Summer 2017

Music Appreciation (GSW)

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Grants Collection
Georgia Southwestern State University

Mark Laughlin, Ru Story-Huffman, Julie Megginson, Robert Bryant

Music Appreciation
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
Syllabus
MUSI 1100: Music Appreciation - GI (3 credit hours)

This course is an introduction to the study of music with focus on the elements of music and their relationships. The course will also cover musical characteristics of representative works and composers, common musical forms and genres of various western and non-western historical style periods, and appropriate listening.

Class Section and Times       Instructor Contact Information
MUSC 1100 - GI               Dr. Laughlin, Room 122, Jackson Hall
TTH, 1:00-3:30 p.m.           Office: 229.931.2250
Collum Hall 0304              E-mail: Mark.Laughlin@gsdw.edu
                                  Office Hours: TBA


Students will be required to study the textbook in order to successfully complete the exams.

Other readings may also be assigned in this course.

STUDY GUIDES: Study guides for each musical period are available through GSW’s Library LibGuides. www.libguides.gsw.edu

COURSE OBJECTIVES: MUSC 1100 addresses the general education core in which graduates should understand the diversity of our cultural heritage and the effects of artistic or philosophical influences.

Upon successful completion of this particular course, the student should also be able to:

1. Demonstrate ability to listen appreciatively and intelligently to the rich heritage of both western and non-western music.

2. Identify and explain the basic elements from which music is created.

3. Explain how important composers fashioned the basic elements of music into their compositions.

4. Relate important pieces of music or styles of composition to parallel developments in literature, philosophy, and the other fine arts.

5. Identify the major historical periods and styles of musical writing.

6. Demonstrate effective analytical and communication skills.

ATTENDANCE POLICY: Each student is expected to attend ALL classes and is responsible for class work, homework, lecture notes, and reading assignments, whether present or absent. In the event of circumstances beyond one’s control, such as illness, the student is allowed to miss no more than twice the number of weekly class meetings or 4.

Four (4) absences are allowed (excused or unexcused). Beyond this number, each absence will lower your final grade by one letter grade (for example, an A becomes a B, a B becomes a C etc.). As seen in the chart below:
A = 0-4 Absences  
B = 5 Absences  
C = 6 Absences  
D = 7 Absences  
F = 8 Absences  

A student entering class from 1-10 minutes late is considered TARDY. Three tardies equal one absence. Any student entering more than 10 minutes late is considered ABSENT. Students are expected to remain in class for the entire period.

Courteous, attentive behavior is expected at all times. Tardiness to class, speaking out of turn (or when instructor is speaking), sleeping in class, receiving calls on cell phones/pagers, etc. are behaviors that are disrespectful and disruptive to everyone in the class and will not be tolerated.

GRADING: You will be given 5 online exams throughout the semester (approximately one every 3 weeks). Each exam will consist of 30-50 multiple choice questions, and will be administered online through Desire2Learn (D2L). Each exam will be available on D2L only on the dates provided. During the same week as each exam, each student will be required to post a minimum of twice to each musical period discussion forum (a minimum of 10 posts for the semester). A student may comment on an existing topic or start a new topic to meet the requirements. Please feel free to post more than twice per musical period. The final course grade will be based on your performance on the following exams and your discussion posts.

IMPORTANT: When creating a new post or replying to an existing discussion, your response must be significant and relevant to the topic in order to receive credit for the post. For example, if you only post “I agree” or “That is an interesting point”, etc. that WILL NOT count as a legitimate response and you will not receive credit.

Final course grades will be based on the following:

Element Exam and Discussion Forum: 20%  
Baroque Exam and Discussion Forum: 20%  
Classical Exam and Discussion Forum: 20%  
Romantic Exam and Discussion Forum: 20%  
20th Century and Discussion Forum: 20%

EXAMS / MAKE-UP POLICY: Since you have approximately one week to complete each exam and the discussion posts, and the opportunity to take each exam twice, there will be no make-up exams given. Reminder, all exams will be administered online. You will have a set amount of time to complete each exam. If you do not complete the exam by the deadline (regardless of reason, internet not working, computer crashed, etc), you will receive no credit for the exam (zero). Exams will be objective and will consist of questions taken from assigned readings from your textbook, and lecture notes. It is your responsibility to ensure you are making adequate progress

GRADING SCALE: 

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Superior Work</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Good Work</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Average Work</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>Unsatisfactory Work</td>
</tr>
</tbody>
</table>

STUDENT RESPONSIBILITIES: Students are expected to attend all class sessions. You should be in class on time, ready for listening, note taking and discussion. Chapter readings should be completed outside of class time. You should read the chapters before each class meeting.
IMPORTANT THINGS TO REMEMBER: TURN OFF ALL CELL PHONES, BEEPERS, AND PAGERS BEFORE ENTERING CLASS. (Exceptions can be made for extreme circumstances. However, those circumstances will need to be approved by the Instructor before class begins.)

NO FOOD OR DRINK IS ALLOWED IN THE CLASSROOM.

CHEATING AND PLAGIARISM WILL NOT BE TOLERATED; YOU WILL RECEIVE AN AUTOMATIC “F” IN THE COURSE FOR ANY INFRACTION.

COURSE SCHEDULE

Week 1: January 7 - January 13, Syllabus Exam
During the first week of class, January 7-13, all students are required to read and complete the syllabus exam in order to be counted as enrolled and attending. Failure to complete the exam within the allotted time frame will result in removal from the course. The syllabus exam will not be available after Jan 13, and is only used for enrollment verification purposes.

Weeks 2-4: January 14 - February 1, Elements Exam and Discussion
From January 14-February 1, you must complete the online Element Exam, and provide a minimum of two posts in the Elements Forum. You may comment on a post or start a new topic to meet the requirements. Please feel free to post more than twice. The Elements exam and discussion forum will not be available after Feb 1.

Weeks 5-7: February 2 - February 22, Baroque Exam and Discussion
From February 2-February 22, you must complete the online Baroque Exam, and provide a minimum of two posts in the Baroque Forum. You may comment on a post or start a new topic to meet the requirements. Please feel free to post more than twice. The Baroque exam and discussion forum will not be available after Feb 22.

Weeks 8-10: February 23 - March 15, Classical Exam and Discussion
From February 23-March 15, you must complete the online Baroque Exam, and provide a minimum of two posts in the Classical Forum. You may comment on a post or start a new topic to meet the requirements. Please feel free to post more than twice. The Classical exam and discussion forum will not be available after March 15.

Weeks 11-13: March 16 - April 5, Romantic Exam and Discussion
From March 16-April 5, you must complete the online Romantic Exam, and provide a minimum of two posts in the Romantic Forum. You may comment on a post or start a new topic to meet the requirements. Please feel free to post more than twice. The Romantic exam and discussion forum will not be available after April 5.

Weeks 14-16: April 6 – April 26, 20th Century Exam and Discussion
From April 6 – April 26, you must complete the online 20th Century Exam, and provide a minimum of two posts in the 20th Century Forum. You may comment on a post or start a new topic to meet the requirements. Please feel free to post more than twice. The 20th Century exam and discussion forum will not be available after April 26.

Access Statement

If you have a disability and require reasonable classroom accommodations, please see me after class or make an appointment during office hours. If you plan to request accommodations for a disability, please register with the Office of Disability Services in Room 208, Collum Hall or contact the SGC Disability Services Coordinator, Annette Nation, 912-260-4435. Also, if you find that any content in this course is inaccessible because of your disability, please contact me as soon as possible.
Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4
Internal Submission Deadline: Monday, September 7, 2015

Application Title: 167
Submitter First Name: Mark
Submitter Last Name: Laughlin
Submitter Title: Associate Professor of Music
Submitter Email Address: Mark.Laughlin@gsu.edu
Submitter Phone Number: 229-931-2250
Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Mark
Applicant Last Name: Laughlin
Applicant Email Address: Mark.Laughlin@gsu.edu
Applicant Phone Number: 229-931-2250
Primary Appointment Title: Associate Professor of Music

Institution Name(s): Georgia Southwestern State University

Team Members (Name, Title, Department, Institutions if different, and email address for each):
Mark Laughlin, Associate Professor of Music, Mark.Laughlin@gsu.edu
Ru Story-huffman, Dean of Library Services; Ru.Story-Huffman@gsu.edu
Julie Megginson, Chair, Department of Music; Julie.Megginson@gsu.edu
Robert Bryant, III, Lecture in Music; Robert.Bryant@gsu.edu

Sponsor, (Name, Title, Department, Institution):
Dr. Brian Adler, Vice President of Academic Affairs
Georgia Southwestern State University

Proposal Title: 167
Course Names, Course Numbers and Semesters Offered:
MUSC 1100: Music Appreciation, 3-4 sections of music appreciation are offered both Fall and Spring Semesters (traditional, hybrid, and/or online), and one section offered in the Summer (online).

### Final Semester of Instruction:
Spring 2017

### Average Number of Students per Course Section:
35

### Number of Course Sections Affected by Implementation in Academic Year:
9

### Total Number of Students Affected by Implementation in Academic Year:
315

### List the original course materials for students (including title, whether optional or required, & cost for each item):
The Enjoyment of Music, 11th ed. (Forney, Machlis. 2015): $120.50 - Required
Listening Guide, DVD-Rom: $85.41 - Required
Total cost per student: 205.91

### Proposal Categories:
Specific Top 50 Lower Division Courses

### Requested Amount of Funding:
$30,000

### Original per Student Cost:
$205.91

### Post-Proposal Projected Student Cost:
$0.00

### Projected Per Student Savings:
$205.91

### Plan for Hosting Materials:
D2L

#### Project Goals:

1.1 Project Goals

The proposed project will redesign the learning modules in Desire2Learn to provide students with interactive PowerPoint slides for each genre of music, and with audio/video/manuscript examples from Gaileo (Films on Demand), LibGuides, IMSLP, NMA Online, Julliard Manuscript collection, Loeb Music Library, and Early Music Online. A separate study guide for each period will also be available via PDF.
The project is designed to:

- reduce student cost associated with the MUSC 1100 textbook, and adopt online options for MUSC 1100: Music Appreciation (Traditional, Hybrid, and Online).

1. When utilized for all sections of Music Appreciation (9 sections, 35 students per class), students will save approximately $64,861.65 annually.

- identify and offer open access material for music appreciation, and provide public domain audio/video examples through a variety of programs including but not limited to Galileo (“Film on Demand”), IMSLP, NMA Online (Neue Mozart Ausgabe – digital form), Julliard Manuscript Collection, Loeb Music Library Digital Scores and Libretti, and Early Music Online.
- allow all students the opportunity to engage with online source materials in ways that involve critical analysis, listening, and understanding.
- enable instructors the opportunity to personalize the course content to individual areas of expertise, while maintaining current information, meeting course objectives, and student learning objectives.

MUSC 1100: Music Appreciation is also part of the Specific Top 50 Lower Division Courses that has not received a grant up to this point in the grant cycle.

Participating faculty responsibilities:

Mark Laughlin: Content, Instruction, Assessments, Data Analysis, and Reports.

Ru Story-Huffman: Technology Sources, LibGuides, Galileo, and Copyright Issues.

Julie Megginson: Content, Instruction, Assessments, and Data Analysis.

Robert Bryant: Content, Instruction, Assessments, and Data Analysis

Statement of Transformation:

1.2 STATEMENT OF TRANSFORMATION

Georgia Southwestern State University serves students from a variety of backgrounds throughout southwest Georgia including many economically disadvantaged students, as well as first generation college students and returning students. The ever increasing costs of
textbooks for music appreciation (MUSC 1100) places an additional financial hardship on an already socio-economically strained population. MUSC 1100 is part of the Core Area C, and is available to every student including the student-at-large with no pre-requisites. As an important member of the core curriculum, music appreciation maintains high enrollments every year which makes this transformation and move to OER imperative.

The creation and adoption of self-produced open access materials would allow the faculty to update the material more regularly and adapt the materials to the ever-changing student body, and expertise of the faculty. We believe this approach will improve student learning outcomes (SLO), overall student success rates, and retention in the university. It will also result in saving students approximately $65,000 per year. The total savings to students over a 5-year period:

1st year - $64,861.65  
2nd year - $129,732.30  
3rd year – $194,584.95  
4th year – $259,446.60  
5th year – $324,308.25

Primary stakeholders affected by the OERs are students, and faculty. Secondary stakeholders are faculty within the department of music that teach MUSC 1100, Library faculty that maintain LibGuides and resources, and the various departments that contribute students to the course.

Since the materials will be free and available to GSW students via D2L and LibGuides, it is therefore more likely that students will assess course materials, and benefit from its contents. New research supports this conclusion as seen in a 2014 research study involving online educational resources (OERs) at Virginia State. The study found a 30-40% increase in GPA ("About"). The OER Research Hub discovered similar results where OERs improve students’ satisfaction, test scores, and ability to complete their courses of study.

Transformation Action Plan:  
1.3 TRANSFORMATION ACTION PLAN

The transformation action plan for the OER includes:

1. The learning materials will be adopted for use in the Summer 2016 semester for one section of MUSC 1100 (online-D2L Learning Management System). The remaining MUSC 1100 courses will be adapted in the Fall 2016, and Spring 2017 semesters.

2. The course syllabus will be redesigned to encourage technological use of the learning materials; a copy of the learning materials will be made available in D2L Learning Management System, and via LibGuides. A set of the learning materials-based PowerPoint
slides will be designed and available for students’ use in the Summer 2016 semester in D2L. A Study Guide will also be available via PDF.

4. Learning materials will be examined to ensure the OERs meet all SLOs and educational standards of Georgia Southwestern State University, and the USG.

5. The courses will be designed to correspond to traditional, hybrid, and online formats to encourage technological use and online applications.

6. The course instructor will be responsible for the content accuracy, and pedagogical presentation of the learning materials. In addition, instructors will also be responsible for assessments implementation, data gathering, data analysis, and reports. The librarian and technology designer will be responsible for gathering sources for this project, which will include GALILEO materials, Library collections, databases, open access sources, etc. Story-Huffman will assist the technological and instructional design during the planning and implementation process of the project. She will also help clear the copyright matters related to the material usage for this project, and help with data entry, and LibGuides.

7. Plan for Open Access: the proposed learning materials will be available in D2L Learning management system for enrolled students’ use, and the learning materials will be available through the course LibGuide.

Quantitative & Qualitative Measures:

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Measuring the success of this transformation will occur two-fold: 1) through the comparison of quantified data outcomes affiliated with grades/retention rates/DWF (Fall 2015/Spring 2016 vs. Summer 2016/Fall 2016) and 2) through qualitative feedback via student surveys.

The quantified data that will be primarily explored includes: contrasting the withdraw/completion rates of Music Appreciation during the year of OER compared to the Fall 2015 and Spring 2016 semesters including online course sections, as well as to face-to-face sections. Qualitative feedback will be sought from students, via teacher evaluations (SmartEvals), at the end of each semester to assess learner perspectives on the material and content scope.

Timeline:

1.5 TIMELINE

Spring 2016 – Fall 2016
January 2016 – March 2016: Laughlin, Megginson, and Bryant begin developing interactive PPT, and Study Guides via PDF; establishing basic course structure components and tentative course calendar. Align the OER to course objectives, and SLOs; Story-Huffman gather articles and sources in Galileo and USG libraries for the project to reflect the focus of music.

March 2016-April 2016: Complete course content and design; continue to search more USG materials and open learning materials for the project. Complete LibGuides. Check consistency of course materials: learning objectives/outcomes, the learning materials, course syllabus, PPT visuals, and course hybrid design; finalize the PDF copy of the learning materials.

April 2016-May 2016: Megginson developing and inputting course content (PowerPoints, lectures, and assessment materials) into online course; teach course. Calculate Summer 2016 baseline data from student surveys and evaluations, finals exams, enrollment numbers, and DWF rates.

June 2016-August 2016: Development and implementation of OER into all sections of music appreciation (traditional, hybrid, and online formats).

August 2016-December 2016: Continue to gather data from student surveys and evaluations, finals exams, enrollment numbers, and DWF rates for Fall 2016. Work on data analysis (course outcomes, DWF data, and student surveys compiled); prepare final project report; submit final report to ALG.

Budget:

1.6 BUDGET

Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of MUSC 1100: Music Appreciation. All of the work necessitated for this project demands work above and beyond the regularly assigned duties of the team members, and will have to be completed outside of work hours, and beyond course load.

Personnel Expenses: $20,000.00

- Mark Laughlin (overload/release time): $5,000.00
- Ru Story-Huffman (overload/release time): $5,000.00
- Julie Megginson (overload/release time): $5,000.00
- Robert Bryant (overload/release time): $5,000.00

Kick-off Meeting Travel Expenses: $800.00

Departmental Needs (for mobile and classroom access to course materials) - Software, materials, laptops, etc.: $9200.00
Total: $30,000.00

Sustainability Plan:

1.7 SUSTAINABILITY PLAN

After Fall 2016, all OER Music Appreciation courses will be offered permanently, and course materials will be updated periodically by individual instructors. Evaluation of SLOs, learning objectives, retention rates, DWF, and overall student success to the OER format will be monitored, and evaluated each semester.
Dr. Ginger Durham  
Assistant Vice-Chancellor for Faculty Development  
Board of Regents  
270 Washington St. SW  
Atlanta, GA 30334  

Dear Dr. Durham and the ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant, Round Four, being proposed by Dr. Mark Laughlin, Associate Professor of Music; Dr. Julie Megginson, Professor and Department Chair of Music; Dr. Robert Bryant, Lecturer in Music; and Ms. Ru Story Huffman, Associate Professor of Library Science and Dean of the University Library. Their proposal involves redesigning learning modules in GeorgiaView so that students are provided with interactive PowerPoint slides along with audio/video/manuscript examples from a multitude of online database resources that will serve as the OER textbook for Music 1100 (Music Appreciation), an Area C course. Implementation for this OER resource would begin with the Summer 2016 semester.

The cost currently for materials in Music 1100 is $206.00 and thus with the movement toward OER through this proposal, Georgia Southwestern State University would enable students to save approximately $65,000.00 a year. Savings such as these are particularly important in a county where 29% of the population is below the poverty level, and where within our service region, up to 36% of the population is below the poverty level (2014 data – Carl Vinson Institute of Government and the Cooperative Extension Service, UGA). Financial considerations often prevent our students from purchasing their course materials in a timely manner, or worse, not purchasing them at all, putting already at-risk students at a further disadvantage in the classroom. With the elimination of this financial barrier, student success should increase.

A particular strength of this proposal is the assessment methodology which will be used to gauge the effectiveness of the open source materials as well as to extend the theory behind the open source movement. The team mentioned above have good research protocols with vibrant scholarly records, so they stand a very strong likelihood of achieving success with their project. Georgia Southwestern State University and the Office of Academic Affairs endorse and support this project, which we see being easily scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

[Signature]

Vice President for Academic Affairs
Affordable Learning Georgia Textbook Transformation Grants

Final Report

Round 4, Proposal 167

Dr. Mark Laughlin, Georgia Southwestern State University
Date: May 21, 2017

Grant Number: 167

Institution Name(s): Georgia Southwestern State University (GSW)

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

Mark Laughlin, Associate Professor of Music, Mark.Laughlin@gsw.edu

Ru Story-huffman, Dean of Library Services; Ru.Story-Huffman@gsu.edu

Julie Megginson, Chair, Department of Music; Julie.Megginson@gsu.edu

Robert Bryant, III, Lecturer in Music; Robert.Bryant@gsu.edu

Project Lead: Mark Laughlin

Course Name(s) and Course Numbers: MUSC 1100 Music Appreciation

Semester Project Began: Summer 2016

Semester(s) of Implementation: Summer 2016

Average Number of Students Per Course Section: 35

Number of Course Sections Affected by Implementation: 9

Total Number of Students Affected by Implementation: 315

1. NARRATIVE

Transformation Experience

Our experience with the textbook transformation was extremely positive. We benefited from the new OER music appreciation textbook that was created for the University System of Georgia’s eCore. Although it did have a few issues with consistency, links, typographical errors, overall it was well received by both faculty and students.

The feedback from students have been overwhelmingly positive to the OER. The students appreciated the no-cost option for the textbook, and the additional study guides that were created by the faculty.
Transformative Impacts on Our Instruction

This grant has been part of our institution’s push to reduce the cost of attending college for our students. We serve a diverse and socioeconomic challenged area of southwest Georgia, and this grant helped to save our students over $65,000 the past year. Other departments also utilize various OERs including psychology and sociology courses. We will continue to use the OER after the completion of the grant.

Transformative Impacts on Students and Their Performance

The transformation positively impacted our students and their performance in several ways. Students using the ALG version of the course had higher pass rates, and lower withdrawal rates and DWFs overall. Many courses maintained standard pass/fail rates, and the OER did not have an adverse effect on the course outcomes.

Lessons Learned

Prior to the transformation, we were aware of how Galileo may be used to gain free access to articles, but late into the transformation we also learned that it provides free e-access to many books, including textbooks. However, the most utilized aspect of Galileo was ‘Films on Demand’ which allowed us to link full lectures of course material or topics into the study guides or directly to the OER. This was extremely useful and helpful.

2. QUOTES

Overall, students positively evaluated the no-cost learning materials. Below are a few examples from informal evaluations of the OERs.

“It was convenient and free! Everything, including the textbook, was available online which allowed me access 24/7.”

“It’s free! I work full-time and go to school so the free textbook helped me out.”

“I love not having to carry around a book. I can look at it on my phone.”

“The ability to access a textbook from almost anywhere without the cost and carrying the weight of a traditional textbook was great.”

While most students viewed the no-cost materials positively, a few expressed the preference for a traditional textbook. One reason is due to the perception that a traditional textbook can be highlighted, whereas a digital textbook cannot. A few of the non-traditional students preferred having a traditional textbook over the electronic version.
3. QUANTITATIVE AND QUALITATIVE MEASURES

3A. OVERALL MEASUREMENTS

The total number of students affected in this project is 200.

Overall, students had a positive opinion of the materials used in the course, as evidenced by a survey administered at the end of the semester.

Students’ Perceptions of and Experiences with No-Cost Materials

Student’s responded to the use of OERs positively, and were appreciative that they were not required to purchase textbooks. A few non-traditional students preferred traditional books to the electronic versions, and CDs to audio links.

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?

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)

Drop/Fail/Withdraw Rate:

5 % of students, out of a total 315 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

Drop, Fail, Withdraw (DFW) Rates

Students using the ALG version of the course had higher pass rates, and lower withdrawal rates and DWFs overall. Many courses maintained standard pass/fail rates, and the OER did not have an adverse effect on the course outcomes.

Student Success in Learning Objectives

With assistance from our Library, we developed LibGuides and Study Guides for each area covered in the course. The Study Guides provided additional links and interactive websites that were not included in the book. The study guides were designed to enhance the OER textbook, and provide additional material for students. The study guides greatly enhanced students’ success, and helped students to meet all of the learning objectives in the courses.

Co-Factors

N/A

4. SUSTAINABILITY PLAN

The department of music has adopted the OERs for continuous use, and all instructors that currently (and in the future) teach music appreciation will use the OERs.

To maintain and improve course materials, we will continue to monitor ALG’s website, GALILEO, and OER platforms for new and updated no-cost materials useful to our courses. Any changes to course materials will continue to be based on student feedback and our own evaluations.

5. FUTURE PLANS

This grant has provided us the opportunity and platform to explore no-cost ways of delivering course materials in lieu of traditional textbooks. Further, this grant has shown us that with a bit of creativity and access to open resources, we can adopt no-cost materials in our other courses. We plan to use the OERs with all of our music appreciation courses in the future.

6. DESCRIPTION OF PHOTOGRAPH

(left to right) Dr. Mark Laughlin-PI and instructor of record, Dr. Julie Megginson-Department Chair and instructor of record, and Dr. Robert Bryant-instructor of record. Ru Story-Huffman not pictured.