



BOISE STATE UNIVERSITY

# Affordable Learning Initiative Action Plan

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## Context

After input from faculty senate representatives from around the state of Idaho as well as representatives from community colleges, the State Board of Education passed [Policy III. U, Instructional Material Access and Affordability](#) during the summer of 2021. This policy requires postsecondary institutions to develop a plan in support of access and affordability of learning materials.

Policy III. U. asks that plans address the following elements:

- *Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially those who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).*
- *Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.*
- *Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable instructional materials.*



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- *Strategies to support faculty adoption, adaption, and/or use of OER and other affordable instructional materials.*
- *Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.*
- *Course marking processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.*
- *Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.*
- *Strategies with measurable goals for improving and using readily available and relevant OER or other very low cost instructional materials in common indexed courses as articulated in Board Policy III.N.6.b, including dual credit courses.*

Although open educational resources (OER) are a component of the required plans, the policy addresses affordability of learning materials in a broader sense. Therefore, in order to move a plan forward for Boise State University in a thoughtful manner, it needed to include voices from diverse campus stakeholders. At the end of 2021, the Provost’s Office appointed a Learning Materials Access and Affordability (LMAA) Task Force charged with the development of a university plan in support of access and affordability of instructional materials.

## Introduction

Boise State University seeks to support and encourage faculty in transitioning their courses, where possible, to affordable learning materials, including alternatives to traditional textbooks. For the purposes of this work, we define affordable learning materials as materials that do not incur a significant additional per semester cost for students. These solutions may include both free and very low-cost (no more than \$30 total list price per course) resources.

In compiling this plan we acknowledge the following guiding principles: that students come first; that we as a campus are committed to affordability, access, and accessibility of learning materials for all; and that academic freedom of instructors is essential. Throughout this plan the



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LMAA Task Force discusses affordable learning as encompassing a number of course material types that might be considered affordable. Among the spectrum of course material options the Task Force evaluated attributes for inclusion such as those outlined in Figure 1: free to students, duration of access, accessibility, availability on day-one of a course, etc. Affordable learning in the context of this plan refers to the following three categories of learning materials:

**Open Educational Resources** “are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, adaptation and redistribution by others.” (UNESCO)

**Open Access Content** “is digital, online, free of charge, and free of most copyright and licensing restrictions. What makes it possible is the internet and the consent of the author or copyright-holder.” (Suber, 2004)

**Library Licensed Content** are library collections (primarily online materials) that can be used in the classroom. This can include an array of materials such as streaming video, chapters from multi-user ebooks, case studies, articles from journals, and more. Materials such as these can be linked as an [e-reserve](#) or within the learning management system (Jensen, n.d.). Library licensed content represents materials that reside behind a paywall and are inaccessible to students without an active Boise State University log-in.

While Boise State University encourages the adoption, revision and/or development of open educational resources, we understand that they may not be the best option for all courses. We affirm instructor choice in selecting resources that maintain excellent teaching and learning outcomes in their disciplines.



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	IS THE RESOURCE...				
	Public domain or openly licensed?	Available when a course starts?	Available in perpetuity?	Free from cost in at least one form to students?	Free from personal data sharing?
<b>OPEN EDUCATIONAL RESOURCES (OER)</b>	Always	Always	Always	Always	Always
<b>PRINTED COMMERCIAL MATERIALS RENTAL</b>	Never	Sometimes	Never	Never	Sometimes
<b>LIBRARY RESOURCES</b>	Rarely	Sometimes	Never	Always	Always
<b>LOW-COST PRINT OPTIONS OR COMPLIMENTARY RESOURCES OF OER</b>	Always	Sometimes	Always	Never	Often
<b>USED BOOKS OR OTHER ALL RIGHTS RESERVED MATERIALS WITH LOWER COSTS</b>	Never	Sometimes	Sometimes	Sometimes	Often
<b>INCLUSIVE ACCESS</b>	Rarely	Often	Never	Never	Never

*\*The answers in this table are generalized; they may be different in different contexts.*

**Figure 1.** A comparison table of how frequently different types of learning materials (e.g. OER, printed commercial materials, inclusive access) are openly licensed, available when a course starts, available in perpetuity, free from cost to students in at least one form, and free from personal data sharing (Zaback, 2022).

Three primary groups were identified as being actively involved in facilitating access to, and supporting the creation of, affordable learning materials: Albertsons Library, Boise State OER Group, and the Center for Teaching and Learning. There was recognition that this work was also supported through numerous efforts across campus including the Bronco Shop, eCampus Center, Educational Access Center, and Learning Technology Solutions. While significant work has been done across campus to grow and advocate for OER in particular, led by the efforts of the OER Group (a driven community of practice), it was fragmented in nature and unable to support instructors campus-wide.



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A central challenge in understanding the extent to which faculty have adopted affordable learning materials is the fact there is a significant deficit of harvested, detailed data at Boise State University around this subject. The OER Group shared that they have often discussed methods for collecting such information on a large scale, but the task was outside the scope of an informal group. The campus bookstore has an option to designate OER as a course material when faculty fill out course material requirements for their courses, but this data is not comprehensive and messaging does not provide a definition of OER to instructors which may lessen self-identification. The library attempts to collect information about library-licensed material usage in the classroom when items are ordered, but this data is piecemeal in nature. Finally, both the OER Group and the eCampus Center have offered grant opportunities in the past to encourage the adoption, adaptation, or creation of OER by instructors of online programs. Data based around these grant programs is available, but does not capture courses or instructors working outside of eCampus Center supported programs, thus representing an incomplete picture of the campus landscape.

Using the information gathered from the environmental scan, the LMAA Task Force collaboratively prioritized four primary categories to focus their efforts: accessibility, assessment, course marking, and OER. LMAA aligned existing efforts that connected directly to these categories as well as identified areas for growth at Boise State. This phase of our process was crucial to having an accurate picture of current services, staffing, and potential gaps to address in order to support affordable learning.

## Action Items

After the environmental scan phase the LMAA Task Force was able to identify four primary action items. These action items reflect what is possible without significant additional monetary or workforce investment. They outline methods for a collaborative, across-campus approach to support instructors in learning about and adopting affordable learning materials at the



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instructors’ own pace, and propose opportunities to collect data around affordable learning to track and assess progress.

**Action Item 1 - Establish and Promote Affordable Learning Services**

This action item seeks to align existing services (see Appendix A: Current Affordable Learning Services) with Boise State’s Affordable Learning Initiative. The goal is to develop a framework for instructors to be able to easily access services that support affordable learning.

This goal will be achieved through development of a web presence that directs instructors to the services that support affordable learning at Boise State. This website will act as a single access point to provide clarity for instructors to know what support is available within the scope of affordable learning. Content will include information for training, tools, points of contact, etc. This approach will help units where these services live ensure timely communication of resources to instructors, and support necessary referrals to other units on campus. The website will also serve as a platform to share select assessment outcomes of Boise State’s Affordable Learning Initiative.

Estimated timeline	Partners	Additional Partners
<p><i>Initial Website Development</i></p> <ul style="list-style-type: none"> <li>• 3-6 months</li> </ul> <p><i>Website Maintenance (e.g. responding to user experience, adding new services)</i></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<p>Albertsons Library, Bronco Shop, Center for Teaching and Learning, eCampus Center, Educational Access Center, Learning Technology Solutions, Office of the Registrar, University Foundations</p>	<p>Office of Information Technology, IT Accessibility Committee</p>



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## Assessment Strategies

(See Appendix B: Sample Assessment Strategies)

### Website

- Analyze the environmental scan data from LMAA as a framework for creating this one access point for affordable learning.
- Utilize university [web analytics](#) to track usage data, trends, popular pages, etc.
- Survey of affordable learning partners to evaluate improvement in communication of resources, ease of referrals to other services, and suggested additions.

## Policy III.U.

Action Item 1 addresses portions of the following elements of Policy III.U.:

- Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
- Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.

## Blueprint for Success

Action Item 1 connects to the following goals and strategies of Boise State's Strategic Plan:

- Goal 1 - Improve Educational Access and Student Success  
We can enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.
  - Strategy 3 - Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education.
  - Strategy 4 - Cultivate a commitment to high-quality, new and innovative learning experiences in all courses, curricula and co-curricula.



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## ***Action Item 2 - Appoint an Affordable Learning Committee***

In order to maintain momentum on the work the LMAA Task Force has begun, form a campus-level Affordable Learning Committee under the guidance of the Provost's office. This committee will act as a mechanism to gather together key stakeholders including student, faculty, instructor, and staff representation. The committee's charge should consider responsibilities for implementation of Boise State's Affordable Learning Initiative such as:

- Compile the annual report on the implementation and outcomes of the affordable learning work for submission to the SBOE.
- Continue to evaluate existing course schedules and course material adoption workflows and platforms to develop a process for course marking for both zero and very low-cost courses.
- Determine essential data to collect in the course marking processes to allow for ongoing assessment of the impact of the Affordable Learning Initiative on teaching and learning at Boise State.
- Make recommendations to university administration for new policies and incentive structures tied to the Affordable Learning Initiative. Maintain an awareness of how policies and incentive structures support diverse instructor types (e.g. tenure track faculty and tenured faculty, lecturers, adjunct instructors, clinical faculty).
- Provide input on whether new programs fall within the scope of Affordable Learning at Boise State.
- Facilitate conversations for how faculty may view their OER efforts in tenure and promotion processes as part of their workload assignments per [Policy 4.1.4](#). See Appendix C: OER in Tenure and Promotion Resources for examples.



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Estimated timeline	Partners	Additional Partners
<p><b>*Note this is a sequential timeline.</b></p> <p><i>Forming a Committee</i></p> <ul style="list-style-type: none"> <li>• 3-6 months</li> </ul> <p><i>Determine Essential Data to Collect</i></p> <ul style="list-style-type: none"> <li>• 3-6 months</li> </ul> <p><i>Course Marking</i></p> <ul style="list-style-type: none"> <li>• 3-6 months for continued research</li> <li>• 9-12 months for trial implementation</li> </ul> <p><i>Policy / Incentive Structure Recommendations</i></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> <p><i>Annual Report</i></p> <ul style="list-style-type: none"> <li>• Prepare annually each spring semester</li> </ul>	<p>Albertsons Library, Bronco Shop, Center for Teaching and Learning, Faculty Senate, Office of the Registrar, Student Senate</p>	<p>eCampus Center, Educational Access Center, Learning Technology Solutions, University Foundations</p>

<b>Assessment Strategies</b> <i>(See Appendix B: Sample Assessment Strategies)</i>
<p><i>Annual Report</i></p> <ul style="list-style-type: none"> <li>• Analysis of overall data from campus stakeholders in affordable learning, including statistics form from Action Item 3 assessment.</li> <li>• Benchmark progress in each part of the action plan and make adjustments for future iterations as needed.</li> </ul>
<p><i>Course Marking</i></p> <ul style="list-style-type: none"> <li>• As early iterations of course marking occur, maintain documentation on lessons learned to ensure knowledge management for the future.</li> <li>• In coordination with the registrar’s office, capture the actual number of sections that reside within the zero to very low-cost range over time as well as the enrollment data for those sections.</li> <li>• In coordination with Bronco Shop and Library, capture data on learning material types that fall within the scope of affordable learning.</li> </ul>
<p><i>Incentive Structures</i></p> <ul style="list-style-type: none"> <li>• Survey partners (e.g. Center for Teaching and Learning) to capture both qualitative perspective of incentive structures as well as quantitative data regarding number of instructors supported, queries for specific types of incentive opportunities, etc.</li> </ul>
<p><i>Committee Scope &amp; Progress</i></p> <ul style="list-style-type: none"> <li>• Conduct a pre/post survey of committee members each academic year.</li> </ul>



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### Policy III.U.

Action Item 2 addresses portions of the following elements of Policy III.U.:

- Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.
- Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.
- Course marking processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.
- Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.
- Strategies with measurable goals for improving and using readily available and relevant OER or other very low cost instructional materials in common indexed courses as articulated in Board Policy III.N.6.b, including dual credit courses.
- Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.

### Blueprint for Success

Action Item 2 connects to the following goals and strategies of Boise State's Strategic Plan:

- Goal 4 - Foster Thriving Community  
We will promote and advance a fair, equitable and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.
  - Strategy 2 - Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.
  - Strategy 3 - Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.



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### ***Action Item 3 - Design and Implement Training***

Center for Teaching and Learning, Albertsons Library, and Educational Access Center to collaboratively assess existing training structures such as New Faculty Orientation, Ten for Teaching, Faculty Learning Communities, etc. and identify opportunities to integrate, scaffold, and amplify training focused around accessibility of course materials, open educational resources, and copyright considerations. These groups will also work to create mechanisms for instructors to share about their affordable learning efforts. In addition, these groups will revise and build upon existing workshop materials, as well as consider new possibilities such as an OER Certification. Utilize the website from Action Item 1 as a single access point to these training opportunities.

This action item will build upon existing educational infrastructure at Boise State and provide equitable professional development opportunities for instructors throughout their career at the university.

<b>Estimated timeline</b>	<b>Partners</b>	<b>Additional Partners</b>
<i>Assess Existing Training</i> <ul style="list-style-type: none"> <li>• 3-4 months</li> </ul> <i>Outline Gaps</i> <ul style="list-style-type: none"> <li>• 4-9 months</li> </ul> <i>Develop Modules, Curriculum, etc. to Address Gaps</i> <ul style="list-style-type: none"> <li>• 4-6 months</li> </ul>	Albertsons Library, Center for Teaching and Learning, Educational Access Center	eCampus Center, IT Accessibility Committee, Learning Technology Solutions, OER Group

<b>Assessment Strategies</b> <i>(See Appendix B: Sample Assessment Strategies)</i>
<i>Pre-Training Development</i> <ul style="list-style-type: none"> <li>• Conduct a campus-wide survey to all instructors tailored toward barriers to OER use to learn what training would be most useful.</li> <li>• Partner with the IT Accessibility Committee to determine where they have identified gaps.</li> </ul>



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### *Training Implementation*

- Track the number of attendees completing training opportunities.
- Align attendees with colleges in order to identify trends for future targeted outreach.
- Track the role of attendees within the university in order to determine if the training supports diverse instructor audiences.

### *User Experience*

- Design a brief pre/post assessment for attendees when they attend training.
- Follow-up via email with attendees the following semester to see how they may be implementing what they learned.

### *Targeted Outreach*

- Identify units across campus whose instructors may not be aware of these trainings and directly promote opportunities to these units, including instructors of common indexed courses.
- Work with the IT Accessibility Committee to learn about effectiveness of accessibility policies and additional messaging to incorporate.
- Determine effectiveness through enrollment data and course materials utilized.

## **Policy III.U.**

Action Item 3 addresses portions of the following elements of Policy III.U.:

- Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable instructional materials.
- Strategies to support faculty adoption, adaptation, and/or use of OER and other affordable instructional materials.
- Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.
- Strategies with measurable goals for improving and using readily available and relevant OER or other very low cost instructional materials in common indexed courses as articulated in Board Policy III.N.6.b, including dual credit courses.

## **Blueprint for Success**

Action Item 3 connects to the following goals and strategies of Boise State's Strategic Plan:

- Goal 1 - Improve Educational Access and Student Success  
We can enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.
  - Strategy 4 - Cultivate a commitment to high-quality, new and innovative learning experiences in all courses, curricula and co-curricula.
- Goal 2 - Innovation for Institutional Impact



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- Strategy 2 - Build scalable university structures and align philanthropic and strategic investments that support innovation.
- Goal 4 - Foster Thriving Community
  - Strategy 2 - Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

**Action Item 4 - Communication and Promotion**

This action item ties to Action Items 1-3 with the goal of clearly communicating university services to support affordable learning and accessibility of course materials. Regular updates to instructors about opportunities to learn about existing services and new opportunities to engage with affordable learning at Boise State will be crucial to building a campus culture around these efforts. Part of this work is to address existing messaging channels that align with the scope of affordable learning at Boise State (e.g. course materials adoption process via Bronco Shop).

This action item relies on Action Item 1 to achieve a cohesive user experience through one primary access point to both information about and materials to support affordable learning. Action Item 4 also has a goal of promoting courses that fall into the zero-cost and low-cost categories as defined by SBOE to the student body. Over time, this action item connects to sharing and promoting the outcomes and impacts of the Affordable Learning Initiative to campus and beyond.

Estimated timeline	Partners	Additional Resources & Partners
<ul style="list-style-type: none"> <li>● Ongoing</li> </ul>	Affordable Learning Committee, Albertsons Library, Bronco Shop, Center for Teaching and Learning	Campus Update, OER Group, Office of Communications and Marketing



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## Assessment Strategies

(See Appendix B: Sample Assessment Strategies)

### Faculty Inquiries

- Develop a single statistics form for Affordable Learning. Train groups that instructors regularly contact for help (e.g. eCampus, Albertsons Library, Bronco Shop) on using the statistics form. Coordinate with the Affordable Learning Committee on this task.

### Marketing Campaigns

- Social media engagement (e.g. likes, shares, etc.).

### Communication Effectiveness

- Design a brief “how are we doing” survey intended to gauge user confidence that can be embedded into the website and marketing emails as needed.
- Lead focus groups with instructors to understand the user experience and where they are encountering institutional barriers.

## Policy III.U.

Action Item 4 addresses portions of the following elements of Policy III.U.:

- Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially those who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
- Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.
- Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable instructional materials.
- Strategies to support faculty adoption, adaption, and/or use of OER and other affordable instructional materials.
- Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.

## Blueprint for Success

Action Item 4 connects to the following goals and strategies of Boise State’s Strategic Plan:

- Goal 1 - Improve Educational Access and Student Success



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We can enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

- Strategy 3 - Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education.
- Strategy 4 - Cultivate a commitment to high-quality, new and innovative learning experiences in all courses, curricula and co-curricula.
- Goal 2 - Foster Thriving Community  
We will promote and advance a fair, equitable and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.
  - Strategy 3 - Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

These action items have the potential, over time, to support student success and lifelong learning by providing alternative options to traditional textbooks. Boise State has a diverse student population, with over 21% of our undergraduates over the age of 25 (Boise State, 2020). A U.S. PIRG update tied to student basic needs during the Covid-19 pandemic found that access to course materials from traditional publishers and ed tech companies “pose numerous problems for students, such as their lack of instructor flexibility, reliance on a strong wifi connection, and student data privacy” (2020). Supporting affordable learning means supporting students. The LMAA Task Force recognizes that for these Action Items to be successful long-term, we need to empower the Boise State community to engage with affordable learning and associated services consistently across campus, and provide stewardship for the implementation of this action plan.



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Submitted on May 16th, 2022 by Boise State University's [Learning Materials Access and Affordability Task Force](#):

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### *Individuals*

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- Amy Mayton, Coordinator of Scheduling, Office of the Registrar
- Dr. Susan Shadle, Vice Provost for Undergraduate Studies
- Dr. Anders Tobiason, Multimedia Development and User Experience Librarian, Albertsons Library

### *Groups*

- Associated Students of Boise State University
  - Executive Council: Kenneth Huston, ASBSU President; Sarah Smith, ASBSU Vice President; Amaia Gurricebeitia, Administrative Director; Graf Kirk, Associate Vice President of Academic Affairs; Grace Burgert, Associate Vice President of Inclusive Excellence; Kayla Magana, Associate Vice President of Student Organizational Affairs; Taite Griffin, Ethics Officer; Samantha Muvihill, Government Relations Officer; Eric Kline, Communications Officer.
- Boise State University Deans Group
- Boise State University [Faculty Senate](#)
- Open Educational Resources Group



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## Appendix A: Current Affordable Learning Services

Service Description	Primary Boise State Service Department / Division	Service Notes
Access to digital course materials (non-OER)	Albertsons Library, Acquisitions & Collections	<a href="https://www.boisestate.edu/library/collections/">https://www.boisestate.edu/library/collections/</a>
Access to digitized primary sources	Albertsons Library, Special Collections, Acquisitions & Collections	
Access to government documents	Albertsons Library, Acquisitions & Collections	
Accessibility checks and consultations	Albertsons Library, Scholarly Communications and Data Management, Instruction & Research Services	
Accessibility tools: Ally, Adobe DC Pro, etc.	Learning Technology Solutions	<a href="https://boisestate.atlassian.net/wiki/spaces/LTS/pages/92110851/Ally+Basics">https://boisestate.atlassian.net/wiki/spaces/LTS/pages/92110851/Ally+Basics</a>
Library licensed content adoption & implementation consults	Albertsons Library, Instruction & Research Services, Acquisitions & Collections	
OER adoption & implementation consults	Albertsons Library, Scholarly Communications and Data Management, Instruction & Research Services	
OER grant incentives	Center for Teaching and Learning / State Board of Education	<a href="https://www.boisestate.edu/ctl/programs-2/infuse-grant/">https://www.boisestate.edu/ctl/programs-2/infuse-grant/</a> <a href="https://idaho.pressbooks.pub/opal/">https://idaho.pressbooks.pub/opal/</a>



Service Description	Primary Boise State Service Department / Division	Service Notes
OER publishing platforms: Institutional Repository, Pressbooks	Albertsons Library - Scholarly Communications and Data Management / Learning Technology Solutions / State Board of Education	<a href="https://scholarworks.boisestate.edu/">https://scholarworks.boisestate.edu/</a> <a href="https://boisestate.pressbooks.pub/">https://boisestate.pressbooks.pub/</a>  <a href="https://www.oercommons.org/groups/boise-state-oer/2032/">https://www.oercommons.org/groups/boise-state-oer/2032/</a>
Online course and program accessibility checks and consultations	eCampus Center, Development and Support Team	
Online OER adoption & implementation consults	eCampus Center, Development and Support team, Research and Innovation Team	
Open access content adoption & implementation consults	Albertsons Library, Scholarly Communications and Data Management, Instruction & Research Services	
Preservation of Boise State created course materials	Albertsons Library, Scholarly Communications and Data Management	<a href="https://scholarworks.boisestate.edu/">https://scholarworks.boisestate.edu/</a>
Workshops and training on accessibility	Center for Teaching and Learning / OIT / Educational Access Center	<a href="https://www.boisestate.edu/oit-training/calendar-of-classes/wordpress/">https://www.boisestate.edu/oit-training/calendar-of-classes/wordpress/</a> <a href="https://www.boisestate.edu/accessibility/accessibility-101/web-content-accessibility-micro-certification-badge/">https://www.boisestate.edu/accessibility/accessibility-101/web-content-accessibility-micro-certification-badge/</a>
Workshops and training on copyright	Albertsons Library, Scholarly Communications and Data Management / Center for Teaching and Learning	



Service Description	Primary Boise State Service Department / Division	Service Notes
Workshops on Open Education	Albertsons Library - Scholarly Communications and Data Management, Instruction & Research Services / Center for Teaching and Learning / eCampus Center / OER Group / State Board of Education	<a href="https://open.umn.edu/oen/members">https://open.umn.edu/oen/members</a>



## Appendix B: Sample Assessment Strategies

1. Sample Survey Questions for the targeted survey for High Enrollment Course Instructors:

- Are you aware of the concept of Affordable Learning Materials?
- What measures have you taken to investigate the affordability of the instructional materials for your course?
- What actions have you taken to learn more about how to make your course materials more affordable for your students?
- Have you ever taken training on Affordable Learning Materials, and if so please describe it?
- Do you know who to ask regarding, or where to find answers to, your questions regarding affordable instructional materials for your course?

2. Using enrollment data analyze whether courses marked as using Affordable Learning Materials see increased enrollment after adoption and marking the course as such.

This will require that the marking is clearly explained and will only be able to be measured after a clear marketing campaign that explains what affordable learning means and how it benefits students.

3. Create focus groups of students enrolled in courses designated as using Affordable Learning Materials.

Create a survey for these focus groups that include questions such as:

- Did you specifically enroll in this course because of the Affordable Learning designation?
- Describe your experience using the course materials.
- What were the advantages/disadvantages of using Affordable Learning Materials?
- Open discussion on Affordable learning.

After conducting these focus groups, use the feedback to create a marketing campaign to target both instructors and students. For instructors this campaign would be targeted to help them understand the benefits of adopting Affordable Learning Materials. For the students, it would help them understand how much Affordable Learning benefits them, and how they can know what courses fall into this category.



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#### 4. Data from a single statistics form.

On a regular basis, pull data from the single statistics form and analyze it for patterns including where instructors are most likely to start their inquiry (the department or person they asked), in what departments the instructors teach in, what kinds of courses the instructors teach, etc.

Then follow up with instructors to see if their questions were answered and where they are in the process of adopting Affordable Learning Materials.

#### 5. Affordable Learning Materials Adoption Training

For existing courses that add in Affordable Learning Materials adoption track the participation numbers, the faculty type, college, courses taught, etc. Coordinate with CTL in their existing assessment data, and add in a brief survey with questions specifically geared towards Affordable Learning.

For new courses or certificates, track the same usage data as above.

Create a more robust survey including questions like:

- Why did you decide to take this course?
- What do you plan to change in terms of instructional materials after taking this course?
- What do you think the adoption of Affordable Learning materials can mean for student success?



## Appendix C: OER in Tenure and Promotion Resources

Organization Name	Resource Description	Resource Notes
Driving OER Sustainability for Student Success (DOERS3)	Tenure and Promotion Matrix	<a href="https://www.doers3.org/tenure-and-promotion.html">https://www.doers3.org/tenure-and-promotion.html</a>
Iowa Open Education Action Team (Iowa OER)	Handouts for Advocates and Self-Advocacy	<a href="https://oept.pubpub.org/">https://oept.pubpub.org/</a>
BC Campus	Making OER Count Webinar	<a href="https://bccampus.ca/event/making-oer-count-incorporating-oer-into-the-tenure-and-promotion-process/">https://bccampus.ca/event/making-oer-count-incorporating-oer-into-the-tenure-and-promotion-process/</a>



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