Data Update: April 19, 2017

Disclaimer

Starting April 19, 2017, Affordable Learning Georgia, through collaboration with other University System of Georgia offices, has fine-tuned the accuracy of its statistics gathering and analysis on Textbook Transformation Grants projects. **Cumulative metrics are now prorated in the first Fiscal Year based on the first semester of implementation of all resources in the classroom.** See the Methods section for more details.

ALG is now working only with real enrollment data from eCore – in the past, eCore savings estimates were based on enrollment projections. ALG is using final 2016-2017 enrollment data, and has adjusted years 2014-2015 and 2015-2016 to account for eCore enrollment figures during these semesters.

These adjustments will reduce the current total cumulative savings estimates over past estimates, but it will ensure a more accurate measure of student savings and the number of students affected at a granular level.

Overview

In Fiscal Year 2016-2017, ALG programs have already saved students $15,812,852.30 in textbook costs, affecting 118,186 students. **Once all FY2016-2017 grant projects are fully implemented, these projects will annually save students $19 million dollars on textbook costs.**

Since the initiative's funded inception in Fiscal Year 2014-2015, **all ALG programs have saved a total projected $26.1 million dollars on textbook costs, affecting 221,735 students.**

About Textbook Transformation Grants

Textbook Transformation Grants are a key program of Affordable Learning Georgia to reduce the cost of textbooks to students and provide equal access to course materials, contributing to their retention, progression, and graduation.

The grants fund the time of USG faculty (via course release or overload) and staff (such as employing the help of an instructional designer) needed to convert a course with a required expensive commercial textbook to the use of Open Educational Resources (OER), GALILEO and library-subscribed electronic resources, and other no-cost-to-students learning materials such as freely-accessible videos and web materials. Every approved grant has gone through a peer review process with three experienced USG faculty and professional staff reviewers per application.

Textbook Transformation Grants do not just fund the creation of new textbooks; they fund the time needed to transform a course, including the creation of new open ancillary materials (lecture slides, videos, homework sets), open syllabi, and quantitative and qualitative measures on student satisfaction, success, and retention. All materials, including reports, created under a Textbook Transformation Grant, need to be made open to the public, and they are provided on the ALG Website and the GALILEO Open Learning Materials repository.

A Textbook Transformation Grants team will do one of these three things primarily:

Adoption: an unchanged use of pre-existing free and open materials. Adoption projects will still result in the creation of syllabi and quantitative/qualitative measures. OpenStax Textbooks are a great example of a turnkey solution for a course that may warrant adoption.

Adaptation: a modification of pre-existing open educational resources, such as the creation of a custom textbook. For example, Dr. Peggy Brickman pioneered the use of OER in Concepts of Biology at UGA through her own custom version of an OpenStax Textbook.

Creation: the creation of entirely new materials, which often requires project management, instructional design, graphic design, a knowledge of authoring platforms, and multiple contributions from subject matter experts.

Methods

Textbook Transformation Grants savings and students affected are faculty-reported metrics. In each proposal, faculty mark the average number of students per section taught, the number of sections taught per year, and the cost of the current commercial textbook being replaced. One-year savings are calculated by (# students affected per year) x (cost of current commercial textbook).

These figures are estimates based on faculty reporting within the peer-reviewed proposal at the time of award. ALG materials may have been adopted by other faculty or departments in the USG of which we are unaware, or actual class adoption or enrollment may decrease or increase.

ALG assumes that each grant project, which have a Sustainability Plan within each proposal, will bring continuing multi-year OER and affordable resource implementations to the courses addressed.

These measurements cannot account for:

- Faculty turnover after the end of the grant project
- Course restructuring and faculty reassignment in courses
- Course enrollment changes due to institutional mergers or degree program modifications

Cumulative savings estimates are prorated by the first semester of implementation within a grant project. The first semester of implementation is determined by the Timeline section of each proposal, and is not necessarily the final semester of the project. Fiscal Years have also been aligned to other System Office fiscal year measures, placing the Summer semesters at the beginning of the Fiscal Year, instead of at the end of the previous Fiscal Year.

The variance in Summer semesters and enrollment, along with the online nature of many of the courses, makes weighing semester enrollment averages differently infeasible. Enrollment is assumed as 1/3 Summer, 1/3 Fall, and 1/3 Spring.

eCore savings and students affected are direct enrollment projections and counts, multiplied by a standard textbook cost estimate of $100 per student.

News Highlight

USG ranked #1 in OpenStax Textbooks Adoption in 2016
http://news.rice.edu/2016/08/01/openstax-ranks-the-colleges-that-save-the-most-with-free-textbooks/

- $3.5 million saved in one academic year as reported by OpenStax
    - This includes both ALG grant projects and USG non-grantee adoptions.
    - Faculty report adoptions to OpenStax when registering as a faculty member and receiving ancillary materials, such as instructor's guides.
- 35,942 students affected in one academic year

"Georgia, in particular, has strong leadership support for open education. They are focused on improving student access to high-quality learning resources and ensuring that their students have the tools to succeed in class. Georgia saw an opportunity with open education resources, and OpenStax specifically, to make a big difference for students."

– Daniel Williamson, Managing Director, OpenStax

Student Savings and Number Affected by ALG Programs, Cumulative by Fiscal Year (July 1 – June 31)
(Figures in *italics* have been prorated by their first semester of implementation for the first Fiscal Year.)

FY	Category	Student Savings in Fiscal Year	Students Affected in Fiscal Year
2014-2015	Grants One Awarded: $318,790	*$687,934.32*	*12,794*
	Grants Two Awarded: $537,499	*$388,308.43*	*2,121*
	eCore OER courses	$836,000	8,360
	TOTAL 2015 **Awarded: $318,790**	**$1,912,242.75**	**23,275**
2015-2016	Grants One (Awarded in 2015)	$2,063,805.03	38,381
	Grants Two (Awarded in 2015)	*$3,433,251.77*	*17,202*
	Grants Three Awarded: $281,050	*$482,171.33*	*2,910*
	Grants Four Awarded: $410,400	*$616,097.38*	*2,833*
	eCore OER courses	$1,794,500	17,945
	TOTAL 2016 **Awarded: $1,413,849**	**$8,389,835.51**	**80,722**
	TOTAL 2015-2016 **Total awarded: $1,732,639**	**$10,302,078.26**	**103,996**
2016-2017	Grants One (Awarded in 2015)	$2,063,805.03	38,381
	Grants Two (Awarded in 2016)	$5,025,078.54	24,540
	Grants Three (Awarded in 2016)	$1,246,528.21	8,476
	Grants Four (Awarded in 2016)	*$2,830,904*	*12,574*
	Grants Five Awarded: $184,900	*$688,110.01*	*3,741*
	Grants Six Awarded: $197,600	*$419,606.65*	*1,613*
	Open Math Awarded: $30,400	*$953,634.71*	*3,947*
	Grants Seven Awarded: $135,100	*$178,987.15*	*852*

	eCore OER courses	$2,406,200	24,062
	TOTAL 2017 **Awarded: $363,100**	**$15,812,852.30**	**118,186**
	TOTAL 2015-2017 **Total Awarded: $2,095,739**	**$26,114,932.45**	**222,183**