to purchase as many textbooks, staggering their coursework with expensive books over several semesters, taking pictures of their classmates' book pages and uploading them online or electing not to purchase the necessary course materials and textbooks needed for their classes (Florida Textbook Survey, 2016).

A national study (Public Interest Research Group Survey, 2013) found that 65% of students reported opting not to purchase a textbook because it was too expensive, even though more than 94% of them worried that it would hurt their grade. Students reported that the added stress affected their health and forced them to reach out to family for emergency funds to

purchase books, as well as hold down several jobs in order to pay for these costs and keep student loans from mounting. These conditions adversely impact students and are not conducive to effective learning. Additional unintended consequences of these situations are that students are affected in their academic educational performance and outcomes as well as success in progress towards a degree, both factors that impact and are used to measure institutional success. College administrators nationwide say that employing the use of eTextbooks, both free and publisher created, can close this gap on both the affordability issue and quicker access to content on the first day of class (Negrea 2017).

In Louisiana over the last decade, public higher education has had little alternative but to increase tuition by approximately 100% in response to state budget cuts of over \$700 million. The additional burden placed on students is affecting opportunity and access to higher education for Louisiana's citizens, especially those from disadvantaged backgrounds. In its response to Act 619 of the 2016 Louisiana Legislature, the Board of Regents addressed college affordability as a growing concern for the State. The Board recognized the increasing textbook costs' impact on affordability for students and endorsed the concept of Affordable Learning Louisiana (ALL), a statewide initiative to help defray this increasing financial burden on students.

The Board of Regents, in cooperation with LOUIS: The Louisiana Library Network and the Regents' eLearning Task Force, will develop a statewide plan for the utilization of Open Educational Resources (OER) throughout postsecondary education. The Affordable Learning Louisiana Plan will build on current efforts related to eTextbooks, eLearning and related technologies designed to significantly lower costs of course materials for students while enriching the educational experience.

Through implementation of the ALL Plan, the State of Louisiana will take a major step in expanding access and opportunity for Louisiana's citizens by directly addressing increasing student costs of higher education.

Too many students who enter the higher education funnel do not make it through to a credential or degree. Financial hardship has been identified as one of the key factors keeping many students from the postsecondary finish line. In the case of textbook affordability, students with may also have lower grades due to the academic consequences of not having textbooks. Making an investment to reduce costs related to the purchase of required course materials allows students to have access to the necessary materials from the first day of classes, which better equips them to be successful.

Chapter III. The ALL Plan

In 2017, the Louisiana Board of Regents identified Open Educational Resources (OER) and eTextbooks as potential solutions to help defray some of the financial burden, remove barriers and increase access for students, particularly those from disadvantaged backgrounds. Nationally, about 40% of all students at 4-year colleges and 70% who begin in two-year colleges have not completed a degree or certificate six years later – and completion rates are much lower among minority and disadvantaged students than others (Holzer & Baum, 2017). In order to change these outcomes, policy-makers and postsecondary institutions must enact constructive change, which will not come cheaply. Institutions will require support, structure and resources in order to help students who have barriers to overcome. Institutions need to meet these students where they are, recognize the impact of their circumstances and provide solutions to help foster success. The use of OER, eBooks, and eTextbooks are approaches that can alter the landscape of postsecondary education.

Initially conceived in a context of open knowledge and peer collaboration, Open Educational Resources (OER) began as a means for sharing educational materials around the world. After being identified as an important emerging practice, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) named the phenomenon “open educational resources” in 2002. OER was initially defined as openly licensed learning materials that could be accessed, used and modified by way of open licensing and digital networks (UNESCO, 2002). Over the past decade, the OER movement has expanded and gained traction as not only a vehicle to provide resources to developing countries but also as a mechanism to provide legitimate and effective teaching materials at a low cost to postsecondary students in the United States.

Currently, the most widely used and comprehensive definition of OER comes from the William and Flora Hewlett Foundation:

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials or techniques used to support access to knowledge (2013).

In order to gain perspective on the current national scope of this issue, the Babson College Survey Research Group found that only 5.3% of courses nationwide used an open textbook, a type of OER, in 2015-2016, while nearly 78% of college instructors required a commercially produced textbook or textbook plus other texts (Schneider, 2017).

In American higher education, increasing web capabilities have ushered in increased use of digital textbooks or eTextbooks. Over the past decade, over half of American college students have used an eTextbook in at least one course. However, growth in the use of eTextbooks is slowed as several barriers exist regarding eTextbook platforms, access, device use and the role of the instructor (deNoyelles, Raible & Seilhamer, 2015). The widespread use of eTextbooks presents many of the same challenges as that of the use of OER, yet the benefits to students far outweigh the known concerns. Additionally, library-purchased eTextbooks and eBooks can be provided at greater discounts than single-licensed eTextbooks and with reduced barriers to accessibility.

It is clear that OER and eTextbooks provide opportunities for the Board of Regents, its eLearning Task Force and LOUIS to directly pass on substantial cost savings to Louisiana students through a transition from print textbooks to the use of more affordable learning materials. Several states have designed frameworks to manage the finances, production, and training functions of those processes. All agree that while the use of affordable learning materials

is free or low cost to the user, the process of transitioning from traditional print textbooks to affordable learning materials will require a strategic commitment of time, money and resources. The ALL Plan presents an application of the concept of strategically investing resources by the state to create much greater savings for Louisiana's students.

In order to capitalize on this opportunity to impact the rising costs of textbooks and pass the savings directly to students, the Board of Regents approved OER and eTextbooks as a statewide affordable learning strategy in February 2017 in its Response to Act 619 of the Regular Session of the 2016 Louisiana Legislature. The recommendation charged the Board of Regents, the eLearning Task Force and LOUIS to collaboratively explore and develop a framework from which to develop and implement the ALL Plan.

LOUIS is a 47-member consortium of public and private college and university libraries in the state of Louisiana. This partnership was formed in 1992 by the library deans and directors at the institutions in order to create a cost-effective collaboration among the institutions for the procurement of library technology and resources. Two strategies that LOUIS currently supports for reducing the costs of textbooks are 1) promoting and exposing Open Educational Resources (OER), and 2) supporting Curriculum Driven Acquisitions (CDA) of eBooks and eTextbooks.

The Electronic Learning Strategic Planning Task Force (eLearning Task Force), established in 2009 by the Louisiana Board of Regents, is representative of each of the four systems of higher education. The eLearning Task Force is charged with the identification of strategic objectives, innovative approaches, and best practices that provide momentum for Louisiana to truly embrace eLearning as a way to increase access to college and universities for both traditional students and adults. The Board of Regents established the eLearning Task Force to: 1) support student success by making higher education more affordable through the adoption

of open educational resources; 2) significantly lower the cost of required materials (i.e. textbooks) to enrolled students; and 3) maintain and improve student learning outcomes and satisfaction with the required materials.

Enriching the Educational Experience

The use of affordable learning materials is changing the way that students learn and institutions operate by providing state of the art capabilities for not only the dissemination of course materials to students at a fraction of the cost of print textbooks, but also offering a functionality for faculty to update their work in a more efficient manner and space than a commercial textbook can provide. Additionally, courses using affordable learning materials instead of commercial textbooks can provide supplemental materials and resources at a much lower cost to students that can further augment their learning experience. Access to affordable learning materials can be a game changer for students and faculty as they provide: 1) cost savings to ease the burden of soaring textbook costs; 2) immediate access to course materials; 3) learning outcomes that allow faculty to choose, align and tailor course content that best achieves learning outcomes; and 4) student satisfaction with reduced costs and immediate access which can contribute to student retention.

Chapter IV.

Current National and State Affordable Learning Efforts

The discussion surrounding affordable learning options has reached new heights as institutions strive to create paths for students that provide for more affordable educational opportunities while delivering quality programs.

National Initiatives

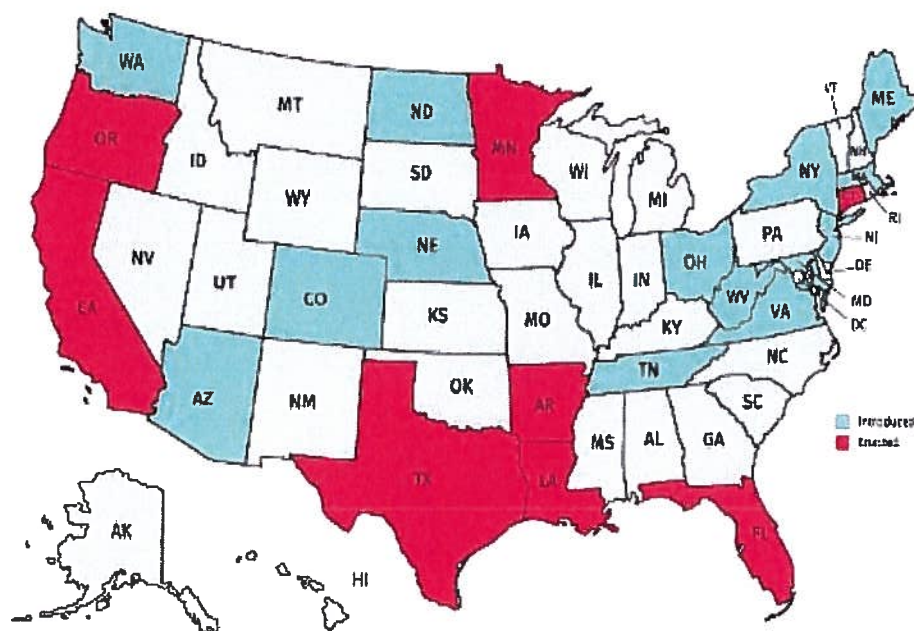
Since 2002, the William and Flora Hewlett Foundation has been investing in open educational resources for all education levels. Some of the largest nationwide affordable learning programs that have benefitted from these investments include: Creative Commons, Lumen Learning, Open Textbook Network, MERLOT, OER Commons, Rebus Community, SPARC, and the Open Education Group. These large-scale projects have in turn supported the efforts of states, systems, and individual colleges and universities (a more complete listing of these resources with brief summaries appears in Appendix 1).

Indiana University, an early adopter of eTextbooks, piloted its program in 2009 with 533 students using digital textbooks by 2011; by fall 2017, 56,000 students were enrolled in courses with digital content, (Negrea, 2017). The founder of OpenStax, Richard Baraniuk, details that open textbooks which can be used in both print and electronic versions are currently being used at 4,000 degree-granting institutions across the country, saving students \$160 million over the past five years (Negrea, 2017). A preliminary report from OpenStax demonstrates that open textbooks have been incorporated in Louisiana already to the tune of \$1.5 million in savings. Negrea notes that developing a successful model for creating eTextbooks is key to taking digital course materials to the next level of widespread use. As indicated by the specific institution examples illustrated above, the potential for growth in cost savings, functionality and application presents opportunity for students, but also for faculty as well.

In addition to open education organizations and online learning practitioners who have been advocating for OER since the infancy of online learning, libraries have entered the conversations on providing affordable course materials to students. A spectrum of solutions, commonly referred to as affordable learning materials, has emerged which encompasses the use of both openly licensed resources and licensed content, many of which are currently owned or can be acquired by a library. States on the forefront of this emergent technology with fully developed use of affordable learning materials have saved students millions of dollars in textbook costs through broader affordability initiatives, which include eBook, eTextbooks and OER strategies. Figure 2 depicts those states that have found OER initiatives important enough to enact legislation.

Figure 2: National OER Legislation

OER Legislation Since 2015



open.bccampus.ca
sparcopen.org

BCcampus **OpenEd**
Open Textbook Project

SPARC

<https://www.slideshare.net/txtbks/oer17-oer-politics-in-the-united-states>

Additionally, as publisher revenues decline because students are not purchasing assigned course materials, the largest campus bookstore enterprises, Barnes & Noble and Follett, have begun exploring new methods to connect to the textbook affordability initiatives. (See <https://tac.nacs.org/>.)

Textbook publishers have also sought to introduce new models to reduce the costs of education including rental programs, licensed ancillary materials to support open textbooks, and all-access packages sold directly to campuses and charged back to students through course fees.

Louisiana Initiatives

Two pilot projects, launched in 2016-2017, provided opportunities to engage the higher education community in OER exercises. The Louisiana Board of Regents, through its eLearning Task Force, launched a small pilot program to engage faculty in professional development about Open Educational Resources (OERs), including a comprehensive review of materials aligned with courses in four core disciplines.

The project's focus was on three goals: (1) to support student success by making higher education more affordable through the adoption of open educational resources; (2) significantly lower the cost of required materials (i.e. textbooks) to enrolled students; and (3) maintain and improve student learning outcomes and satisfaction with the required materials.

The project was launched in the fall of 2016 when a team of faculty accompanied by Louisiana librarians engaged in vibrant discussion with a national OER consultant and expert. Following participation in the meeting, each of the teams adopted recognized rubrics and initiated a review of OER materials for each of the four disciplines: English, Math, Science, and History.

The culmination of the academic team reviews resulted in the identification of affordable learning materials for four core courses. The courses chosen for examination are larger enrollment courses which can be found on the Board of Regents Master Articulation Matrix and are transferable among participating institutions. The identification of alternate resources has the potential to significantly reduce the costs for textbooks in each of the academic areas. Faculty were chosen who would be open to adoption of affordable learning materials and assist in providing support to other faculty on their campuses who may have an interest in learning more about affordable learning materials, reputable resources, and how one might engage in a formal

review. This project engaged the faculty in the review and identification of materials that could be adopted and shared among other faculty whereby presenting a low or zero-cost option for course materials for students. An informal follow-up with the faculty engaged in this project indicated that a number of them adopted affordable learning materials in their instruction for fall 2017.

An Affordable Learning LOUISiana initiative was also developed by LOUIS with \$145,000 in support funds from the Louisiana Board of Regents to demonstrate how LOUIS could partner with libraries and faculty to use eBooks, eTextbooks, open access materials, and open educational resources (OER).

One LOUIS strategy to reduce student textbook expenses was the development of a program to fund the purchase of eBooks or adoption of open educational resources (OER) that could be utilized in the classroom. The 47 Louisiana Deans and Directors of libraries at institutions of higher learning, including both two-year and four-year schools, were offered the opportunity to replace course texts with low or no-cost options, a curriculum-driven acquisitions model. Each project was eligible for funding of approximately \$1000. Five rounds of funding for this particular strategy have taken place.

To date, 40 projects have been completed (Appendix 2). Projects funded during early rounds continued to generate savings to students during the program period. Combined program savings to date from all rounds and residual student savings are estimated at over \$1 million. Additionally, the creation of the infrastructure for this program and the initial investment by the Board of Regents has provided member libraries a means to expand the program at their own campuses with investments of library funds.

The second major initiative of the program was the Open Textbook Network Project. Through the statewide textbook affordability survey, LOUIS identified faculty awareness and institutional support for open educational resources as a primary barrier to reducing student textbook expenses. To address this finding, LOUIS joined the Open Textbook Network (OTN) to provide statewide training to faculty, teaching and learning staff, and librarians on utilizing Open Educational Resources (OER) as commercial textbook replacements. OTN provides on-campus workshops to both introduce faculty to the use of open textbooks and build support staff and administrative support for their adoption. “Following these workshops, an average of 40% of attending faculty adopt open textbooks into their courses, resulting in near-immediate savings for students without compromising academic freedoms or integrity”

(<http://research.cehd.umn.edu/otn/impact-and-benefits/>).

Through a statewide textbook affordability survey, LOUIS identified over 200 faculty who are interested in learning more about OER and textbook affordability. Along with librarian constituents, this group was targeted for participation in OTN-hosted training in December 2016-January 2017. The program provided OER training to nearly 60 librarians, instructional designers, and faculty in the state on how to work with faculty on open textbook adoptions. This cohort of trainers then worked with 120 faculty to provide an introduction to open textbooks.

A follow-up survey indicated that 53 of the faculty had plans to convert their classes to OER in Fall 2017 or later and another 27 indicated that they had no immediate plan, but were still interested (Appendix 3). These faculty are being tracked for actual evidence of course adoptions beginning in Fall 2017 and beyond. A modest estimate is that 50 faculty will save 1500 students \$150,000 in course expenditures in the first semester of open textbook adoption. With the likelihood of two semesters of course material repetition, the initial investment of

approximately \$38,000 multiplies to nearly a half-million dollar savings to students. The ALL Plan endorses further expansion of this professional development network through additional faculty training and incentives in order to maximize the initial investment in the program.

The final major initiative of the LOUIS project is the participation in an evidence-based acquisition (EBA) eBook program. LOUIS identified an EBA program with SAGE publishers with data collected through the ["Bookstore" Project on Institutional Textbook Data](#)¹. The sample data collected through this project indicated that there was evidence of course adoption of the materials in the SAGE collection in campuses across the state including at 2-year and 4-year schools. Through this program, libraries, faculty, and students have access to the SAGE eBook and eTextbook materials. An unlimited number of students can download, save, and print a collection of 5000 books geared towards Education, Health, and Social Sciences. Libraries are working closely with the LOUIS staff to align the materials in the collection to the course offerings on their individual campuses and report student and faculty adoptions of these materials for course use.

In summary, an initial investment of \$145,000 has demonstrated savings to students of over \$1 million in academic years 2015-16 and 2016-17. Additional savings from reuse of these same materials as well as through the upcoming open textbook adoptions is set to multiply that initial investment. The funds received for the EBA program are being tracked by LOUIS staff throughout the 2017-18 academic term and beyond. Calculating the exact savings expected through the programs is reliant upon soliciting and receiving course adoption data, though LOUIS conservatively calculates an additional savings of \$1 million through these efforts.

Statewide, there is much discussion about the escalating cost of higher education.

¹ This information can be accessed at: <http://www.louislibraries.org/alearningla/reports>

Further work both locally and nationally will broaden the affordable learning materials discussion in Louisiana and increase the adoption of affordable learning materials that can reduce the financial burden for postsecondary students.

Chapter V.

Primary Challenges to Implementation of ALL

Overview

Nationally, the challenges faced in other states as the affordable learning materials movement has grown are very similar in scope to those challenges faced by the ALL Plan in Louisiana. The challenges can be grouped into three general areas: 1) the financial costs of the program, 2) faculty buy-in and 3) the Digital Divide.

Financial Costs of the Program

In considering the cost/benefit analysis for the ALL Plan, the initial costs as the State commits funding for this initiative will be more than offset by the benefit to students in textbook costs and increased retention. Essentially, the costs of implementing the ALL Plan lie in three main areas: 1) development and investment in technological infrastructure and a platform that will host and support the customization, ongoing updating and maintenance of the affordable learning material, and procurement of lower cost eBooks and eTextbooks; 2) dedicated resources, especially in the near term, to support faculty who commit to transition their course materials; and 3) support for staffing to help coordinate, implement and update this statewide effort.

There are several states that have successfully launched and are actively in the implementation stage of an affordable learning materials plan including: Georgia (Affordable Learning Georgia), Minnesota (Minnesota OER Commons), California (COOL4Ed: California Open Online Library for Education), New York (Open SUNY), Oregon (Open Oregon) and Washington (Open Washington). Through the ALL Plan, Louisiana has the unique advantage to consult with national leaders in the affordable learning materials realm who have the benefit of experience and practice and can advise stakeholders on best practices. This also provides an

opportunity for the State to establish a footprint in this movement from high cost commercial materials to affordable learning resources. Learning from the challenges and mistakes in other states can streamline development and implementation in Louisiana.

Supporting the technological infrastructure for this initiative and identifying support staff to implement, support and sustain this statewide platform will require an investment.

Additionally, an incentive program providing stipends or grants to faculty who agree to participate in the ALL Plan will require support to ensure that faculty have the necessary resources to develop a high quality product for students. Until the ALL Plan is the norm and part of the higher education culture, funding for the continued coordination of this initiative will be necessary.

Faculty Buy-In

Affordable learning is about more than free or low-cost textbooks and course materials. For faculty, it provides access to free/low cost, customizable learning materials, tools for better student engagement, and opportunities to learn and share with a far-reaching community of educators. For students, in addition to the potential cost savings, the affordable learning model provides supplementary resources to enhance the educational experience and extend learning beyond the classroom.

In a 2016 survey of over 3,000 higher education faculty, the Babson Survey Research Group (BSRG) found that faculty awareness of OER increased from 20% in 2014, 25% in 2015 to 25.6 % in 2016. The barriers to adopting affordable learning materials cited by the faculty in their survey responses were: “there are not enough resources for my subject” (49%); it is “too hard to find what I need” (48%); and “there is no comprehensive catalog of resources” (45%),

(BSRG, 2016). For faculty, at the end of the day, the most important barriers to using affordable learning resources remain the effort required to locate and evaluate the educational materials.

The buy-in by faculty into the ALL Plan will be the most crucial determinant of its success. Faculty commitment from the initial planning stages through to full implementation in this initiative is a critical component of the ALL Plan core framework. Without the commitment of time and resources by the faculty, along with departmental and administrative support and financial resources, the ALL Plan will not be viable and a valuable effort will have been wasted.

Possibly the largest issue faced in developing initiatives of this kind has been supporting faculty in the transition to affordable learning materials for their courses. Transitioning to affordable learning resources and requires substantive change in how faculty approach the preparation of their materials. Some would argue that this is also a philosophical change regarding the role of the faculty, their sharing of knowledge and the relationship of students to that knowledge.

Faculty typically become comfortable with how they structure their courses and the selection of course materials. Transitioning to affordable learning materials presents faculty with an opportunity to revise how they conceptualize and deliver their courses; however, this transition also presents significant challenges. There are faculty who are not interested in pursuing affordable learning materials as they may feel it is too cumbersome and time-consuming for them to transition their teaching materials. Additionally, they may have years of research supporting the successful performance of students in their courses and are not willing to take a chance on this new pedagogy. Another factor to consider is the long-term relationships that faculty have established with publishers over the years. Finally, faculty may also have the

perception that a commitment to transition to affordable learning materials may infringe on their valuable research time.

The amount of time required to find/develop course materials is unique to the discipline and the individual faculty member. However, as the availability of digital resources has become more widely accessible, it has reduced the amount of time faculty require to produce their own content. It takes more time to prep a course with OER; however, faculty ultimately find it to be a rewarding process in that they are able to design a course the way that they want it, as opposed to having to design around a textbook (Zalaznick, 2016).

Most postsecondary institutions with robust OER use have built-in incentives for faculty who adopt affordable learning materials. For example, the University System of Maryland awards faculty participants a \$500 stipend and resources, while University of Massachusetts faculty developing OER courses can win grants of up to \$2500 from the university's W.E.B. DuBois Library, (Zalaznick, 2016). The ALL Plan presents a unique opportunity for Louisiana institutions to build in an incentive structure for those who embrace the new technology.

An illustration of the availability of content is Khan Academy, where content is available for college subjects such as math, science, history, and economics. These types of resources provide ready access to published materials. Repositories such as MERLOT, OER Commons, Wikieducator, The Orange Grove, and the growing number of affordable learning statewide initiatives will continue to produce shared resources, thereby reducing the time it takes to move a course from concept to production. Open textbooks released under a Creative Commons or other open license are free to use and modify without permission. The availability of open textbooks provides faculty with full resources that can be adopted in part or in total. Popular textbook adoption resources can be found in places like OpenStax, BCcampus, Lumen Learning,

MERLOT, the Open Textbook Network, CCCOER, and College Open Textbooks. OpenStax, the Rice University-based nonprofit, provides openly licensed textbooks to nearly 1.5 million students per year and has created a sustainability model that allows the organization to maintain the collection. (Negrea, 2017).

In order to gauge the level of knowledge and familiarity that Louisiana's faculty have with affordable learning materials, the Board of Regents and LOUIS partnered in the spring of 2016 to administer a survey regarding faculty perceptions. The survey was distributed to Louisiana's public, private, 2-year and 4-year academic institutions of higher education. Faculty were asked to provide their thoughts on textbook quality, costs, and their awareness or willingness to adopt alternatives including library-owned content and open educational resources. Nearly 500 responses were evaluated from 18 institutions. The survey identified areas of interest and challenges for development of the Affordable Learning LOUISiana program, which in its broadest sense focused on reducing student expenses for textbooks, ensuring equity of access to course materials, and thus improving the quality of the student and faculty experience.

Key survey findings mirrored national findings, with a number of faculty indicating that they are not familiar with affordable learning materials or the OER resources in place nationally.

- Nearly 40% of faculty reported not being familiar with open access or open educational resources.
- Faculty that are familiar with open educational resources and open access are largely supportive of their use as both research and course materials.
- Over 60% of faculty are not familiar with Creative Commons licensing.
- In order to further support faculty adoption and creation of OER materials, faculty most frequently identified educational programming and discovery enhancements as effective support strategies.

- Faculty prioritize the reduction of price in textbooks, but that does not necessarily translate into price sensitivity during the textbook selection process.
- Faculty are generally satisfied with the commercial textbooks options that are available.

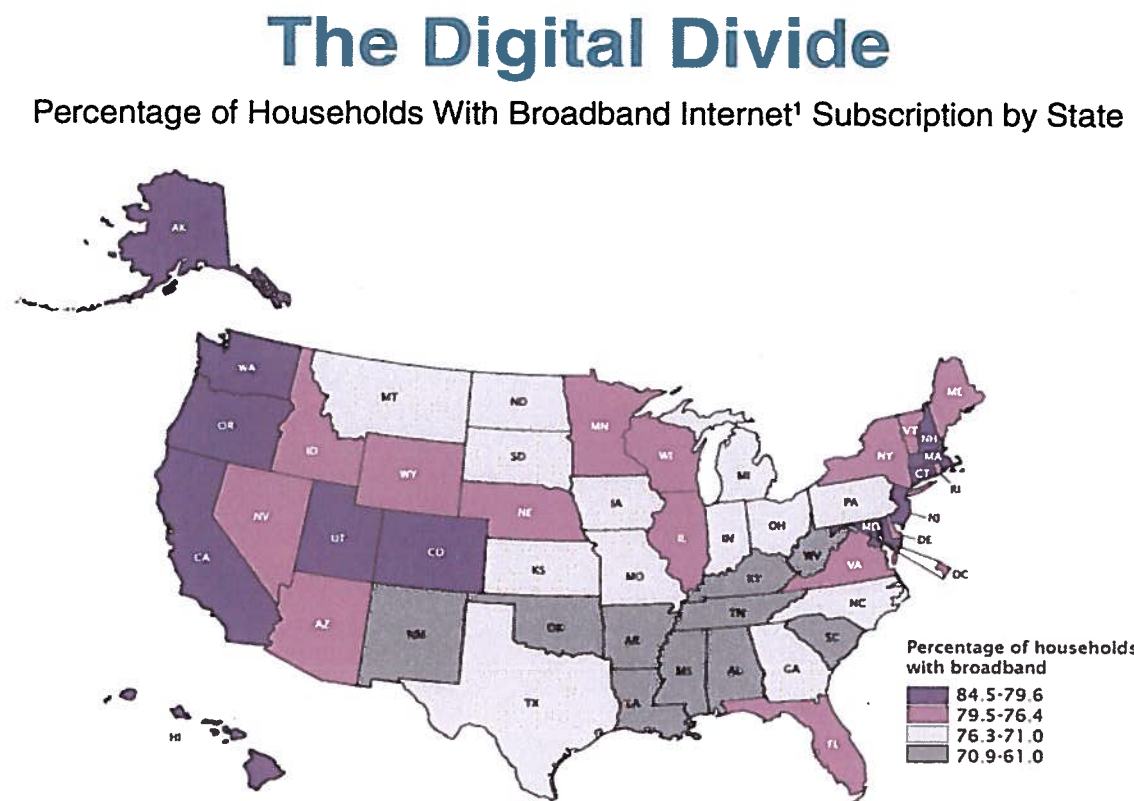
As the results of the Board of Regents and LOUIS survey indicated: 1) the information and training modules for the ALL Plan must be robust to inform the systems and their faculty of the potentials benefits of this program; 2) faculty must be recruited who are willing to participate in transitioning their course materials and finally; and finally 3) users must be trained on the various opportunities that the ALL Plan provides not only to postsecondary institutions and faculty, but especially their students.

Digital Divide and Readiness

The importance of access to and knowledge of how to navigate technology are critical for students to fully reap the benefits of the ALL Plan. While there have been concerted national efforts to provide basic Internet access to students, there are still large disparities between the haves and the have-nots.

The digital divide refers to the gap between individuals, households, businesses and geographic areas based on different socio-economic levels, race, gender, or education with regard to both access to and equity of opportunities to access information and communication technologies, and their use of the Internet for a wide variety of activities (Organization for Economic Co-Operation and Development [OECD], 1998).

Louisiana as a state is identified as having one of the lowest rates of broadband access and lowest median household incomes in the nation. In 2015, only 68.7 percent of households in Louisiana had a broadband connection (U.S. Census, 2015). (Figure 3.)

Figure 3: The Digital Divide

¹ Broadband internet refers to households who said "Yes" to one or more of the following types of subscriptions: DSL, cable, fiber optic, mobile broadband, satellite or fixed wireless.

United States
Census
Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Source: 2015 American Community Survey
www.census.gov/programs-surveys/acs/

A 2016 Pew Research Center survey examined differences tied to Internet access, home broadband ownership and smartphone ownership by several demographic measures including household income, educational attainment, race and ethnicity, age and community type. The Pew Survey Report (2017) found that in 2015 less than 50% of homes with an average yearly income of <\$20K have broadband at home, yet 80% of homes with an average yearly income of \$50-\$75K have broadband at home. (Figure 4)

Figure 4: Shift towards wireless connectivity

| Broadband at home | | | |
|--------------------------|-------------|-------------|---------------|
| POPULATION | 2013 | 2015 | CHANGE |
| All adults | 70% | 67% | -3% |
| African Americans | 62% | 54% | -8% |
| Rural residents | 60% | 55% | -5% |
| Household income <\$20K | 46% | 41% | -5% |
| \$20K - \$50K | 67% | 63% | -4% |
| \$50K - \$75K | 85% | 80% | -5% |
| Parents | 77% | 73% | -4% |
| High school degree or < | 50% | 47% | -3% |

In addition to the gap in digital access, an emerging issue is digital readiness, or the capacity for all users to engage with online resources with sufficient knowledge about their use (Taylor, 2014). To that end, in February 2017, the American Library Association and Cox Communications announced a partnership to strengthen and expand their commitment to connecting low-income students and their families with technology, providing a stronger foundation for success in the classroom, in continuing education and in job opportunities (Hines, 2017). Cox Communications will work with local libraries in its 18-state footprint to pilot the deployment of enhanced digital literacy training and resources for library patrons and families (Hines, 2017). Baton Rouge libraries are among those selected to participate in this project. Cox's Connect2Complete will offer discounted Internet service for families with at least one K-12 student living in public housing, qualifying for free or reduced lunch through the National School Lunch Program, Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP) (Hines, 2017). In 2016, Cox Communications also introduced free in-home Wi-Fi for families enrolled in the Connect2Complete program. Addressing the digital divide and digital readiness will require inventive collaborations between the public and the private sector such as the one between the ALA and Cox Communications.

Presently, the Louisiana Optical Network Infrastructure (LONI) connects the major research universities in Louisiana with a fiber optics network as well as other government, education, industry and research partners, and provides researchers with access to high performance computing (HPC) resources. LONI is strategically positioned to provide its members, the State and the ALL Plan with a high-availability fiber optic network to meet the E-rate Modernization Order established by the Federal Communications Commission (FCC). The FCC established a short-term goal of 100 Mbps per 1,000 students to support online demand in teaching and learning for the K-12 community. It has also established a long-term goal of one Gbps per 1,000 students. While there is no national measure for postsecondary institutions to support online teaching and learning, this national measure for K-12 is something higher education should view as a benchmark.

There are opportunities for postsecondary institutions, libraries and the corporate sector to partner on creative initiatives such as the ALL Plan that can provide all students with the digital resources that they need to be fully successful as they transition from high school to college to the job market.

The ALL Plan also supports materials that can be utilized offline. Open textbooks, for example, are largely available in PDF format and can be downloaded to a device and used offline or printed. Similarly, LOUIS supports the purchase of eBooks and eTextbooks that are available without digital rights management (DRM) and can be used in the same manner, printed and downloaded for perpetual access by students and faculty.

Chapter VI. Summary and Recommendations

Act 619 of the 2016 Regular Legislative Session called for a comprehensive structure and outcomes analysis of postsecondary education in Louisiana with subsequent development of recommendations to address the findings. One recommendation addressed affordable learning:

The Board of Regents, in cooperation with LOUIS: The Louisiana Library Network and the Regents' eLearning Task Force will develop a statewide plan for the utilization of Open Educational Resources (OER) throughout postsecondary education. The Affordable Learning Louisiana Plan will build on current efforts related to eTextbooks, eLearning and related technologies designed to significantly lower costs of course materials for students while enriching the educational experience.

Given the last decade of sustained budget cuts to postsecondary institutions and the rising tuition costs assumed by Louisiana's students, postsecondary institutions in Louisiana must all move toward a goal of significantly reducing the student costs of textbooks. The ALL Plan provides an opportunity to identify and channel resources into an emerging technology with the potential to yield transformative benefits to the higher education community.

This evolution from printed textbooks to affordable learning materials will neither happen for all courses nor occur overnight. Rather early efforts will be focused on large introductory courses where the use of open educational resources could immediately lighten the burden for the largest number of students.

The transition to the ALL Plan will reside in a continuum that can allow for a gradual conversion from printed materials to affordable learning materials. This will allow stakeholders the opportunity to capitalize on existing resources that can yield immediate benefits for students, while building an infrastructure that can fully support the All Plan in future years. Affordable learning has emerged as a concept with tremendous potential to support educational transformation in the development and delivery of course materials. Much of this potential can

be attributed to the growing availability of digital resources and the ease in which they can be shared. According to UNESCO,

The most important reason for harnessing OER is that openly licensed educational materials have tremendous potential to contribute to improving the quality and effectiveness of education. The challenges of growing access, combined with the ongoing rollout of ICT (information and communication technology) infrastructure into educational institutions, indicates that it is becoming increasingly important for them to support, in a planned and deliberate manner, the development and improvement of curricula, ongoing program and course design, planning of contact sessions with students, development of quality teaching and learning materials, and design of effective assessment – activities all aimed at improving the teaching and learning environment while managing the cost of this through increased use of resource-based learning. (UNESCO, 2017).

The use of affordable learning materials can lead to major changes in postsecondary education by having a significant impact on the educational culture of Louisiana. By creating awareness and promotion of affordable learning materials, discussions can ensue regarding the adoption of affordable learning materials, opportunities for increased collaboration within and among institutions, alternate formats for course delivery, and the adoption of existing and development of shared learning materials.

Based on the comprehensive review of national and state affordable learning enterprises, and the affordable learning activities already existing in Louisiana, the Board of Regents, its eLearning Task Force, and LOUIS put forth the following recommendations for the development, implementation and application of the ALL Plan. These recommendations are based on best practices nationally that can be adapted successfully for use in Louisiana. They are divided into short-term and long-term actions to move the initiative forward into the future.

Identifying funding for ongoing plans from the state, institutions, foundations, and granting agencies, will be a critical component of the plan as will establishing infrastructure that will support both short-term and long-term goals. As described below, the short-term goals

involve plans to be implemented in the first one to three years. These goals affirm and reinforce existing support mechanisms available through LOUIS and eLearning practitioners. Short-term goals are also characterized by opportunities that have the highest impact for the amount of effort, although not without costs. Short-term goals extend the known efficacy of strategies already implemented through the LOUIS Affordable Learning LOUISiana and eLearning Task Force pilot projects. Additionally, short-term goals are characterized by activities with high accountability and demonstrated return on investment, as measured by actual reduction in the costs of textbooks to students.

Long-term goals address changes at the institutional and faculty level, which are more challenging to both implement and measure. Long-term goals involve shifts in faculty approaches to open pedagogy, as well as evaluation of and changes to institutional policies that will support efforts in textbook affordability.

Recommendations

Short-Term

Recommendation 1: The Board of Regents recommends that the State implement an affordable learning technology and staffing infrastructure within LOUIS to support accessible eTextbook acquisitions, and the provision and adoption of open educational resources.

Rationale: As a statewide entity, LOUIS implements technology that allows 47 participating academic library members to successfully conduct and manage vital library operations. This is done by an existing support team of programmers and technologists. This team troubleshoots issues through incident reporting, remote support sessions, personalized training visits, publishing a knowledge base of solutions, and offering customization services to promote positive user experiences. LOUIS currently operates on funds derived primarily through membership fees from libraries, but the LOUIS staff can extend these services with additional staff to provide technology and training support for textbook affordability initiatives. This ensures the ability of large and small institutions to have reliable infrastructure without the need to add campus staff.

Currently, LOUIS supports pilot technology infrastructure for both curriculum-driven acquisitions of eTextbooks and discovery of open educational resources through a statewide library discovery system. In order to promote further collaboration and promotion of both open textbooks and library owned eTextbooks, investment in current infrastructure with ongoing annual expenses is needed, as is the development of a state repository of open learning materials. This statewide repository will house faculty-designed Louisiana OER courses for prospective students and faculty seeking easily adaptable OER solutions and

provide evidence of successes for institutional marketing and advancement. Additionally, licensing/funding is requested that would provide campuses access to tools and software that provide guidance with identifying gaps in accessibility and/or assistance in locating existing OER resources already deemed accessible.

Recommendation 2: The Board of Regents recommends that funds be allocated to expand LOUIS Statewide eBook, eTextbook, and video collections.

Rationale: This program will enhance the state's collection of eBooks with perpetual access rights that are ideally suited to replace traditional textbooks. These materials can use be used in upper-level college courses. Large eBook collections are currently owned by Louisiana State University and have contributed to projected student savings of \$2.7 million over three academic years. Small statewide investments by LOUIS in collections and individual eBook titles for other schools has resulted in projected student savings on textbooks of over \$1 million.

In addition to eBook and eTextbook collections, some programs require digital film collections in lieu of traditional textbook resources. Many programs are taught in online environments and require the use of costly clinical video resources that must be updated to remain in compliance with accreditation standards. With this investment, LOUIS can provide the most up-to-date video resources to train the workforce at no expense to students. Additionally, each institution has faculty and staff experienced in e-resources in terms of supporting on- and off-campus access and integration into the Learning Management System and ensuring findability of materials to support course-use adoption.

Recommendation 3: The Board of Regents recommends the creation of an Affordable Learning Support Fund for Faculty and Academic Support Services that would include professional development, stipends or mini-grants targeting specific programs including the review/evaluation of materials and development of OER courses.

Rationale: Reducing the cost of higher education for students through faculty use of open educational resources (OER) requires enhanced support for course development by integrating library expertise into the course material selection process. Faculty buy-in is a critical element for the success of the ALL Plan. Faculty commitment from the initial planning stages throughout to full implementation in this initiative requires a cultural and philosophical shift in how course materials are developed and shared.

Librarians throughout the state have expertise in locating library-owned and open materials that can be provided to students at no cost. Leveraging the support of both librarians and instructional designers in “textbook transformation” projects is a best practice seen in many states that have launched multi-year, multi-million dollar affordability projects. Affordable Learning Georgia, for example, has saved students an estimated \$31.8 million dollars since its launch in the 2014-15 fiscal year.

LOUIS has completed a successful 2-year pilot program with limited one-time resources to develop the expertise of the network of academic librarians in the state. Following models in both Georgia and New York, LOUIS will implement a centralized and cost-efficient affordable learning support model to provide librarians, instructional designers, and faculty with ongoing professional development and technology support for state-funded course redesign projects. Together with the eLearning Task Force, a special emphasis will be placed on faculty incentives and small grants for development of whole

degree programs, courses with large enrollments, and/or courses with elevated drop, fail, withdrawal (DFW) rates. The use of incentives along with departmental and administrative support is expected to ease the transition to electronic resources.

LOUIS will track investments and outcomes and provide services including developing a network of trainers that can support individual campus efforts.

Recommendation 4: The Board of Regents recommends that, with the assistance of LOUIS and the eLearning Task Force, it sponsor a quarterly statewide Affordable Learning webinar series beginning Spring 2018.

Rationale: The work required to expand the OER community is important, so Louisiana must leverage every opportunity available to better engage constituents. One of the opportunities to do this is through a quarterly statewide affordable learning webinar series. This provides an opportunity to present training where where all stakeholders can learn about this initiative and participate in informational workshops conducted by experts in the affordable learning materials realm.

Recommendation 5: The Board of Regents recommends that, with the assistance of LOUIS and its eLearning Task Force, it develop a marketing campaign around ALL (targeted at legislature/systems/campus faculty and staff/students/parents).

Rationale: The key to any successful initiative is the inclusion of a marketing strategy designed to promote the efforts and services of an entity. Creating awareness and encouraging participation can only be accomplished through the development of a concerted marketing campaign that will inform postsecondary institutions, students and all other stakeholders of the ALL Plan. The ALL-marketing campaign will create awareness in the short term but provide an opportunity to engage philanthropic

organizations such as the Gates and Hewlett Foundations in conversations to further broaden the scope and impact of the ALL Plan. The affordable learning materials movement is one defined by impact. The potential impact that the use of OER could have on decreasing costs for the students of Louisiana is far reaching. Communicating cost-saving opportunities created by the implementation of the ALL Plan through an effective marketing strategy can boost interest and awareness while promoting opportunities for collaboration by both public and private entities for the promotion of the movement.

Long-Term

Recommendation 6: The Board of Regents recommends that system Chief Academic Officers (CAOs) work with their respective campuses to encourage systems'/campuses' tenure and promotion review processes include recognition of faculty engagement in the affordable learning arena as well as examine supporting faculty in transition to open access publication.

Rationale: In the Louisiana faculty survey, some faculty identified a need for administrative support or recognition of open access and affordable learning efforts prior to investing their time into such an initiative. Therefore, Louisiana's postsecondary administrators should identify opportunities to enhance support for using affordable learning materials and encouraging contribution to open access publication efforts. This could be through reward systems including tenure and promotion guidelines, release time, supplemental compensation, faculty senate resolutions, or student government resolutions.

Recommendation 7: The Board of Regents recommends that it establish an annual award recognizing outstanding leadership and innovation in the adoption of affordable learning resources.

Rationale: In addition to the potential significant savings for students, the ALL Plan presents a unique opportunity for Louisiana to move to the forefront of transformative change in the production and delivery of courses. This will require many resources, not the least of which will be the tremendous undertaking by campus administration, faculty and staff who pledge to transition courses to affordable learning materials. Those who emerge as leaders in this endeavor could be nominated for an annual award recognizing

and acknowledging their achievements toward the application and promotion of the ALL Plan. This recognition could come with a monetary stipend.

Recommendation 8: The Board of Regents recommends that institutions and system offices evaluate existing bookstore relationships to ensure that contracts support student affordability.

Rationale: Through the Higher Education Opportunity Act of 2008, campuses and bookstores are compelled to make available information regarding the cost and selection of textbooks. Through this initiative, the Regents will create a working group to include campus CAOs, CFOs, faculty and librarians in order to evaluate how current bookstores across the state support this requirement. This should also include a review of any embedded contractual language that precludes campuses from endorsing or enhancing affordable learning alternatives for students. This will be followed by the development of recommendations of best practices to enhance the campuses' ability to collect institutional data on textbook adoptions and to ultimately assist students in the identification of the lowest cost options for textbooks or other course instructional materials.

Recommendation 9: The Board of Regents recommends that institutions and system offices implement mechanisms for campuses to identify classes with reduced or no textbook costs so that students will have all cost options available prior to registration.

Rationale: To support students in identifying low-cost courses at the time of registration, many states and campuses have implemented notifications of low-cost and no-cost courses in the campus registration system. This practice allows students to exercise price selectivity when selecting courses. It also serves as a way for campuses, departments, faculty, and students to monitor campus progress in reducing textbook costs in a

transparent manner. At a minimum, the Board of Regents recommends that campuses denote cost differences between classes.

Recommendation 10: The Board of Regents recommends that it explore opportunities for grant funding from various philanthropic foundations to further their understanding of the impact and potential benefit their support would mean to the students of Louisiana through the implementation of the ALL Plan.

Rationale: The Board of Regents recognizes that it cannot depend on the state alone for the funding of this initiative and seeks to engage the support of these nationally recognized entities for the establishment of additional financial support.

Conclusion

In conclusion, a combination of both short- and long-term goals as presented in the Affordable Learning Louisiana (ALL) Plan will capitalize on the existing infrastructure and capacity of academic librarians, eLearning practitioners, instructional designers, and the LOUIS project to bring savings directly to students. This can be accomplished by examining current state and institutional policies that will support students and faculty in these endeavors and by ensuring that technology is in place with statewide support mechanisms, that academic support staff are adequately trained, and faculty are incentivized and supported to institute campus change. While not cutting edge in terms of state-level textbook affordability initiatives today, Louisiana nonetheless can provide a plan based on the experience and best practices developed in other states, which leverages existing resources and talents, plus minimal investments, to deliver measurable outcomes for students.

| TYPE | SHORT TERM RECOMMENDATIONS | RESPONSIBLE |
|------|--|-------------|
| ST1 | The Board of Regents recommends that the State implement an affordable learning technology and staffing infrastructure within LOUIS to support accessible eTextbook acquisitions, and the provision and adoption of open educational resources. | |
| ST2 | The Board of Regents recommends that funds be allocated to expand LOUIS Statewide eBook, eTextbook, and video collections. | |
| ST3 | The Board of Regents recommends the creation of an Affordable Learning Support Fund for Faculty and Academic Support Services that would include professional development, stipends or mini-grants targeting specific programs including the review/evaluation of materials and development of OER courses. | |
| ST4 | The Board of Regents recommends that, with the assistance of LOUIS and the eLearning Task Force, it sponsor a quarterly statewide Affordable Learning webinar series beginning Spring 2018. | |
| ST5 | The Board of Regents recommends that with the assistance of LOUIS and its eLearning Task Force that it develop a marketing campaign around ALL (targeted at legislature/systems/campus faculty and staff/students/parents). | |
| TYPE | LONG TERM RECOMMENDATIONS | RESPONSIBLE |
| LT6 | The Board of Regents recommends that system CAO's work with their respective campuses to encourage systems'/campuses' tenure and promotion review processes include recognition of faculty engagement in the affordable learning arena as well as examine supporting faculty in transition to open access publication. | |
| LT7 | The Board of Regents recommends that it establish an annual award recognizing outstanding leadership and innovation in the adoption of affordable learning resources. | |
| LT8 | The Board of Regents recommends that institutions and system offices evaluate existing bookstore relationships to ensure that contracts support student affordability. | |
| LT9 | The Board of Regents recommends that institutions and system offices implement mechanisms for campuses to identify classes with reduced or no textbook costs so that students will have all cost options available prior to registration. | |
| LT10 | The Board of Regents recommends that it explore opportunities for grant funding from various philanthropic foundations to further their understanding of the impact and potential benefit their support would mean to the students of Louisiana through the implementation of the ALL Plan. | |

Appendix 1

OER Content, Professional Development, and Technology Infrastructure Focused Organizations

OpenStax: Based at Rice University, OpenStax is a successful model for open textbook creation. Their current collection of over 20 peer reviewed open textbooks was created to fill the highest need for textbooks in high enrollment general education courses. The textbooks are in use in institutions all over the country and in Louisiana. OpenStax estimates that their collection of textbooks has saved students \$155 million since 2012. They are piloting the development of low cost adaptive learning modules to enhance open textbooks and support the needs of faculty that have grown accustomed to technology-based supplements to enhance student learning. In Louisiana, these books are already in use at many institutions

Creative Commons: An international organization focused on providing a legal mechanism in which copyright holders can share materials of all types and formats. The creative commons license is a major underpinning of the open education movement. For educators to design courses with open content, expertise, or access to expertise, in licensing is critical. Affordable Learning LOUISiana was selected as a beta partner for the design of certification program for librarians to become expert consultants for faculty using openly licensed materials and provided instruction to 75 librarians in July 2017.

Open Textbook Network: Located at the University of Minnesota, the Open Textbook Network provides educational programming to support open textbook adoptions as well as support for data tracking of open textbook adoption impacts on the costs of education. The project also provides a peer review system and catalog of open textbooks from a variety of sources. They are the preeminent aggregator of open textbooks from around the world. Affordable Learning LOUISiana is a member of the network and has trained 60 librarians and reached 120 faculty through this initiative. Additionally, the content from the Open Textbook Network is available to all LOUIS member libraries through their library catalogs and discovery systems and the content has also been mapped to the Louisiana Statewide Common Course Catalog to provide a mechanism for faculty to identify appropriate content (see <http://louislibraries.org/alearningla/find-textbooks>)

OER Commons: OER Commons provides a next generation discovery interface to curating, selecting, and creating open educational resources. It takes the early efforts of Merlot and Cool4Ed type interfaces and applies an information-rich enhanced user experience built on best practices for information retrieval and display. It is an aggregation of open content that has been created worldwide. It is freely available for use, but requires a subscription to create a statewide or institutionally branded presence. The content can be easily ingested into a variety of learning management systems and library search interfaces. Affordable Learning LOUISiana has created a beta discovery system that will leverage the OER Commons content and assist faculty in locating open content for course. (Note from Teri: quote on statewide portal in hand)

Merlot: Merlot is a project that began in 1997 by the California State University Center for Distributed Learning and provided the first of its kind repository of open learning objects. The

content is expansive and faculty in Louisiana have a long history of contributing teaching materials and also providing peer reviews.

Cool4Ed: Cool4Ed, a project of California State University, provides an enhanced front end for the Merlot repository along with institutional branding opportunities, faculty showcases and course showcases. In Louisiana, two branded Cool4Ed environments have been created, at Southern University (SUOL for ED) and a Louisiana portal (Open Louisiana) to support the eLearning Task Force initiatives.

Lumen Learning: This organization leverages existing OER content and adds to it instructional design services to create full courses in collaboration with faculty. This model allows faculty to focus on their expertise, content and pedagogy, and to bring in a network of technology experts to support the design of materials that will address the desired learning outcomes. Its strength lies in the ability to quickly offer redesigned course without costly investment in new infrastructure. The courses are then available to students at extremely low costs, \$10-\$25 in most cases. Example of full courses can be viewed at <https://courses.lumenlearning.com/catalog/lumen>. (Note from Teri: CEO has expressed interest in supporting Louisiana statewide plan)

Rebus Community: This group is a collaborative for open textbook publishing and creates an infrastructure, including technology, editing support, copyright clearance, and peer review for the creation of open textbooks. This allows authors and institutions to focus on the creation of open textbooks without the need to develop costly in-house expertise.

Open Education Group (OEG): Funded by both the Gates and Hewlett Foundations the OEG is a research collaboration focused on contributing empirical research on OER to the scholarly community. The group uses a research framework focused on measuring effectiveness of OER programs on cost, outcomes, usage, and perceptions (COUP). In Louisiana, two researchers have been selected for fellowships with this group (see <http://openedgroup.org/fellowship>). A new fellowship program for instructional designers has been launched recently and offers an opportunity for state and institutional affordability programs to increase their capacity (<http://openedgroup.org/doer-fellowship>)

Community College Consortium for Open Educational Resources (CCCOER): This collaborative for support of community college OER program has participated in the Achieving the Dream (<http://achievingthedream.org/>) ATD OER Degree Initiative, by developing the community of practice for OER practitioners. Membership in this project gives participants access to a series of monthly webinars and an opportunity to shape OER advocacy and policy initiatives.

Representative State and Institutional Programs

Florida Orange Grove: The Orange Grove is a repository of open resources hosted and managed by the Florida Virtual Campus. This project is one component of the Florida Shines a hub of resources for all aspects of education including library resources, distance education services, and a career services portal. The Orange Grove combines OER for K-12 and higher education, along with institutional repository functions. It is built on a commercial digital

repository infrastructure, EQUELLA by Pearson, one of the preeminent licensed textbook providers for higher education. The Florida Virtual Campus (FVC) “is established to provide access to online student and library support services and to serve as a statewide resource and clearinghouse for public postsecondary education distance learning courses and degree programs.” (see <http://www.flsenate.gov/laws/statutes/2012/1006.73>). One key responsibility of this is to “Promote and provide recommendations concerning the use and distribution of open-access textbooks and education resources as a method for reducing costs and work with public postsecondary education institutions in developing a standardized process for the review and approval of open-access textbooks.”

Tidewater Z degree: Tidewater Community College (TCC) in Virginia offered the first-ever OER degree for business administration (AB) in the United States (see <https://www.tcc.edu/academics/degrees/textbook-free>). TCC contracted with OER instructional designers at Lumen Learning to work with TCC faculty on the quick launch of the program. Since 2013, the program has served over 10,000 students and saved an estimated \$1 million. Using both OER and licensed library resources, this model not only saves students money of textbooks, but has also shown increased student success and retention and a decrease in student withdrawal rates. Many other colleges and university have begun adopting the complete OER degree program concept.

Affordable Learning Georgia: The Affordable Learning Georgia Program is administered by the GALILEO library consortium within the University System of Georgia (USG). It began as a California State University-MERLOT partner benefit service. This well-funded program supports textbook transformations using OER, open source scholarly resources, and licensed library materials. Funded projects are exposed through the Georgia Knowledge Repository, a digital repository platform managed by GALILEO along with a Digital Commons instance from bepress (see <http://oer.galileo.usg.edu/>). To support textbook transformation projects, ALG supports a Campus Champions and Library Coordinators program with representation from every USG campus. Courses on the ALG Top 100 courses list are prioritized for funding due to the potential to impact high-enrollment courses. ALG also works closely with USG campus bookstores and faculty to provide affordable learning materials and identify the lowest cost licensed resources that fit curricular needs.

Affordable Learning Solutions: In addition to the Merlot and Cool4Ed clearing house style repositories for OER previously described, Affordable Learning Solutions (AL\$) at California State University also offers an immediate access course materials program for licensed textbooks. Through this program students have day one access to their textbooks. Student who do not opt-out of the program are charged for the materials but are able to save “10% to 20% over regular digital access and 25% to 60% discount over printed rental or purchase of hard copies” (see <http://als.csuprojects.org/uploads/35/00/35004011f90a2c29715757c23559d57a/ALS-Immediate-Access-with-Opt-Out-5-26-16.pdf>).

A Senate Bill in California (SB1359) also mandates that course enrollment systems at all campuses include “a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to

students and may have a low-cost option for print versions.” This is mandated for implementation by January 2018.

Affordable Learning Ohio: Affordable Learning Ohio is an example of another textbook affordability program under the administrative structure of a state library consortium. Through a \$1.3 million investment in 2017, Ohio has invested in the Open Textbook Network Program, a OER Commons implementation to curate and create state OER resources, and an expanded license to the LibGuides platform to serve as the primary communication and collaboration point for institutions to share their impacts. (see https://www.oh-tech.org/blog/tags/affordable_learning#.WXUGfojyvD4)

Open Oregon: Open Oregon is a project of the Higher Education Coordination Commission: Office of Community Colleges and Workforce Development. “Open Oregon Educational Resources tracks adoption of OER at community colleges and progress toward a statewide Z-Degree, in addition to managing grants for instructors to adopt, adapt, and create open content for their courses.” The project also utilizes Pressbooks for OER creation projects and OER Commons for curation of existing OER content.

Appendix 2

LOUIS Affordable Learning Library Sponsored Textbook Transformation Projects: Rounds 1 -5, Fall 2015 - Summer 2017

| Site | Amount Reimbursed | Date implemented | Maximum ROI | Students impacted | Estimated student cost savings | Proposal type | Status |
|----------|-------------------|------------------|-------------|-------------------|--------------------------------|---------------|--------|
| BRCC | \$510.34 | Fall 2016 | \$35,082.70 | 186 | \$35,582.70 | OER | NEW |
| BRCC | \$510.34 | Fall 2016 | \$4,883.51 | 73 | \$5,393.85 | EBOOK | NEW |
| BRCC | \$0.00 | Spring 2017 | \$53,908.30 | 233 | \$53,908.30 | OER | REUSED |
| BRCC | \$0.00 | Spring 2017 | \$4,471.50 | 50 | \$4,471.50 | EBOOK | REUSED |
| Fletcher | \$250.00 | Fall 2015 | \$36,950.00 | 310 | \$37,200.00 | OER | NEW |
| Fletcher | \$788.79 | Fall 2015 | \$16,451.61 | 60 | \$17,240.40 | EBOOK | NEW |
| Fletcher | \$0.00 | Fall 2016 | \$28,200.00 | 235 | \$28,200.00 | OER | REUSED |
| Fletcher | \$0.00 | Fall 2016 | \$49,135.14 | 171 | \$49,135.14 | EBOOK | REUSED |
| Fletcher | \$0.00 | Spring 2016 | \$12,000.00 | 100 | \$12,000.00 | OER | REUSED |
| Fletcher | \$0.00 | Spring 2016 | \$43,963.02 | 153 | \$43,963.02 | EBOOK | REUSED |
| Fletcher | \$0.00 | Summer 2016 | \$1,080.00 | 9 | \$1,080.00 | OER | REUSED |
| Fletcher | \$0.00 | Summer 2016 | \$9,769.56 | 34 | \$9,769.56 | EBOOK | REUSED |
| Fletcher | \$0.00 | Spring 2017 | \$35,917.50 | 125 | \$35,917.50 | EBOOK | REUSED |
| Fletcher | \$0.00 | Spring 2017 | \$18,256.00 | 105 | \$18,256.00 | OER | REUSED |
| LaTech | \$1,130.02 | Fall 2017 | \$15,865.93 | 301 | \$16,995.95 | EBOOK | NEW |
| Loyola | \$938.95 | Fall 2016 | \$27,141.05 | 294 | \$28,080.00 | EBOOK | NEW |
| Loyola | \$1,549.13 | Spring 2017 | \$10,875.07 | 310 | \$12,424.20 | EBOOK | NEW |
| Loyola | \$0.00 | Spring 2017 | \$3,990.00 | 42 | \$3,990.00 | EBOOK | REUSED |
| Loyola | \$314.56 | Fall 2017 | \$1,568.99 | 88 | \$1,883.55 | EBOOK | NEW |
| Loyola | \$1,170.84 | Fall 2017 | \$6,950.66 | 310 | \$8,121.50 | EBOOK | NEW |
| LSU | \$1,003.56 | Fall 2015 | \$14,445.94 | 337 | \$15,449.50 | EBOOK | NEW |
| LSU | \$0.00 | Fall 2016 | \$12,627.30 | 160 | \$12,627.30 | EBOOK | REUSED |
| LSU | \$1,167.36 | Summer/Fall 2017 | \$4,455.54 | 139 | \$5,622.90 | EBOOK | NEW |
| LSU | \$595.00 | Fall 2017 | \$2,531.41 | 91 | \$3,126.41 | EBOOK | NEW |
| LSU | \$316.13 | Fall 2017 | \$1,394.51 | 45 | \$1,710.64 | EBOOK | NEW |
| LSUHSCNO | \$975.25 | Fall 2015 | \$15,825.93 | 123 | \$16,801.18 | EBOOK | NEW |
| LSUHSCNO | \$0.00 | Spring 2016 | \$15,057.90 | 39 | \$15,057.90 | EBOOK | REUSED |
| LSUHSCNO | \$684.78 | Spring 2017 | \$2,015.22 | 24 | \$1,500.00 | EBOOK | NEW |
| LSUHSCS | \$0.00 | Fall 2015 | \$871.60 | 8 | \$871.60 | EBOOK | REUSED |
| LSUHSCS | \$973.62 | Fall 2016 | \$11,513.03 | 67 | \$12,486.65 | EBOOK | NEW |
| LSUHSCS | \$0.00 | Fall 2016 | \$5,614.31 | 47 | \$5,614.31 | EBOOK | REUSED |
| LSUHSCS | \$0.00 | Spring 2016 | \$7,556.50 | 70 | \$7,556.50 | EBOOK | REUSED |
| LSUHSCS | \$133.43 | Spring 2017 | \$2,890.87 | 34 | \$3,024.30 | EBOOK | NEW |
| LSUHSCS | \$964.69 | Summer 2015 | \$12,914.21 | 142 | \$13,878.90 | EBOOK | NEW |
| LSUHSCS | \$0.00 | Summer 2016 | \$1,156.00 | 20 | \$1,156.00 | EBOOK | REUSED |
| LSUHSC-S | \$1,525.21 | Fall 2017 | \$13,468.84 | 225 | \$14,994.05 | EBOOK | NEW |
| LSUS | \$1,037.54 | Spring 2016 | \$22,943.31 | 799 | \$23,980.85 | EBOOK | NEW |

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|---------------------|--------------------|-------------------|---------------------|--------------------|----------------------------------|--------|--------|
| LSUS | \$1,234.28 | Spring 2017 | \$20,157.12 | 339 | \$21,391.40 | EBOOK | NEW |
| LUMCON | \$735.19 | Spring 2017 | \$4,048.47 | 40 | \$4,783.66 | EBOOK | NEW |
| Nicholls | \$835.60 | Fall 2015 | -\$544.90 | 6 | \$290.70 | RENTAL | NEW |
| NTCC | \$110.70 | Spring 2017 | \$12,044.30 | 286 | \$12,155.00 | EBOOK | NEW |
| RPCC | \$3,078.93 | Spring 2017 | \$24,607.78 | 674 | \$27,686.71 | EBOOK | NEW |
| SOWELA | \$1,179.21 | Summer 2017 | \$5,014.21 | 131 | \$6,193.42 | EBOOK | NEW |
| St. Joseph Seminary | \$783.53 | Fall 2017 | \$669.95 | 7 | \$1,453.48 | EBOOK | NEW |
| St. Joseph Seminary | \$1,487.50 | Fall 2015 | \$2,212.50 | 33 | \$3,700.00 | RENTAL | NEW |
| St. Joseph Seminary | \$64.95 | Spring 2017 | \$782.05 | 44 | \$847.00 | EBOOK | NEW |
| SUBR | \$1,152.38 | Fall 2017 | \$3,791.12 | 50 | \$4,943.50 | EBOOK | NEW |
| Tulane Law | \$1,000.00 | Fall 2015 | \$400.00 | 20 | \$1,400.00 | RENTAL | NEW |
| ULM | \$696.13 | Fall 2016 | \$12,070.72 | 103 | \$12,766.85 | EBOOK | NEW |
| ULM | \$994.45 | Spring 2017 | \$30,622.65 | 581 | \$31,617.10 | EBOOK | NEW |
| ULM | \$0.00 | Spring 2017 | \$6,864.00 | 48 | \$6,864.00 | EBOOK | REUSED |
| UNO | \$500.00 | Fall 2015 | \$13,126.55 | 68 | \$13,626.55 | OER | NEW |
| UNO | \$739.15 | Fall 2015 | \$7,833.83 | 281 | \$8,572.98 | EBOOK | NEW |
| UNO | \$0.00 | Fall 2016 | \$224.85 | 15 | \$224.85 | EBOOK | REUSED |
| UNO | \$500.00 | Spring 2016 | \$3,818.00 | 179 | \$4,318.00 | EBOOK | NEW |
| UNO | \$494.69 | Spring 2016 | \$3,258.61 | 142 | \$3,753.30 | EBOOK | NEW |
| UNO | \$0.00 | Spring 2016 | \$9,130.76 | 72 | \$9,130.76 | EBOOK | REUSED |
| UNO | \$724.93 | Spring 2017 | \$6,730.59 | 121 | \$7,455.52 | EBOOK | NEW |
| UNO | \$0.00 | Spring 2017 | \$12,106.20 | 108 | \$12,106.20 | EBOOK | REUSED |
| UNO | \$1,363.31 | Summer -Fall 2016 | \$7,663.28 | 120 | \$9,026.59 | EBOOK | NEW |
| UNO | \$360.00 | Summer 2017 | \$102.34 | 27 | \$462.34 | EBOOK | NEW |
| UNO | \$1,110.45 | Summer/Fall 2017 | \$7,268.38 | 126 | \$8,378.83 | EBOOK | NEW |
| UNO | \$606.57 | Summer 2017 | \$3,941.08 | 66 | \$3,941.08 | EBOOK | NEW |
| Xavier | \$1,198.00 | Fall 2017 | \$210,915.00 | 981 | \$210,915.00 | EBOOK | NEW |
| Xavier | \$1,485.00 | Fall 2015 | \$6,195.00 | 30 | \$7,680.00 | RENTAL | NEW |
| Xavier | \$1,240.00 | Fall 2016 | \$528.00 | 13 | \$1,768.00 | EBOOK | NEW |
| | Expended | | ROI | Enrollments | Projected Student Savings | | |
| | \$40,214.49 | | \$979,325.40 | 10,270 | \$1,016,524.98 | | |

Appendix 3

LOUIS Delivered Open Textbook Network Workshops: Faculty Outcomes, Spring 2017 Data

| <u>First Name</u> | <u>Last Name</u> | <u>Review completed</u> | <u>Followup</u> | <u>Adopt</u> | <u>If you plan to adopt an open textbook- What semester will this occur? / e.g., Fall 2014</u> | <u>If you plan to adopt an open textbook-For which course(s) will this occur? / e.g., HIST 1001, PHSY 2014</u> |
|-------------------|------------------|-------------------------|-----------------|--------------|---|---|
| Aimee | Barrios | Yes (1) | Yes | No | | |
| Irina | Shport | Yes (1) | Yes | Yes | | |
| Stan | Barrera | Yes (1) | Yes | Yes | Spring 2017 | EDCI 7485 |
| Kim | Skinner | Yes (1) | Yes | Yes | Summer 2017 | EDCI 7105 |
| Shane | Anderson | Yes (1) | Yes | Yes | Spring 2017 | MUS 323 Form and Analysis I |
| Deborah | Cibelli | Yes (1) | Yes | Yes | Fall 2017 | Art 110 |
| Sara | Dempster | Yes (1) | Yes | Yes | | |
| Allyse | Ferrara | Yes (1) | Yes | Yes | Don't know | BIOL 105 and 106 |
| Raj | Nathaniel | Yes (1) | Yes | Yes | Fall 2017 | BIOL-105, BIOL-117 |
| Gregg | Stall | Yes (1) | Yes | Yes | Spring 2017 | EDFR 501 |
| William | Thibodeaux | Yes (1) | Yes | Yes | Spring 2017 | CULA 429 |
| Laura | Valenti | Yes (1) | Yes | Yes | Fall 2018 | MKTG 486 |
| Chadwick | Young | Yes (1) | Yes | Yes | Spring 2017 | PHYS 202 |
| Heather | Botsford | Yes (1) | Yes | Yes | Fall 2018 | English 102 |
| Joseph | Mirando | Yes (1) | Yes | Yes | Spring 2018 | COMM 151 |
| Sanichiro | Yoshida | Yes (1) | Yes | Yes | Fall 2017 | Phys 619 |
| Ephraim | Massawe | Yes (1) | Yes | Yes | | |
| Bruce | Sherman | Yes (1) | Yes | Yes | Fall2018 | Essc 101 |
| Natasha | Whitton | Yes (1) | Yes | Yes | Fall 2017 | English 210 |
| Mohammad | Saadeh | Yes (1) | Yes | Yes | Fall 2017 | ET 202 |
| Beth | Blankenship | Yes (1) | Yes | Yes | Fall 2017 | ENGL1158 |
| Huimin | Chen | Yes (1) | Yes | Yes | fall 2017 | ENEE 3572 probability and random processes |
| Gianna | Cothren | Yes (1) | Yes | Yes | Summer 2017 | ENCE 4097 |
| Nathanael | DePano | Yes (1) | Yes | Yes | Fall 2017 | CSCI 3102 |
| Kenneth | Farizo | Yes (1) | Yes | Yes | Fall 2017 | EDCI 6400 |
| Laszlo | Fulop | Yes (1) | Yes | Yes | Spring 2017 if I find the right book | FTA 6020 Form and Idea and FTA 2320 Script Analysis (FTA=Film and Theatre) |
| Kim | Jovanovich | Yes (1) | Yes | Yes | Fall 2017 | new course ENGR 1000 |
| Pia | Kostner | Yes (1) | Yes | Yes | maybe fall 2018 | German 1001 |
| Jairo | Santanilla | Yes (1) | Yes | Yes | Fall 2018 | MATH 4801 |
| Nancy | Easterlin | Yes (1) | Yes | No | | |
| Catherine | Loomis | Yes (1) | Yes | No | | |
| June | Pulliam | Yes (1) | Yes | Maybe | | |
| Will | Monroe | Yes (1) | Yes | Maybe | | |

| | | | | | | |
|-----------|--------------|---------|-----|-------|-------------------------------|---|
| Frank | Anselmo | Yes (1) | Yes | Maybe | | |
| Natacha | Jeudy | Yes (1) | Yes | Maybe | Fall 2017 | FREN 1001, FREN 1002 |
| Dan | Sheehy | Yes (1) | Yes | Maybe | | |
| Aimee | Hollander | Yes (1) | Yes | Maybe | | |
| Stephanie | Welch | Yes (1) | Yes | Maybe | | |
| Samuel | Cappel | Yes (1) | Yes | Maybe | | |
| Sarah | Sohr-Preston | Yes (1) | Yes | Maybe | | |
| Kristie | Riddle | Yes (1) | Yes | Maybe | | |
| Claire | Cowart | Yes (1) | Yes | Maybe | depends on course assignments | English 315 |
| Alison | Pelegri | Yes (1) | Yes | Maybe | Maybe in the fall | Maybe fore a creative writing class |
| Minh | Huynh | Yes (1) | Yes | Maybe | Undecided at this point | OMIS 360 |
| Marianna | Kunow | Yes (1) | Yes | Maybe | Spring 2019 | Special Topics in Myth |
| David | Busekist | Yes (1) | Yes | Maybe | possibly fall 2017 | MATH 1500 |
| Jerry | Parker | Yes (1) | Yes | Maybe | | |
| Sarah | Clifton | Yes (1) | Yes | Maybe | | |
| Laura | Medina | Yes (1) | Yes | Maybe | | |
| David | Pearlman | Yes (1) | Yes | Maybe | | |
| Juliana | Starr | Yes (1) | Yes | Maybe | | |
| Carol | Madere | Yes (1) | | | | |
| Claire | Procopio | Yes (1) | | | | |
| Judith | Coston | Yes (1) | Yes | Yes | Summer 2017 | Microbiology |
| Addie | Dickson | Yes (1) | Yes | Yes | Future | Genetics |
| Rachel | Wilson | Yes (1) | Yes | Yes | Fall 2017 | Adult Education--ELA; English 101 |
| Allison | Adams | Yes (1) | Yes | Yes | Fall 2017 | NURS 1300- only part |
| William | Lopez | Yes (1) | Yes | Yes | Fall 2017 | Criminal Justice Ethics |
| Ann Marie | Stanley | Yes (1) | Yes | Yes | Fall 2017 or Spring 2018 | MUED 3170 or MUED 1700 |
| Andy | Trevathan | Yes (1) | Yes | Yes | Fall 2017 | ENGL 3015 |
| Amanda | Jacob | Yes (1) | Yes | Yes | Fall 2017 | ENGL 1015 |
| David | Taylor | Yes (1) | Yes | Yes | Fall 2017 | SOC 101 Intro to Sociology |
| Emily | Aucoin | Yes (1) | Yes | Yes | Fall 2019 | English 1010 |
| Esperanza | Zenon | Yes (1) | Yes | Yes | Fall18 | PHSC 1010 |
| Sumita | Roy | Yes (1) | Yes | Yes | Fall 2018 | Engl. 362 |
| Fatima | Chajia | Yes (1) | Yes | Yes | Fall 2018 | FREN 100, FREN 101, FREN 200 |
| Francesca | Williams | Yes (1) | Yes | Yes | | |
| Sudhir | Trivedi | Yes (1) | Yes | Yes | Fall 2017 | CMPS105 CMPS512 CMPS532 CMPS535 |
| William | Broussard | Yes (1) | Yes | Yes | Fall 2018 | Engl 203 |
| Radian | Belu | Yes (1) | Yes | Yes | Fall 2018 | ELEN 1XX - New Introductory course in ECE |
| Rasheedah | Jenkins | Yes (1) | Yes | Yes | possibly Spring 2018 | EN 110 and EN 111 |

| | | | | | | |
|-----------|-----------|---------|-----|-------|-------------|---------------------------------|
| Tyra | Gross | Yes (1) | Yes | Yes | | |
| Richard | Peters | Yes (1) | Yes | Yes | Fall 2018 | Strategic Management |
| Shearon | Roberts | Yes (1) | Yes | Yes | Fall 2017 | MSCM 1100 |
| Carmela | Mattza | Yes (1) | Yes | No | | |
| Alice | Clark | Yes (1) | Yes | No | | |
| Connie | Chemay | Yes (1) | Yes | Maybe | | |
| Abha | Verma | Yes (1) | Yes | Maybe | | |
| Michael | Dettinger | Yes (1) | | | | |
| Henry | Smith | Yes (1) | | | | |
| Stephone | Addison | Yes (1) | | | | |
| Tara | Smithson | Yes (1) | Yes | Yes | unsure | |
| Allan | Millett | Yes (1) | Yes | No | | |
| Terry | Authement | | Yes | Yes | spring 2018 | math ???? |
| Robert | Bell | | Yes | Yes | | |
| Jared | Eusea | | Yes | Yes | Fall 2016 | Math 1100, Math 1110, Math 2140 |
| Michelle | Grant | | Yes | No | | |
| Al | Shaw | | Yes | Maybe | | |
| Christie | Landry | | Yes | Maybe | Fall 2017 | Biol 1140 |
| Robert | Sexton | | Yes | Maybe | | |
| Teri | Root | | Yes | Maybe | | |
| Jerry | Farmer | | Yes | Maybe | | |
| Jonathan | Brown | | | | | |
| Sandra | Theus | | | | | |
| Patricia | Wyatt | | | | | |
| Sharonda | Mikie | | | | | |
| Kathryn | Monroe | | | | | |
| Nolde | Alexius | | | | | |
| Michael | Cherry | | | | | |
| Billy | Fontenot | | | | | |
| Roy | Bertucci | | | | | |
| Carol Ann | MacGregor | | | | | |
| Nancy | Rowe | | | | | |
| Laura | Kamath | | | | | |
| Sarah | Hyde | | | | | |
| Debbie | Murphree | | | | | |
| Ginny | Bradley | | | | | |
| Staci | Taylor | | | | | |
| Michaelyn | Broussard | | | | | |

| | | | | | | |
|-----------|------------|--|--|--|--|--|
| Deborah | Dardis | | | | | |
| Charlotte | Henderson | | | | | |
| Carolina | Delgado | | | | | |
| Moustapha | Diack | | | | | |
| Okoye | Ahmose | | | | | |
| Lura | Williamson | | | | | |
| Elizabeth | Rousselle | | | | | |
| Mark | Gstohl | | | | | |

Appendix 4

Response to Affordable Learning Louisiana Plan

“Last year, I took an amazing social justice seminar. There were five textbooks for that class, and I don't think one of them was less than \$20 on the Kindle Store. That adds up to over \$100 for textbooks just for one class. I jumped for joy when I found that the library had purchased four of these books, and we could access them online. I was even more delighted to find that they were completely accessible to me as a totally blind student. They worked like a dream with my screen reader. Having access to books without having to rob a bank is crucial for a successful learning experience. I believe that authors should be compensated for their work, but I know most college students don't have \$500 a semester to spend on books. This is why it's important to make books available online for students.” -- Louisiana undergraduate student

Librarians work with students on a daily basis, and we often encounter students who are unable to afford the required course texts. Many of them struggle with the choice between spending money that they really don't have on textbooks or risking their academic success by trying to get by without them. Occasionally we are able to meet their needs through library-purchased eBooks, as was the case with the student quoted above, but often we find ourselves frustrated by the larger problem of affordability that is best addressed at a higher level. Librarians are so enmeshed with students' research assignments and course requirements, working with them at every step, that we are heavily invested in their success. We want our students to have the tools to succeed and to have no division between students who can afford the learning materials and those who cannot.

As representatives of the academic libraries in the state, we strongly endorse the Affordable Learning Louisiana plan as a way to address the affordability crisis in higher education in our state. The plan offers a real opportunity for the state's higher education community to work together to lower costs, enrich teaching and learning for both faculty and students, and improve student success. Academic libraries are committed to implementing the plan through our partnerships with other campus units (such as

bookstores and online learning units), our collegial and collaborative relationships with teaching faculty in all disciplines, and our consortium-based collaborations with each other.

Libraries are well-positioned to drive this initiative forward. Librarians are skilled at evaluating both open and licensed sources for alignment with courses and for markers of quality and reliability. Our experience managing course reserves and providing course-integrated instruction gives us inside knowledge of both the curricula on our respective campuses and the kinds of teaching materials our faculty value. Our deep expertise on copyright issues can inform users of copyrighted material as well as those seeking to create and license their own work as new OER are developed.

The library is frequently referred to as the heart of the university. Being at the nexus of many campus operations, the library can disseminate information and provide support to a broad range of institutional constituents, and can also serve as a connecting point between faculty and the various campus support units working on affordability issues. Many of us are already working closely with bookstores to identify assigned course texts that can be licensed for campus-wide use, and we collaborate with instructional designers, distance education professionals, and many others involved in promoting OER and other affordable resources. Student government organizations have proven to be eager partners in affordability initiatives, and libraries frequently have close ties to these groups. Most academic libraries operate on a liaison model, with librarians assigned to and sometimes even embedded in specific academic departments. These liaison librarians develop strong relationships with disciplinary faculty and are thus ideally suited to support the shift toward affordable learning approaches. Those of us who have faculty status can advocate for policies and practices that promote affordability through governance structures such as the Faculty Senate, curriculum committees, and other university committees. All of these roles and relationships can be leveraged in the service of the Affordable Learning Louisiana initiative.

Perhaps most valuably, we have experience with smaller-scale pilots of several key projects proposed in the Affordable Learning Louisiana plan. Over the past two years,

LOUIS has offered us a framework for implementing many of these efforts on our own campuses. LOUIS funding, provided by the Board of Regents, has enabled us to purchase electronic versions of course texts, and the LOUIS micro-grants have been used to encourage faculty to shift courses to OER or to library-licensed content. These pilot projects have given us valuable experience with developing tools and workflows for education affordability programs, including identification and evaluation of OER. We also have devised new mechanisms, facilitated by LOUIS, for the management of curriculum-driven acquisitions programs.

The advantages of implementing these efforts through a centralized, consortial approach are numerous. We have, for decades, used our consortial purchasing power through LOUIS to acquire content at discounts unavailable to individual libraries, and we are now doing this for eBook collections that specifically address textbook affordability issues. Many of the most successful affordability initiatives, such as Affordable Learning Georgia, are spearheaded by and managed through libraries or library consortia, and we have been able to learn from and build on the efforts of our library peers in other states. The coordinated tracking of funds and return-on-investment, both short term and long term, is efficiently managed through a central consortial office. Library faculty and staff are skilled at describing, preserving and disseminating content, and with the staff and support from LOUIS we are in a strong position to develop and maintain a repository for homegrown OER created by our faculty. Through a culture of collaboration supported by LOUIS, librarians learn from each other and share ideas, co-present at workshops, and develop reflective best practices. Every Louisiana higher education institution has at least one librarian, and we are all connected to our campus constituents and to each other. The professional development opportunities provided by LOUIS, such as Open Textbook Network training, the Creative Commons workshop, the LOUIS Users Conference, and Learning with LOUIS webinars, ensure the expansion and sustainability of our affordability efforts statewide.

Finally, we want to emphasize that the focus on affordability, especially the promotion of OER, aligns with academic libraries' broader commitment to a "culture of open" in higher education generally. The core values of librarianship include equitable access to

information, the promotion of lifelong learning, the preservation of knowledge, and the promotion of the public good. All of these principles are embraced through the Affordable Learning Louisiana plan.

Concerns:

- There are several places in the document where “OER” are referred to when the broader term “affordable learning materials” could be used. The phrase “affordable learning materials” encompasses OER as well as library-licensed eBooks that serve as course texts, or other library content that is free-to-students. We recommend using this more inclusive terminology whenever possible throughout the plan. For example, the “OER Support Fund” could be changed to “Affordable Learning Support Fund.” OER are simply not available in every discipline, and in some cases assigning library-licensed course texts or other content is a better approach to affordability for the professor. Since investment in electronic books and video collections is a proven strategy for reducing costs to students, we would like to see it included whenever possible.
- Along those same lines, under Financial Costs of the Program in Chapter V, there is no mention of the cost of continuing the already successful eTextbook programs that have been undertaken by LOUIS and its member libraries. Although it is included under Recommendation 2, its absence here could be misconstrued. Therefore, we recommend a fourth main area: funding for licensed course use materials
- Recommendation 10 calls for a reconsideration of bookstore relationships, and we would like to encourage the Board of Regents to develop a document with best practices for bookstore contracts and/or recommendations for bookstore RFPs, and to include faculty and librarian representation on working groups so that specific affordability issues can be addressed as we work to develop partnerships with bookstores.

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