

Grants Collection

Dalton State College



UNIVERSITY SYSTEM
OF GEORGIA

Alicia Briganti and John Gulledge

Introduction to Psychology





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.



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Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4

Internal Submission Deadline: Monday, September 7, 2015

Application Title: 168

Submitter First Name: Alicia

Submitter Last Name: Briganti

Submitter Title: Assistant Professor of Psychology

Submitter Email Address: abriganti@daltonstate.edu

Submitter Phone Number: 706-272-2680

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Alicia

Applicant Last Name: Briganti

Co-Applicant Name(s): Jonathan Gulledge

Applicant Email Address: abriganti@daltonstate.edu

Applicant Phone Number: 706-272-2680

Primary Appointment Title: Assistant Professor of Psychology

Institution Name(s): Dalton State College

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Dr. Alicia Briganti, Assistant Professor of Psychology, Department of Social Sciences, abriganti@daltonstate.edu

Dr. John Gulledge, Associate Professor of Psychology, Department of Social Sciences, jgulledge@daltonstate.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Andy Meyer, Interim Vice President for Academic Affairs, Dalton State College

Dr. Michael Hoff, Chair, Department of Social Sciences, Dalton State College

Proposal Title: 168

Course Names, Course Numbers and Semesters Offered:

PSYC 1101—Introduction to Psychology offered spring, fall, and summer semesters

Final Semester of Instruction:	Fall 2016
Average Number of Students per Course Section:	20-80
Number of Course Sections Affected by Implementation in Academic Year:	Up to 28
Total Number of Students Affected by Implementation in Academic Year:	Up to 1000
List the original course materials for students (including title, whether optional or required, & cost for each item):	Meyers, D.G. (9th Edition). Exploring Psychology. Worth Publishers, ISBN: 1-4641-1172-3 Required Per Student Cost: \$153.25 (new) at campus bookstore
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	\$10,800
Original per Student Cost:	\$153.25
Post-Proposal Projected Student Cost:	\$0
Projected Per Student Savings:	\$153.25 (100%)
Plan for Hosting Materials:	D2L

Project Goals:

*The purpose of the proposed project is to develop appropriate no-cost-to-student materials (NCTSM) for an Introduction to Psychology course without compromising the rigor of the current course format. We currently offer approximately 14 sections of PSYC 1101 per semester with anywhere from 20-80 students enrolled in each section for an average of 500 students/semester. All PSYC 1101 instructors currently use the same textbook, and if our project is successful in Fall 2016, all instructors going forward will have the option to use the same NCTSMs that are adopted, so this implementation could affect upwards of 1000 students per year.

* Dalton State College prides itself on being one of the most affordable colleges in the United

States, but this promise of affordability seems contradictory when students are having to spend hundreds of dollars on textbooks each semester. Our intent is to provide students relief from worrying about the cost of course materials and instead enable them to focus on their educational goals.

* We intend to assess both student performance and student satisfaction using open educational resource (OER) learning materials compared to traditional textbooks. We will look at performance in terms of actual student grades as well as DWF rates. We will collect data on student satisfaction and experience with the materials by administering surveys both before the course begins (to measure initial perceptions) and after the course has ended (to measure perceptions after having used the OER materials). If we find that students are satisfied and performance is at least comparable to past semesters when traditional textbooks have been used, we will continue to implement OER materials in future semesters so that impact goes beyond what is proposed for this grant.

Statement of Transformation:

- * This project involves replacing the currently required textbook with NCTSMs in several sections of PSYC 1101.
- * Because PSYC 1101 counts as a general education requirement and is a popular choice among students, this textbook transformation could impact thousands of students once implemented. In fact, this change could impact approximately 500 students in the Fall 2016 semester alone, depending on how many instructors initially choose to adopt the materials.
- * Many of our students fall in the lowest level of socioeconomic statuses in the University system, so the high cost of traditional textbooks has been a source of contention with our students for the last several years, and many students choose not to purchase a textbook for this reason. By not purchasing textbooks, these students are missing vital course material and their grades tend to suffer.
- * Given that our current textbook costs \$153.25 (new) at the campus bookstore, the savings we would see by offering NCTSMs would be \$76,625 in one semester for 500 students.
- * The stakeholders affected by this transformation include the students enrolled in the no-cost-to-student courses, the faculty members involved in the project, the department of Social Sciences, as well as the college in general. Each of these entities would be affected because if students are more engaged because of greater access to materials, instructors will be able to teach more effectively, and the department and college will see greater student retention.

Transformation Action Plan:

- * Identify and review available OER materials for Introduction to Psychology
- * Revise and/or customize these resources to fit with course learning objectives
- * Revise course syllabus and lectures based on selected materials
- * Revise assignments, activities, and assessments to align with new course goals
- * Create surveys to assess student general usage of electronic materials, course satisfaction and experience with traditional versus OER materials
- * Implement materials and collect data in Fall 2016
- * Analyze data relevant to proposed project
- * Prepare final report
- * Each team member will contribute to the above activities as well as teach multiple sections of

PSYC 1101 in the Fall 2016 semester

* Access to the chosen materials will be provided through the D2L course management system as well as made accessible on a public LibGuide created through our campus library.

Quantitative & Qualitative Measures:	Quantitative Measures <ul style="list-style-type: none">* Comparative assessment of survey composite scores from both class types, traditional vs. no-cost-to-student materials (NCTSM) to determine whether significant differences for type of course material are evident.* Comparative assessment of performance on specific exam questions, DWF rates, and final grades for instructors using NCTSMs versus rates and grades for the same instructors from previous semesters in order to determine whether significant differences exist.* Comparative assessment of pre/post course survey composite scores from students enrolled in course utilizing NCTSMs to determine whether students' attitudes towards NCTSMs and/or courses utilizing NCTSMs have changed throughout the semester. Qualitative Measures <ul style="list-style-type: none">* Several items on the student surveys will allow students to provide free-response feedback regarding the NCTSMs. These data will be compiled in order ascertain students' overall impression of the NCTSMs versus a traditional textbook.
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Timeline:

Proposed Dates

10/12/2015

* Training: In-person meeting to initiate project

January-March 2016

* Conduct literature review for proposed research project

* Write IRB protocol

* Begin review process of available OER resources for Introduction to Psychology

* Submit IRB application for research project approval

April-May 2016

* Revise/customize chosen OER textbook chapters

* Begin course redesign: revise syllabus, lectures, activities, and assessments

* Develop surveys to assess student satisfaction of course and materials

June-July 2016

* Create template course page on D2L as learning materials resource center

* Finish selection of OER learning materials and course redesign

* Provide status report

August 2016

* Administer pre-course survey on first day of Fall 2016 classes to assess student usage of electronic materials and perceptions of traditional textbooks versus OER learning materials

* Implement the OER learning materials for PSYC 1101

December 2016

* Administer post-course survey on last day of Spring 2016 classes

* Gather data on student final grades, grades on specific pre-determined assessments, and DWF rates for all instructors using these materials

* Work on data analysis (e.g., comparing Fall 2016 test performance to past semesters)

* Prepare and submit final project report

Budget:

Projected Expenses/Requested Funds

Personnel (\$10,000)

Alicia Briganti

Jonathan Gulledge

\$5,000 per team member for salary for redesign of course materials, creation of surveys, implementation of course materials, data collection, data analysis, and preparation for final report

Other expenses (\$800)

\$400 per grant recipient for travel expenses for team members to attend training sessions and expenses related to professional development and consultation

Sustainability Plan:

* PSYC 1101 is a general education course and a required course for Psychology majors, so it will be offered every semester, including summers. Dr. Gulledge and I will adopt the materials for research purposes in the Fall of 2016 with the option to adopt also available for other instructors of PSYC 1101. If we find that these NCTSMs are just as, or more, effective as the current textbook, we will continue to use the materials going forward. If this project is successful, we will share these materials with all of the PSYC 1101 instructors to implement in all sections, so this could impact over 1000 students per academic year with a savings of over \$153,000.00 per year.

* Furthermore, if effective in PSYC 1101, we would consider adopting OER learning materials for additional psychology courses, such as Human Development which is also popular amongst our general student population and a Top 50 lower division course. We will also share our findings with other faculty across campus who may be contemplating adopting NCTSMs for other courses. If enough courses offered these types of resources, this could affect student retention rates for the better because students would have to worry less about being able to afford required textbooks and could instead focus on their educational goals.

* We plan on updating materials as needed, ensuring that resources stay up-to-date and relevant to the course. We will also update the D2L and LibGuide websites by adding new materials as they become available.



Textbook Evaluation

Part 1: General Information

Course Title:	Course Section:
Instructor(s):	Class Level, circle one. (Freshman) (Sophomore) (Junior) (Senior)
Major:	Overall GPA:
Did you acquire the No Cost course materials?	YES NO
If NO to above, why not?	
Have you taken this course before?	YES NO
If YES to above, what grade did you earn?	A B C D F W WF

Part 2: Course Materials

Organizational Criteria:	1	2	3	4	5
	Very Unlikely	Mildly Unlikely	Not Certain	Mildly Likely	Very Likely
How likely are you to purchase the textbook for a given course at DSC?
How likely is it that the cost of the textbook impacts your purchase decision?
How likely are you to seek out courses that offer No Cost to Student Learning Materials in the future?
If asked to choose between a No Cost Material course and a traditional materials course how likely are you to choose the No Cost option?
How likely is it that No Cost Materials will have/had a positive impact upon your grade in this course?
Other (please specify)

				TOTAL	
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Part 3: Organization/Format

Organizational Criteria:	1 Strongly Disagree	2 Mildly Disagree	3 Not Certain	4 Mildly Agree	5 Strongly Agree
The textbook provides a useful table of contents, glossary & index.
The textbook information is consistent and chapters are arranged logically.
Chapter introductions and summaries are clear and concise.
The textbook contains useful references and resources.
Chapter information is appropriate, accurate & current.
The textbook reading level and material is appropriate for course level.
Size and format of text is appropriate
The textbook format is visually appealing & interesting
Other (please specify)
				Total:	.

Part 4: Content

Content criteria	1 Strongly Disagree	2 Mildly Disagree	3 Not Certain	0 Mildly Agree	5 Strongly Agree
The textbook contains real-life applications of material.
Information and directions in the textbook are clearly written and explained.
Textbook activities are relatable and appropriate.
Non text content (graphs, photos, images) are accurate and integrated within the text.
Textbook quizzes/activities are informative and related to course material.
The textbook material applies to diverse student abilities, interests, and learning styles.
The textbook material encourages the development of higher-level thinking skills
Other (please specify)
				Total:	.

Part 5: Inclusion/Equity/Diversity Issues

Criteria	1 Strongly Disagree	2 Mildly Disagree	3 Not Certain	4 Mildly Agree	5 Strongly Agree
Women and minorities are featured in important roles in the textbook.
Textbook material covers a range of accomplishments and contributions by a diverse population.
Students of both sexes and various cultures and physical conditions will use the materials without

feeling excluded, estranged or diminished					
Other (please specify)
				Total:	.

Notes:



DALTON
STATE

DALTON STATE COLLEGE

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May 27, 2015

Dear ALG Committee:

Dr. Alicia Briganti and Dr. Jonathon Gulledge have asked me to write a letter of support on their behalf with regards to her Affordable Learning Grant Proposal and I am glad to support their efforts. Drs. Briganti and Gulledge plan to replace the current Psychology textbook with appropriate no cost to student learning materials.

Through their research and implementation of no-cost-to-student learning materials they will be able to deliver our introductory Psychology course at a great savings to students. Dalton State is one of the lowest priced institutions in the nation and our students are financially challenged. Adopting a no-cost-to-students solution will give all students free access to course materials. Implementation of these resources should help both student success and retention. Drs. Briganti and Gulledge have also included plans for assessing both student outcomes and satisfaction. They have also created a student survey that will give extremely informative feedback and guide ongoing revisions. This information will be invaluable as we attempt to adopt more open resources across campus.

Finally, I am excited to see the results of Dr. Briganti and Dr. Gulledge's work. I believe they have a good plan and will be able to find more than enough open resources to assist their classroom efforts. I think that coupled with their assessment plan that this is a great project.

Thank you for your consideration.

Sincerely,

Andy S. Meyer, Ph.D.
Interim Vice President for Academic Affairs
ameyer@daltonstate.edu
706 272-2491



Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
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May 26, 2015

Dr. Alicia Briganti
Dr. John Gullede
Dalton State College
650 College Dr.
Dalton, GA 30720

Dear Drs. Briganti and Gullede,

I am very pleased that you are applying for a grant for Rounds three, four and five of the “Affordable Learning Georgia Textbook Transformation Grants” initiative.

I understand that you are proposing evaluating and choosing Open Educational Resource (OER) learning materials for the DSC Psychology 1101 classes and that this OER material will be available to students at no cost. This is a substantial financial benefit to our students, potentially saving students more than \$150,000 per year in textbook costs for Psychology 1101.

Your plan involves the identification and review of OER materials for Psychology 1101, and then engaging in a complete redo of the class (revising resources, assignments, activities and assessments). Further, you propose to assess student usage of the materials and make comparisons concerning student persistence and success in the OER vs. traditional textbook sections of the class. This project will involve a substantial amount of work beyond your assigned responsibilities as you identify and evaluate the OER materials and engage in the range of course revisions as detailed above.

I fully support your proposal and will do whatever I can to facilitate your ability to complete the project. I think this is a great benefit to our students and I’m grateful that you are willing to undertake this additional work for the benefit of our students.

Sincerely,

Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
650 College Dr.
Dalton, GA 30720
mhoff@daltonstate.edu
MH/mph

Syllabus

Course Outline

Psyc-1101 Tentative Course Schedule

<u>Date</u>	<u>Day</u>	<u>Material</u>	<u>Reading</u>
8-16	(T)	Introduction, Syllabus https://www.youtube.com/watch?v=OmkiMlvLKto&t=4s https://www.youtube.com/watch?v=Vwigmktix2Y http://openstaxcollege.org/l/psycmajor	
8-18	(TH)	History of Psychology http://cnx.org/contents/Sr8Ev5Og@5.52:6HoLG-TA@5/Introduction https://www.youtube.com/watch?v=vo4pMVb0R6M https://www.youtube.com/watch?v=nQL0_12MxvI https://www.youtube.com/watch?v=hQh9LBIhjm https://www.youtube.com/watch?v=yhvaSEJtOV8 http://openstaxcollege.org/l/crogers1	Chapter 1
8-23	(T)	The Science of Psychology http://cnx.org/contents/Sr8Ev5Og@5.52:QKvTPo6D@4/Introduction http://openstaxcollege.org/l/DARE http://openstaxcollege.org/l/mmystery https://www.youtube.com/watch?v=N6IAzlugWw0	Chapter 2
8-25	(TH)	Psychology as Science? https://www.youtube.com/watch?v=NyDDyT1IDhA https://www.youtube.com/watch?v=y6GxIuljT3w https://www.youtube.com/watch?v=sZwfNs1pqG0&t=28s http://openstaxcollege.org/l/scatplot	
8-30	(T)	Brain and Behavior http://cnx.org/contents/Sr8Ev5Og@5.52:eJGkJf3W@4/Introduction https://www.youtube.com/watch?v=vHrmiy4W9C0&t=10s https://www.youtube.com/watch?v=ob5U8zPbAX4 https://www.youtube.com/watch?v=8Ey4o8UxwJ8	Chapter 3
9-01	(TH)	Brain and Behavior Cont'd http://openstaxcollege.org/l/chospital http://openstaxcollege.org/l/bbcgame http://openstaxcollege.org/l/nobelanimation http://openstaxcollege.org/l/wearing http://openstaxcollege.org/l/mri	
9-06	(T)	Altered Consciousness http://cnx.org/contents/Sr8Ev5Og@5.52:zywvQOJS@5/Introduction http://openstaxcollege.org/l/circadian https://www.youtube.com/watch?v=GxGLes-0JVg&t=146s	Chapter 4

<http://openstaxcollege.org/l/jetlag>

- 9-08 (TH) Sleep
<https://www.youtube.com/watch?v=rMHus-0wFS0>
<http://openstaxcollege.org/l/sleephabits>
<http://openstaxcollege.org/l/sleepdeprived>
<http://openstaxcollege.org/l/sleepmemory>
<http://openstaxcollege.org/l/sleepstages>

9-13 (T) Exam I, chapters 1-4 and lectures

- 9-15 (TH) Lifespan development Chapter 9
<http://cnx.org/contents/Sr8Ev5Og@5.52:Sb3wIXEi@4/Introduction>
<https://www.youtube.com/watch?v=8nz2dtv--ok>
<http://openstaxcollege.org/l/milestones>
<http://openstaxcollege.org/l/piaget>
<http://openstaxcollege.org/l/piaget2>
- 9-20 (T) Piaget continued
<http://openstaxcollege.org/l/WonderYears>
<http://openstaxcollege.org/l/miracle>
<http://openstaxcollege.org/l/newflexes>
<http://openstaxcollege.org/l/crayons>
- 9-22 (TH) Sensation Chapter 5
<http://cnx.org/contents/Sr8Ev5Og@5.52:SPm67RdT@6/Introduction>
<http://openstaxcollege.org/l/blindness>
<https://www.youtube.com/watch?v=ubNF9QNEQLA>
https://www.youtube.com/watch?v=vBPG_OBgTWg&t=2s
<http://openstaxcollege.org/l/frequency>
<http://openstaxcollege.org/l/colorvision>
- 9-27 (T) Perception
<http://www.youtube.com/watch?v=AqXBrKwB96E>
<https://www.youtube.com/watch?v=lfGwsAdS9Dc>
<http://openstaxcollege.org/l/gestalt>
- 9-29 (TH) Learning Chapter 6
<http://cnx.org/contents/Sr8Ev5Og@5.52:Nc0-RFXN@4/Introduction>
https://www.youtube.com/watch?v=qG2SwE_6uVM
<http://openstaxcollege.org/l/pavlov1>
<http://openstaxcollege.org/l/pavlov2>
<http://openstaxcollege.org/l/theoffice>
- 10-04 (T) Operant Conditioning
<http://openstaxcollege.org/l/skinner1>

<http://openstaxcollege.org/l/pingpong>
<https://www.youtube.com/watch?v=teLoNYvOf90>
<http://openstaxcollege.org/l/carlsonmaps>

10-06 (TH) Everyday Learning
<http://openstaxcollege.org/l/jeter>
<http://openstaxcollege.org/l/bobodoll>
<http://openstaxcollege.org/l/videogamevio>

10-11 (T) Fall Break Holiday

10-13 (TH) Exam II, chapters 5, 6, 9 and lectures

10-18 (T) Memory Chapter 8
<http://cnx.org/contents/Sr8Ev5Og@5.52:m3fzcXQd@4/Introduction>
<http://openstaxcollege.org/l/invisgorilla>
<http://openstaxcollege.org/l/automem1>
<http://openstaxcollege.org/l/automem2>

10-20 (TH) Working Memory
<https://www.youtube.com/watch?v=EV0UvA4CHDM>
<https://www.youtube.com/watch?v=UWKvpFZJwcE>

10-25 (T) Working Memory Cont'd
<https://www.youtube.com/watch?v=F5Ehe3KVGmY>
<https://www.youtube.com/watch?v=hh2Z2hSgFIY>

LAST DAY TO DROP W/O PENALTY

10-27 (TH) Language Chapter 7
<http://cnx.org/contents/Sr8Ev5Og@5.52:3DT0XBfK@4/Introduction>
<http://openstaxcollege.org/l/language>

11-01 (T) Complex Cognition
<http://openstaxcollege.org/l/Apollo13>
<http://openstaxcollege.org/l/CogBias>

11-03 (TH) Ape Language
<https://www.youtube.com/watch?v=dBUHWOFnub4&t=152s>
<https://www.youtube.com/watch?v=2Dhc2zePJFE&t=18s>

11-08 (T) Exam III, chapters 7 & 8 and lectures

11-10 (TH) Social Psychology Chapter 12
<http://cnx.org/contents/Sr8Ev5Og@5.52:CPgnr15T@4/Introduction>
<https://www.youtube.com/watch?v=TYIh4MkcfJA>
<http://openstaxcollege.org/l/Asch2>
<https://www.youtube.com/watch?v=xOYLCy5PVgM&t=17s>

- 11-15 (T) Conformity
<https://www.youtube.com/watch?v=kRW8vgoHOWg>
- 11-17 (TH) Social Pressure
<http://openstaxcollege.org/l/racismexp>
<http://openstaxcollege.org/l/friendsclip>
- 11-22 (T) Psychological disorders Chapter 15
http://cnx.org/contents/Sr8Ev5Og@5.52:LMdT4sx_@5/Introduction
https://www.youtube.com/watch?v=xVt8_0_2hww
https://www.youtube.com/watch?v=zrzMhU_4m-g
<https://www.youtube.com/watch?v=Rn1OYIYzgm8>
- 11-24 (TH) Thanksgiving Holiday**
- 11-29 (T) Mood Disorders
<http://openstaxcollege.org/l/sweetheart>
<https://www.youtube.com/watch?v=ZwMIHkWKDwM>
<https://www.youtube.com/watch?v=mpE-oaix5kA>
- 12-01 (TH) Schizophrenia
<http://openstaxcollege.org/l/Schizo1>
<https://www.youtube.com/watch?v=gGnl8dqEoPQ>
<https://www.youtube.com/watch?v=kvdw4b7tC-8>
- 12-03 (TH) Exam IV, chapters 12 & 15 and lectures**

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: December 15, 2016

Grant Number: 168

Institution Name(s): Dalton State College

Team Members (Name, Title, Department, Institutions if different, and email address for each): Alicia Briganti, Assistant Professor of Psychology, Department of Social Sciences, abriganti@daltonstate.edu; John Gulledge, Associate Professor of Psychology, Department of Social Sciences, jgulledge@daltonstate.edu

Project Lead: Alicia Briganti

Course Name(s) and Course Numbers: Introduction to Psychology-PSYC 1101

Semester Project Began: Spring-2016

Semester(s) of Implementation: Spring and Fall of 2016

Average Number of Students Per Course Section: 26.80

Number of Course Sections Affected by Implementation: 5

Total Number of Students Affected by Implementation: 134

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project.

- The goal of this project was to develop appropriate no-cost-to-student materials (NCTSM) for PSYC 1101-Introduction to Psychology without compromising the rigor of the traditional course format. Many of our students fall in the lowest level of socioeconomic statuses in the University system, so the high cost of traditional textbooks has been a source of contention with our students for the last several years, and many students choose not to purchase a textbook for this reason. By not purchasing textbooks, these students are missing vital course material and their grades tend to suffer. Therefore, our intent was to provide students relief from worrying about the cost of course materials and instead enable them to focus on their educational goals. In doing so, we hoped to increase course attendance and, more importantly, course completion. To meet these goals, team members explored options for low and no-cost materials for an introductory psychology course that would meet APA guidelines while also meeting the expectations of the department. Not all instructors were going to initially adopt these materials, so we wanted to keep the content as similar as possible to the traditional course sections. We reviewed texts from NOBA

Project, Saylor Academy, Merlot, and OpenStax College, ultimately selecting the OpenStax Psychology textbook. We chose this text because it was free of charge to the students with the option of purchasing a hard copy for a low cost, it was easily accessible via several avenues (e.g., online, PDF, iBook), the formatting was similar to the previously required text, and it offered additional learning tools such as links to online videos.

Initially, students seemed rather confused and reluctant to utilize an NCTSM option. We emailed students before the start of each term informing them of the online, PDF and iBook options for the course and received numerous return responses asking whether a hard-copy of the text was required. Indeed, on the first day of class, for both semesters, many students had the hard-copy of the text (which is available at a very low cost). We again informed students of the NCTSM options and pointed out several links to the text contained in the course syllabus. Many students remarked that they would return their hard-copy of the materials and acquire the NCTSMs. It is our belief that many students initially questioned the quality of “free” course materials and were therefore reluctant to utilize them. Given the overwhelmingly positive review of the NCTSM by our students (see data from Part 2 of the survey below) in this case, we believe that our students will be much more receptive to such materials in the future.

The OpenStax Psychology text is undoubtedly well written and informative, but is lacking in detail in several areas when compared to more traditional, and expensive, texts such as *Exploring Psychology* by David Myers. As such, this lack of detail enabled more classroom discussion on such topics as classical conditioning, operant conditioning, localization of function, lateralization of function, inattentional blindness, states of consciousness, attention, working memory, conformity, and the positive and negative symptoms of schizophrenia. Powerpoint presentations and lecture materials were modified in order to include more detailed information on each of these topics to supplement the text. Group discussion questions were added to each section of material to allow students to apply the material to real-world scenarios.

The OpenStax text incorporates many video links within the text in order to foster students’ understanding of the material. Traditionally, Introduction to Psychology courses incorporate many videos and movie clips to illustrate key concepts from the course material. For our purposes, we modified the list of video clips we present normally in order to supplement those hyper-linked within the text (e.g., we added parts I and II of a video series whereas the text presented part III or vice-versa). Therefore, students were provided with multiple video sources of information regarding course concepts.

We believe that our students will be much more receptive to NCTSM in the future. While they were initially reluctant to utilize the NCTSM, they came to value them highly for reasons other than the cost (see data from Part 2 of the survey below). Students’ opinion of the materials was overwhelmingly positive (70%). There was a significant improvement of 3.08% when comparing the final grades of students using the NCTSM versus traditional course materials (78.79% and 75.71% respectively). Lastly, the DWF rate for the course

improved by 4.45% when utilizing the NCTSM (22.67% for NCTSM versus 27.12% for traditional).

B. Describe lessons learned, including any things you would do differently next time.

- Despite the “free” textbook, many students still did not take advantage of this option. This is perplexing given that many students report that they would seek out courses with a NCTSM option. In the future we will likely look for ways to make the textbook even more readily available to students (e.g., bringing a flash drive to class, hyper-link on GeorgiaView, etc.).

Among the 174 students who completed the course, only 114 returned the NCTSM survey (66%). Of that 114, 2 failed to complete the full questionnaire. While we are reluctant to offer “extra-credit” for completing a survey, some sort of method to improve responding may be necessary (e.g., quiz grade, homework grade, bonus points on exam).

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
 - “I enjoyed the video links within the text. I did not have to type in the address and this reduced errors and therefore saved me time. The videos added real-life experiences to the material.”
 - “I find the no-cost option materials to be very beneficial!”
 - “Loved this free book!”

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 174 (112 respondents)

- Positive: 70% of 112 number of respondents
- Neutral: 19% of 112 number of respondents
- Negative: 11% of 112 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

22.67% of students, out of a total 225 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

- ***DWF Rates***

The DWF rate for courses taught in 2015 during which traditional textbooks were used was 27.12% (64 out of 236 students). After the no-cost materials were implemented in 2016, the DWF rate dropped to 22.67% (51 out of 225 students). Although not statistically significant, the DWF rate dropped by 4.45% after implementing the no-cost materials.

- ***Points Earned in Course***

Of the students who successfully completed the survey ($n = 114$, however 2 failed to complete parts 3, 4, & 5), 69% of them ($n=79$) used the no-cost downloadable OpenStax eText, 19% ($n=22$) used the low-cost printed book, and 11% ($n=13$) chose not to use a book at all. Thus, overall, 89% of the students ($n=101$) utilized the materials. To determine if the use of materials influenced students' success in the course, we ran a 2-sample t-test for independent samples. Among the students who completed the course, there was a statistically significant difference in total points earned in the course between those who used the NCTSM ($M = 396.75$, $SD = 53.02$) and those who did not (M

= 371.23, $SD = 39.07$), $t(112) = -1.71$, $p \leq .05$. These points translate to class averages of 79.35% for students who had the book versus 74.25% for those who did not.

Whereas it might be expected that having materials would influence student success, of particular interest for this project was the comparison of course performance between those who used a standard textbook ($n=172$) to those who had access to the no-cost materials ($n=174$). Analyses revealed a statistically significant difference between total points earned using the standard textbook ($M = 378.53$, $SD = 47.16$) and points earned using the NCTSM ($M = 393.93$, $SD = 59.75$), $t(344) = -2.66$, $p \leq 0.01$.

- **Common Questions**

As part of our annual assessment within our department, we each use a set of 16 common exam questions for our PSYC 1101 courses. These Common Questions are comprised of 2 questions from each of 8 chapters which we are required to cover in our respective introductory courses. These Common Questions are then randomly interspersed among the questions on exams administered throughout the semester (see the Appendix for a copy of the questions). Students who are able to correctly respond to these questions, in a multiple-choice format, are deemed to have a satisfactory understanding of the basic material traditionally presented in an introductory psychology course. We found no differences in performance between students using traditional materials ($M = 81.84\%$ correct, $SD = 7.80$) and students using NCTSM ($M = 81.53$, $SD = 8.50$), $t(71) = 0.35$, $p = 0.36$.

- **Survey Data**

The following data were collected using a 1 through 5-point scale with the following response choices:

1-Very Unlikely, 2-Mildly Likely, 3-Not Certain, 4-Mildly Likely, 5-Very Likely.

Questions about Course Material	Mean Ratings
How likely are you to purchase the textbook for a given course at DSC?	3.78
How likely is it that the cost of the textbook impacts your purchase decision?	4.19
How likely are you to seek out courses that offer No Cost to Student Learning Materials in the future?	4.14
If asked to choose between a No Cost Material course and a traditional materials course how likely are you to choose the No Cost option?	4.46

How likely is it that No Cost Materials will have/had a positive impact upon your grade in this course?	4.16
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The following conclusions can be drawn from the data above:

- Our students are somewhat ambivalent towards the purchase of traditional textbooks.
- The cost of textbooks has an impact upon their purchase decision.
- Our students are likely to seek courses that offer NCTSM.
- Our students are likely to choose NCTSM courses over courses offering a traditional materials format.
- Our students believe that the NCTSM had a positive impact on their course grade.

The following data were collected using a 1 through 5-point scale with the following response choices:

1-Strongly Disagree, 2-Mildly Disagree, 3-Not Certain, 4-Mildly Agree, 5-Strongly Agree.

Questions about Organization/Format	Mean Rating
The textbook provides a useful table of contents, glossary & index.	4.73
The textbook information is consistent and chapters are arranged logically.	4.55
Chapter introductions and summaries are clear and concise.	4.64
The textbook contains useful references and resources.	4.53
Chapter information is appropriate, accurate & current.	4.60
The textbook reading level and material is appropriate for course level.	4.65
Size and format of text is appropriate	4.67
The textbook format is visually appealing & interesting	4.31

Overall, students appear to have high regard for the organization and format of the OpenStax textbook ($M = 4.59$, $SD = 0.13$). Our data support students' positive ratings of the textbook in terms of glossary, table of contents, resources, logical organization, clear and concise writing,

appropriate level, and format. Indeed, the lowest overall rating was for visual appeal and interesting format (4.31), but was still well in the mildly agree category.

The following data were collected using a 1 through 5-point scale with the following response choices:

1-Strongly Disagree, 2-Mildly Disagree, 3-Not Certain, 4-Mildly Agree, 5-Strongly Agree.

Questions about Content	Mean Rating
The textbook contains real-life applications of material.	4.54
Information and directions in the textbook are clearly written and explained.	4.58
Textbook activities are relatable and appropriate.	4.44
Non text content (graphs, photos, images) are accurate and integrated within the text.	4.65
Textbook quizzes/activities are informative and related to course material.	4.51
The textbook material applies to diverse student abilities, interests, and learning styles.	4.29
The textbook material encourages the development of higher-level thinking skills	4.48

Overall, students appear to have high regard for the content of the OpenStax textbook ($M = 4.50$, $SD = 0.11$). Our data support students' positive ratings of the textbook in terms of real-life applications, clear writing, relatable activities, and encouragement of higher-level thinking skills. However, the lowest overall rating was for application to diverse student abilities, interests, and learning styles (4.29), but was still well in the mildly agree category.

The following data were collected using a 1 through 5-point scale with the following response choices:

1-Strongly Disagree, 2-Mildly Disagree, 3-Not Certain, 4-Mildly Agree, 5-Strongly Agree.

Questions about Inclusion/Equity/Diversity Issues	Mean Ratings
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Women and minorities are featured in important roles in the textbook.	3.92
Textbook material covers a range of accomplishments and contributions by a diverse population.	4.32
Students of both sexes and various cultures and physical conditions will use the materials without feeling excluded, estranged or diminished	4.5

Overall, students appear to have high regard for the level of inclusion, equity and diversity contained within the OpenStax textbook ($M = 4.25$, $SD = 0.30$). Our data support students' positive ratings of the textbook in terms of coverage of a wide range of accomplishments and contributions by a diverse population. Additionally, students also feel that both sexes, diverse cultures, and those with various physical conditions will use the materials without feeling excluded, estranged or diminished. However, among all survey questions the lowest overall rating was for "Women and minorities are featured in important roles in the textbook" ($M = 3.92$). We feel that this is most likely due to several factors:

--Introduction to Psychology is in many ways a brief history course in psychology, often focusing on seminal work which took place decades ago. Unfortunately, psychology hasn't always been as diverse as it now is. Therefore, more modern, and diverse, topics are left to more advanced courses.

--The textbook has relatively few photographs of researchers (often the only way to identify gender and ethnicity given the APA format for citations and references).

- Co-factors which may have influenced outcomes:
Before the start of Spring and Fall Semesters of 2016 we sent 2 emails to all students enrolled in our PSYC 1101 courses encouraging them to acquire the NCTSM. On the first day of class, while discussing the quality of writing and depth of the information presented in the OpenStax text, students were again encouraged to acquire the NCTSM. These actions may have inadvertently created a positive bias within students for the NCTSM.

We offer one large section (70+ students) of PSYC 1101 each semester. As such, an advanced psychology major is assigned to serve as a Supplemental Instructor (SI) for the course. For 2015 the same SI served in both the Spring and Fall semesters (traditional textbook format), while in 2016 there was a different SI in both the Spring and Fall semesters (NCTSM format). The different SI's may have differentially impacted our results.

In the Fall of 2016 Dalton State began offering Monday-Wednesday-Friday classes. We offered two sections of PSYC 1101 on this schedule; one beginning at 8:00am and a second beginning at 9:25am. These courses have a duration of 50 minutes rather than the 75 minutes of our standard two-day per week courses. This change in course format may have had an impact on the results of comparisons made between courses meeting 2x per week versus courses meeting 3x per week.

Additionally, these 3x per week courses were also among the last courses to fill. Traditionally, courses which fill late also tend to be more likely to contain students who are less motivated as well as less capable. Indeed, we may have obtained additional significant results had all courses been of a similar format.

Lastly, Dalton State also offers courses at a satellite campus. Students at this campus are typically not as well-prepared for college level courses as are students on our main campus. As such, these satellite campus courses typically have significantly higher DWF rates and lower overall grades. One of the 2015 courses taught using the traditional textbook format was located at this satellite campus. As such, data for this course may have lowered the overall mean for the traditional textbook format, thereby increasing the likelihood for statistical significance when compared to data for 2016 courses using the NCTSM format.

4. Sustainability Plan

- Given the success of this project in increasing student success while saving students money, we will continue to use the OpenStax Psychology textbook in future semesters. Also, now that we have data to share with others, we will encourage our colleagues to adopt the materials as well. As new material becomes available, we will continue to update our collection of supplemental resources to support the contents of the textbook. These resources will be housed and maintained in Desire2Learn.

5. Future Plans

- Working on this project has been an enriching educational experience for both team members. It has compelled us to examine the way we have been teaching our introductory psychology students in previous semesters, and it has enlightened us to the struggles students face each semester when having to purchase course materials. Students often do not purchase the textbook because of the cost, and they find themselves falling behind in the class because of the lack of materials. Dalton State prides itself on being one of the most affordable colleges in the United States, and we are making strides in upholding this promise of affordability. Being able to provide

students relief from worrying about the cost of course materials and instead enable them to focus on their educational goals is something we want to continue.

- Because we found that students were satisfied with the materials and because performance improved in comparison to past semesters when traditional textbooks were used, we will continue to use no-cost materials so that the impact goes beyond what was proposed for this grant. We are also interested in reviewing no-cost materials for use in classes outside of PSYC 1101 so that students can continue to save money on the cost of textbooks and focus on the actual educational experience of the courses.
- We are interested in presenting our data and sharing our experience working on this project with others. One possibility is to present our data at Dalton State's annual Teaching and Learning Conference. We are also interested in writing a paper for the *Journal of Academic Excellence* published by DSC.

6. Description of Photograph

- From left to right: Dr. John Gullledge and Dr. Alicia Briganti

Appendix

Common Questions

1. Contemporary psychology is best described as the scientific study of _____.
 - a. conscious and unconscious mental activity
 - b. observable responses to the environment
 - c. behavior and mental processes
 - d. maladaptive and adaptive behaviors
2. Which of the following research strategies would provide the most effective way of demonstrating that relaxation tapes can cause blood pressure to lower?
 - a. naturalistic observation
 - b. controlled experiment
 - c. correlation
 - d. case study
3. Chemical messengers that cross the synaptic gap are called:
 - a. neurotransmitters
 - b. action potentials
 - c. dendrites
 - d. neurons
4. You come home one night to find a burglar in your house. Your heart starts racing and you begin to perspire. These physical reactions are triggered by the _____.
 - a. parasympathetic nervous system
 - b. somatic nervous system
 - c. sensory cortex
 - d. sympathetic nervous system
5. In Pavlov's experiments, the sound of the tone triggered the dog's salivation. Salivation to the sound of a tone was a(n) _____.
 - a. unconditioned response
 - b. conditioned stimulus
 - c. unconditioned stimulus
 - d. conditioned response
6. Positive reinforcement _____ the rate of operant responding and negative reinforcement _____ the rate of operant responding.
 - a. decreases; increases
 - b. increases; decreases
 - c. increases; increases

- d. has no effect on; decreases
7. Memory is best defined as
- a. the persistence of learning over time.
 - b. our awareness of ourselves and our environment.
 - c. permanent changes in behavior due to experience.
 - d. our characteristic patterns of thinking, feeling, and acting.
8. Shortly after hearing a list of items, people tend to recall the last items in the list especially quickly and accurately. This best illustrates _____.
- a. the recency effect
 - b. implicit memory
 - c. the primacy effect
 - d. the spacing effect
9. According to the text, the parenting style that is most strongly correlated with children who display high self-esteem, self-reliance, and social competence is:
- a. atypical
 - b. permissive
 - c. authoritative
 - d. authoritarian
10. Which of the following is the correct order of Piaget's stages of cognitive development?
- a. sensorimotor, preoperational, concrete operational, formal operational
 - b. preoperational, sensorimotor, concrete operational, formal operational
 - c. sensorimotor, preoperational, formal operational, concrete operational
 - d. preoperational, concrete operational, formal operational, sensorimotor
11. Motivation is defined by psychologists as:
- a. an impulse to accomplish something of significance.
 - b. rigidly patterned behavior characteristic of all people.
 - c. a need or desire that energizes and directs behavior toward a goal.
 - d. the underlying cause of all our behaviors.
12. On some football teams, players are awarded stars for their helmets when they have an outstanding play. This nicely demonstrates the use of _____ as a basis of motivation.
- a. incentives
 - b. participative management
 - c. homeostasis
 - d. set points
13. The importance of unconscious conflicts and childhood experiences is most central to _____ theory of personality.
- a. social-cognitive

- b. psychodynamic
- c. humanistic
- d. behavioral

14. Personality is best defined as an individual's

- a. characteristic pattern of thinking, feeling and acting.
- b. hidden thoughts and emotions.
- c. biologically-determined temperament.
- d. most noticeable characteristics.

15. Repeatedly thinking about your own death is to _____ as repeatedly washing your hands is to _____.

- a. schizophrenia; dissociation
- b. depression; mania
- c. delusion; phobia
- d. obsession; compulsion

16. After several weeks of feeling very apathetic, dissatisfied with life and rather worthless, Mark has become extremely cheerful and so talkative that he can't be interrupted. He doesn't sleep very much and becomes irritated when friends tell him to slow down. His thoughts bounce from one topic to another and it's hard to have a conversation with him. He probably has _____ disorder.

- a. bipolar
- b. major depressive
- c. dysthymic
- d. panic