

ACHE/ACCS

Open Educational Resources (OER)

Grant Program

2022-2023 Academic Year



Overview

The Alabama Commission on Higher Education (ACHE) and the Alabama Community College System (ACCS) have a common goal of reducing the cost of college for Alabama's students. Since textbooks are a major expense for both university and community college students, ACHE and ACCS are co-sponsoring a grant program with **\$55,000** in total awards to encourage faculty members at Alabama's public institutions of higher education to replace existing expensive traditional textbooks and other costly teaching and learning materials with open educational resources (OER). Open educational resources are teaching and learning materials that instructors and students may freely use and reuse at no cost without asking permission. Unlike traditionally copyrighted resources, OER are developed and posted for public use by the creators who agree to retain few, if any, ownership rights.

While the primary purpose of the OER grant program is to reduce students' textbook costs, additional positive outcomes are expected. Open educational resources are designed to be available to all students on the first day of class, and therefore improve course accessibility for financially-strapped students. And because OER are either created by (or adopted and modified by) the students' instructor, they are more perfectly aligned with classroom instruction, promoting higher achievement of desired learning outcomes by all students, regardless of socio-economic status.

Project Descriptions

To ensure that grant awards result in maximum impact, proposals that target high-enrollment general education courses approved by the Alabama Articulation and General Studies Committee (AGSC) for transfer among Alabama public institutions will be prioritized for funding. **Appendix 1** contains a list of the AGSC-approved transfer courses considered to be a priority for grant funding.

Grants may support either individual or team efforts, but funded projects must be led by a faculty member who will implement the OER materials in his/her course. The lead faculty member must also agree to track and report on student satisfaction and success in the courses in which the grant-funded OER are implemented. Other faculty members, instructional designers, librarians, subject matter experts, and other support professionals may be included in team projects. **Collaboration that results in OER adoption department-wide or in equivalent courses across multiple institutions, particularly across 2-year and 4-year institutions, is highly encouraged and those proposals will receive priority consideration.**

All funded grant projects will culminate with an evaluation and reporting of results. ACHE and ACCS intend to use the reported results to identify effective, innovative strategies and best practices, which will then be disseminated for replication and scale-up throughout higher education institutions in

Alabama.

An evaluation of student satisfaction with the OER materials should be conducted at the end of the term. **The Student Perception Survey can be found in Appendix 4.**

Levels of Funding for Awards

Two levels of funding are available based on the scale of the project proposed. Awards will be made to the institution and can be utilized for any institutionally authorized purpose.

- **Medium-Scale Conversion.** A variety of projects can be funded at this level, but each one should affect more than 250 students annually and result in OER adoption by multiple instructors. Projects should result in the replacement of all or nearly all student learning material in a course with no-cost or low-cost* OER and will typically require some adjustments to pedagogy (for example, increased use of the textbook in class activities or incorporation of more frequent but shorter evaluations of student learning).
 - Minimum Award: \$1,000. Maximum Award: \$3,000.
 - \$500 maximum per team member.

- **Large-Scale Transformation.** Projects funded at this level will result in a whole-course conversion to OER (all learning materials in a single course replaced with no-cost or low-cost* OER), affect more than 1,000 students annually, and result in OER adoption by multiple instructors. They should also result in courses that can be easily adapted to online delivery. Whole course conversions will typically require more significant adjustments to pedagogy (for example, increased use of the textbook in class activities and incorporation of more frequent but shorter evaluations of student learning) and the addition of instructor-developed digital student learning resources (such as videos, podcasts, or voiced-over slide presentations).
 - Minimum Award: \$3,000. Maximum Award: \$5,000
 - \$1,000 maximum per team member

***To be considered low-cost, the total student cost for all learning materials in the course must be \$35 or less.**

Acceptable OER Products

Acceptable open educational resources for funded projects of all sizes include, but are not limited to:

- Adopted, adapted, or created open textbooks, open courseware, and/or other open educational resources such as lecture videos, podcasts, lab manuals, etc. See **Appendix 2** for a listing of some popular OER repositories and other resources.
- Low-cost* or open homework and adaptive platforms to accompany affordable learning materials
- Any combination of the above.

All revised or newly-created materials must be made available to the public under a [Creative Commons Attribution License \(CC-BY\)](#), unless the original materials were under a more restrictive license such as the inclusion of SA (Share-Alike) or NC (Non-Commercial). All revised or newly created materials should meet ADA requirements for accessibility and be available for print on demand.

All awardees must agree to make the revised or newly-created resources accessible to the public by permanently posting them on Alabama OER Commons (<https://www.oercommons.org/hubs/avl>).

Application Process

Individuals or teams that want to participate should:

1. Complete the grant application (Proposal for ACHE/ACCS Open Educational Resources Grant).
2. Review the grant application using the OER Grant Proposal Evaluation Rubric (Appendix 3) to ensure that all required elements are in place.
3. Secure a letter of support from the chief administrator (Dean of Instruction, Vice President for Academic Affairs, etc.) of the sponsoring unit (the division/school that will be responsible for the administration of the grant funds). **For multi-institutional teams, secure a letter of support from each institution.**
4. Package the grant application and letters of support into a single PDF and e-mail the file to:

Ron.Leonard@ache.edu

For questions about the grant program or the application process, contact:

**Ron Leonard, Director of Special Initiatives
Alabama Commission on Higher Education
100 South Union Street
P.O. Box 302000
Montgomery, AL. 36130-2000
Phone: 334-242-2211**

Evaluation of Proposals

Proposals will be evaluated by an administrative team composed of representatives from the Alabama Commission on Higher Education (ACHE) and the Alabama Community College System (ACCS). Proposals will be judged on the feasibility and reasonableness of the action plan and adherence to the proposal guidelines as weighted in the Evaluation Rubric shown in. Follow-up questions or interviews may be requested of applicants. Please note that awardees' applications will be made publicly on the Alabama Commission on Higher Education and Alabama Community College System websites.

Priority consideration will be given to applications that demonstrate:

- Implementation of OER in highest priority general education courses
- Greatest projected total student savings
- Collaboration that results in OER adoption department-wide or in equivalent courses across multiple institutions
- Collaboration between 2-year and 4-year institutions
- Institutional commitment of in-kind funding or other resources

Notification of Awards

The decision of the ACHE/ACCS Administrative Review Team to fund or not fund a specific proposal will be communicated to proposal submitters, applicants (project leaders), and chief administrators of the institutions' sponsoring units according to the published timeline. In addition, a listing of funded proposals will be posted on the ACHE website along with a link to each proposal's application package.

Institutional sponsors will be responsible for fund disbursement, including expense and travel reimbursement. Budgets will be supported by state funds and therefore institutions spending project money must ensure compliance with state, system, and institutional policies and procedures.

Funding Details

ACHE/ACCS Open Educational Resource Grants **do not work the same as federal or other external grants**. Each grant is a direct allocation from the Alabama Commission on Higher Education or the Alabama Community College System to the institution in order to get the work referenced on the application completed. Funds can cover faculty and staff time, including course release time, overload pay, and adjunct pay for replacement coverage of classes. Funds can also cover project expenses, including software, supplies, equipment, and other related department needs or travel expenses.

This funding structure, facilitated by a Grant Administration Agreement, allows for flexibility between institutions. Funding procedures largely rely on your institution so long as spending meets state guidelines. The proposing team must develop and agree on a budget that compensates team members and the members' institutions equitably according to contributions to the project. The proposing team must also coordinate as necessary with their departments and institutional sponsors to determine how to handle the distribution.

Funding will be released to the sponsoring institution in one payment upon return of the Grant Administration Agreement (GAA) with the original or modified proposal serving as the statement of work.

Required Actions/Activities

Awardees will complete a **final written report** at the conclusion of spring semester, to include requested measures of impact on student success and satisfaction, and financial savings. Awardees will be expected to be available for information and sharing their experience in future ACHE/ACCS information [CC1] or training sessions and in any ACHE/ACCS publications, websites, presentations, or other materials.

Timeline

- July 1, 2022: Deadline for submission of proposals
- July 5 – 14, 2022: Administrative review and evaluation of proposals
- July 15, 2022: Notification of award decisions
- July 1 – December 31, 2022: Project research and adoption/adaptation/creation of OER
- January – May 2023: (Spring Semester): Implement OER and administer Student Perception of OER Survey at end of term

Appendix 1

AGSC-Approved Transfer Courses Prioritized for Project Funding

(Courses are given by ACCS number and title. Equivalent courses at senior institutions are eligible.)

| Course Number | Course Title | Lead Institution |
|---------------|------------------------------|------------------------------|
| BIO 103 | PRIN OF BIOLOGY I | Community College/University |
| BIO 104 | PRIN OF BIOLOGY II | Community College/University |
| BIO 201 | ANATOMY & PHYSIOLOGY I | University |
| BIO 202 | ANATOMY & PHYSIOLOGY II | University |
| BIO 220 | GEN MICROBIOLOGY | University |
| BUS 241 | PRIN OF ACCOUNT I | University |
| BUS 242 | PRIN OF ACCOUNT II | University |
| BUS 263 | LEG & SOC ENVIRONMENT OF BUS | Community College/University |
| BUS 271 | BUS STATISTICS I | University |
| ECO 232 | PRIN MICROECONOMIC | University |
| ENG 271 | WORLD LIT I | Community College/University |
| HIS 121 | WORLD HISTORY I | Community College/University |
| HIS 122 | WORLD HIST II | Community College/University |
| MTH 100 | INT COLLEGE ALGEBR | Community College |
| MTH 110 | FINITE MATHEMATICS | Community College/University |
| MTH 113 | PRECALCULUS TRIG | Community College/University |
| MTH 116 | MATHEMATICAL APP | Community College/University |
| MTH 125 | CALCULUS I | Community College/University |
| NUR 112 | FUND CONCEPTS OF NURSING | Community College/University |
| NUR 113 | NURSING CONCEPTS | Community College/University |
| SPH 106 | FUND OF ORAL COMMUN | Community College/University |
| SPH 107 | FUND OF PUBL SPEAK | Community College/University |
| THR 120 | THEATER APPRECIATION | Community College/University |

Appendix 2

Starter List of Helpful OER Repositories and Other OER Resources^[CC2]

- **Open Textbook Library** (A growing catalog of free, peer-reviewed, and openly-licensed textbooks): <https://open.umn.edu/opentextbooks/>
- **OpenStax** (free peer-reviewed college and AP[®]-aligned textbooks and instructor resources): <https://openstax.org>
- **OERCommons** (public digital library of open educational resources): <https://www.oercommons.org/>
- **Affordable Learning Georgia** (A wealth of resources for locating existing OER or creating your own): <https://www.affordablelearninggeorgia.org/>
- **Merlot** (curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers): <https://www.merlot.org/merlot/index.htm>
- **iLumina** (A digital library of sharable undergraduate teaching materials for chemistry, biology, physics, mathematics, and computer science): <http://dl.uncw.edu/>
- **Lumen Learning** (Supports faculty in identifying and selecting high quality OER, aligning these to learning outcomes, and assembling them to create OER-based courses): <https://lumenlearning.com/>
- **MIT OpenCourseWare** (Course materials for over 2000 courses available for free): <https://ocw.mit.edu/index.htm>
- **College Open Textbooks** (Comprehensive listing of open and affordable textbooks on the web, with over 600 sorted by academic discipline): <http://www.collegeopentextbooks.org/>

Appendix 3

ACHE/ACCS Open Educational Resources Grant Proposal Evaluation Rubric

| Category | Possible Points | | | | Score | Reviewer Comments |
|---|---------------------------|--|---|--|-------|-------------------|
| Project Description (Goals and Scope of the Project) | None Provided 0 | Poorly Conceived or Conveyed; Does Not Meet Grant Requirements 1 – 2 | Well-Conceived and Adequately Described; Meets Grant Requirements 3 – 4 | Thoroughly Conceived and Clearly Described; Meets Grant Requirements 5 | | |
| Action Plan (Roles and Responsibilities of Team Members) | None Provided 0 | Poorly Developed 1 – 2 | Sufficiently Developed 3 – 4 | Fully Developed 5 | | |
| Institutional Support (Financial, Clerical, Artistic, Technical, Research, etc.) | None Evident 0 | Minimal 1 – 2 | Sufficient 3 – 4 | Strong 5 | | |
| Plan for Sustainability (Maintenance, Update, and Enhancement) | None Provided 0 | Poorly Developed 1 – 2 | Partially Developed 3 – 4 | Fully Developed 5 | | |
| Budget (Detail, Reasonableness, Realism, Efficiency, Sufficiency, Equitable Distribution) | None Provided 0 | Poorly Developed 1 – 2 | Adequately Developed 3 – 4 | Fully Developed 5 | | |
| Collaboration | None Planned 0 | Within a Department or Division 1 – 4 | Across an Institution 5 – 8 | Between Institutions 9 – 10 | | |
| Project Impact (Priority Courses, Students Impacted, Expected Savings) | Insignificant 0 | Minimal 1 – 4 | Moderate 5 – 8 | Significant 9 – 10 | | |
| Total Points | | | | | | |

Overall Reviewer Comments, Questions, Concerns, or Feedback to Proposer:

Appendix 4

Student Perception of OER Survey

<https://forms.gle/hHy5i9f9yXWSTwMM7>

Instructions: Indicate your level of agreement or disagreement with each statement by selecting the option that best describes your feelings. Your participation in this survey is completely voluntary. All information on this survey is anonymous. Participation is not associated with your course grade and your instructor will not know who completes the survey.

Open Educational Resources (OER) are the course materials, modules, videos, tests, and any other materials incorporated into this course that are available to you at no cost. These resources provide learning support in place of a purchased textbook.

Institution:

Course:

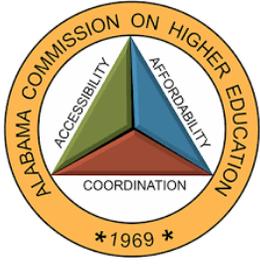
Course Delivery Method:

For each statement below, indicate your level of agreement using the following scale.

- 1—Strongly disagree.
- 2—Disagree.
- 3—Neither agree nor disagree (neutral)
- 4—Agree.
- 5—Strongly agree.

| | | Strongly disagree | Disagree | Neither | Agree | Strongly agree |
|---|--|-------------------|----------|---------|-------|----------------|
| | Question | 1 | 2 | 3 | 4 | 5 |
| 1 | I was able to save money by using open educational resources for this course. | | | | | |
| 2 | It is important to me that course materials are affordable. | | | | | |
| 3 | My ability to purchase course materials has been limited by the cost. | | | | | |
| 4 | In general, the content of open educational resources was of excellent quality. | | | | | |
| 5 | I enjoy learning in an environment that incorporates open educational resources. | | | | | |

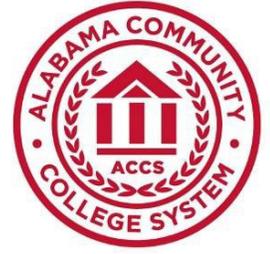
| | | Strongly disagree | Disagree | Neither | Agree | Strongly agree |
|----|--|--------------------------|-----------------|----------------|--------------|-----------------------|
| | Question | 1 | 2 | 3 | 4 | 5 |
| 6 | Learning from open educational resources makes me feel more engaged | | | | | |
| 7 | The course materials were well organized. | | | | | |
| 8 | Textbooks help me understand topics better than open educational resources. | | | | | |
| 9 | I prefer courses that provide open educational resources. | | | | | |
| 10 | Open educational resources cannot replace purchased textbooks. | | | | | |
| 11 | I have used open educational resources in other courses. | | | | | |
| 12 | Open educational resources directly improve my learning experience in this course. | | | | | |
| 13 | Open educational resources <u>do not</u> offer any advantages to me. | | | | | |
| 14 | Overall, the learning experience in this course was positive. | | | | | |
| 15 | Learning objectives of this course are aligned with the content of open educational resources. | | | | | |
| 16 | I would like to take more courses that use open educational resources. | | | | | |
| 17 | I would recommend a course that incorporates open educational resources to others. | | | | | |



ACHE/ACCS

Open Educational Resources (OER) Grant Program

2022-2023



Final Report

I. Project Information

1. Date:
2. Project Title:
3. Institution Name(s):
4. Team Members (Name, Title, Department, Institutions if different, and email address for each):
5. Project Lead:
6. Course Name(s) and Course Numbers:
7. Average Number of Students Per Course Section:
8. Number of Course Sections Affected by Implementation of Revised Resources:
9. Total Number of Students Affected by Implementation of Revised Resources:



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II. OER Materials

Provide a brief description of the project and all the materials you have created or revised as part of this project.

If you are unable to house your resource on the Alabama OER Commons, please provide a detailed reason why. Otherwise, leave blank.

III. Reflection

Lessons learned, including anything you would do differently next time.

IV. Future Plans

Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.

Describe any plans to revise or add to these materials in the future.

Proposal for ACHE/ACCS Open Educational Resources Grant

For Academic Year 2022-2023

| | | | |
|--|--|---|---|
| Submitter Name | | | |
| Submitter Title | | | |
| Submitter Email | | | |
| Submitter Phone Number | | | |
| Submitter Campus Role <i>(Faculty/Team Lead, Grants Office Representative, Academic Affairs Office Representative, etc.)</i> | | | |
| Applicant Name <i>(Faculty/Team Lead; must be an implementing faculty member)</i> | | | |
| Applicant Email Address | | | |
| Applicant Phone Number | | | |
| Applicant Job Title and Department, Division, School, etc. | | | |
| Applicant Institution Name | | | |
| Other Team Members <i>(Name, Title, Department, Institutions if different, and email address for each)</i> | | | |
| Sponsor Names, Title, Department, Institution <i>(for each letter of support)</i> | | | |
| Proposal Title | | | |
| Award Category <i>(Check only one):</i> | <input type="checkbox"/> Medium-Scale Conversion (\$1,000 - \$3,000) | | <input type="checkbox"/> Large-Scale Transformation (\$3,000 - \$5,000) |
| | \$ | | \$ |
| Amount of Funding Requested: | | | |
| Projected Impact | Estimated Number of Students Impacted Annually <i>(From GRAND TOTAL "A", Page 2)</i> | Projected Total Annual Student Cost Savings <i>(From GRAND TOTAL "B", Page 2)</i> | Average Projected Cost Savings Per Student <i>(Divide GRAND TOTAL "B" by GRAND TOTAL "A")</i> |
| | | | |

Information on Courses Targeted for OER Implementation

| Course Number and Name <i>(Example: ENG 101 English Composition I)</i> <i>(Insert additional rows as needed to accommodate all courses affected at all participating institutions, including sections offered by different delivery if they use different learning materials)</i> | Institution | Estimated Annual Enrollment | Cost Per Student for All Currently Required Learning Materials | Cost Per Student for All Proposed Required Learning Materials | Savings Per Student After Implementation of Proposed OER | Total Annual Projected Student Savings |
|--|--------------------|------------------------------------|---|--|---|---|
| | | | | | | |
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| | | | | | | |
| A. GRAND TOTAL: | | | B. GRAND TOTAL: | | | |

NARRATIVE

DESCRIPTION OF PROJECT: (1) *In the space below, discuss the goals of the project. What do you hope to achieve?*

(2) *Describe the student learning materials (textbooks, lab manuals, homework/test systems, supplementary reading material, etc.) that are currently required in each course, tell which of those are targeted for replacement with OER, and tell whether you plan to replace these by adopting existing OER, revising existing OER, or creating completely new OER.*

ACTION PLAN: *In the space below, describe the role of each project team member and the work or activities expected from them.*

INSTITUTIONAL SUPPORT: (1) *In the space below, describe the institutional support that will be made available for the project, including any in-kind financial support, assistance from instructional or graphic designers, help with writing, editing, research, etc.*

(2) *Think about the individuals (other than students) and departments, divisions, or schools that have a stake in the success of this project. If the project is successful, what support from these stakeholders can you expect for continued use of the implemented OER? What evidence exists that this expectation is reasonable? Use the space below to answer these two questions.*

SUSTAINABILITY PLAN: *What is your plan for offering the course in the future, including maintenance, enhancement, and updating of course materials?*

