Spring 2016

Introduction to Statistics

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*See next page for additional authors*

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Authors
German Vargas, Jose Lugo, Laura Lynch, Jamil Mortada, Treg Thompson, and Victor Vega

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Grants Collection
College of Coastal Georgia

German Vargas, Jose Lugo, Laura Lynch, Jamil Mortada, Treg Thompson, Victor Vega

Introduction to Statistics
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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Syllabus
Chapter 1: Sampling Data (Week 1)

1.1 DEFINITIONS OF STATISTICS, PROBABILITY AND KEY TERMS

- What is Statistics
- Types of statistical studies

1.2 DATA, SAMPLING, AND VARIATION IN DATA SAMPLING

- Census and Sampling
- Samples and Surveys
- Inferring population mean from sample mean
- Reasonable samples

1.3 FREQUENCY, FREQUENCY TABLES, AND LEVELS OF MEASUREMENT

- Frequency tables & dot plots

1.4 EXPERIMENTAL DESIGN AND ETHICS

- Designing Experiments
- Appropriate statistical study example

Chapter 2: Descriptive Statistics (Week 2)

2.1 STEM-AND-LEAF GRAPHS (STEMPLOTS), LINE GRAPHS AND BAR GRAPHS

- Stemplots
- Reading stem and leaf plots
- Reading bar graphs
• Creating a bar graph
• Reading bar charts: comparing two sets of data
• Reading line graphs

2.2 HISTOGRAMS, FREQUENCY POLYGONS, AND TIME SERIES GRAPHS

• Histograms

2.3 MEASURES OF THE LOCATION OF THE DATA

• Measures of Center
• Statistics intro: Mean, median, & mode
• Mean, median, & mode example
• Comparing means of distributions
• Means and medians of different distributions

2.4 BOX PLOTS

• Box plots
• Reading box plots
• Constructing a box plot

2.5 MEASURES OF THE CENTER OF THE DATA

• Measures of Center
• Statistics intro: Mean, median, & mode
• Mean, median, & mode example
• Comparing means of distributions
• Means and medians of different distributions

2.6 SKEWNESS AND THE MEAN, MEDIAN, AND MODE

• Comparing means of distributions
• Means and medians of different distributions

2.7 MEASURES OF THE SPREAD OF THE DATA
Chapter 3: Probability Topics (Week 4)

3.1 TERMINOLOGY

- Introduction to Probability
- Subsets of sample spaces
- Simple probability: yellow marble
- Simple probability: non-blue marble

3.2 INDEPENDENT AND MUTUALLY EXCLUSIVE EVENTS

- Compound probability of independent events
- Coin flipping probability
- Die rolling probability
- Free throwing probability
- Three pointer vs free throw probability
- Probability with equally likely events
- Independent events example: test taking
- Die rolling with independent events

3.3 TWO BASIC RULES OF PROBABILITY
• Addition rule for probability
• Dependent probability introduction
• Dependent probability: coins
• Dependent probability example
• Independent and dependent probability
• Analyzing event probability for independence
• Dependent probability
• Calculating conditional probability
• The Monty Hall problem

3.4 CONTINGENCY TABLES
• Filling out contingency table for independent events

3.5 TREE AND VENN DIAGRAMS
• Probability with Venn diagrams
• Count outcomes using a tree diagram

Chapter 4: Discrete Random Variables (Week 6)
4.1 PROBABILITY DISTRIBUTIONS FUNCTION (PDF) FOR A DISCRETE RANDOM VARIABLE
• Random Variables
• Discrete and continuous random variables
• Constructing a probability distribution for random variable

4.2 MEAN OR EXPECTED VALUE AND STANDARD DEVIATION
• Term life insurance and death probability
• Getting data from expected value
• Expected profit from lottery ticket
• Expected value while fishing
Comparing insurance with expected value

4.3 BINOMIAL DISTRIBUTION

- Binomial Distributions
- Visualizing a binomial distribution
- Binomial probability example
- Generalizing k scores in n attempts
- Free throw binomial probability distribution
- Graphing basketball binomial distribution
- Expected value of binomial distribution

4.4 GEOMETRIC DISTRIBUTION
4.5 HYPERGEOMETRIC DISTRIBUTION
4.6 POISSON DISTRIBUTION

Chapter 5: Continuous Random Variables (Week 7)

5.1 CONTINUOUS PROBABILITY FUNCTIONS
5.2 THE UNIFORM DISTRIBUTION
5.3 THE EXPONENTIAL DISTRIBUTION

Chapter 6: The Normal Distribution (Week 8)

6.1 THE STANDARD NORMAL DISTRIBUTION

- Normal Curves
- ck12.org normal distribution problems: Qualitative sense of normal distributions

6.2 USING THE NORMAL DISTRIBUTION

- Normal Calculations
- ck12.org normal distribution problems: Empirical rule
Chapter 7: The Central Limit Theorem (Week 10)

7.1 THE CENTRAL LIMIT THEOREM FOR SAMPLE MEANS (AVERAGES)

- Sampling Distributions
- Central limit theorem
- Sampling distribution of the sample mean
- Sampling distribution of the sample mean 2

7.2 THE CENTRAL LIMIT THEOREM FOR SUMS

7.3 USING THE CENTRAL LIMIT THEOREM

- Standard error of the mean
- Sampling distribution example problem

Chapter 8: Confidence Intervals (Week 11)

8.1 A SINGLE POPULATION MEAN USING THE NORMAL DISTRIBUTION

- Confidence Intervals
- Confidence interval 1

8.2 A SINGLE POPULATION MEAN USING THE STUDENT T DISTRIBUTION

- Small Sample Inference for One Mean

8.3 A POPULATION PROPORTION
• Confidence interval example
• Mean and variance of Bernoulli distribution example
• Bernoulli distribution mean and variance formulas
• Margin of error 1
• Margin of error 2

Chapter 9: Hypothesis Testing with One Sample (Week 12)
9.1 NULL AND ALTERNATIVE HYPOTHESES
  • Test of Significance
  • Hypothesis testing and p-values
  • One-tailed and two-tailed tests

9.2 OUTCOMES AND THE TYPE I AND TYPE II ERRORS
  • Type I errors

9.3 DISTRIBUTION NEEDED FOR HYPOTHESIS TESTING
  • Z-statistics vs. T-statistics
  • Small Sample hypothesis test

9.4 RARE EVENTS, THE SAMPLE, DECISION AND CONCLUSION
9.5 ADDITIONAL INFORMATION AND FULL HYPOTHESIS TEST EXAMPLES

Chapter 12: Linear Regression and Correlation (Week 3)
12.1 LINEAR EQUATIONS
• See Section 2.2 in the College Algebra material above.

12.2 SCATTER PLOTS

• Scatter plots
• Scatter plots: studying, shoe size, and test scores
• Scatter plot: smokers
• Constructing a scatter plot

12.3 THE REGRESSION EQUATION

• Fitting Lines to Data
• Correlation
• Correlation and causality
• Fitting a line to data
• Estimating the line of best fit exercise
• Squared error of the regression line
• Example: Correlation coefficient intuition

12.4 TESTING THE SIGNIFICANCE OF THE CORRELATION COEFFICIENT

• Inference for Regression
Initial Proposal
Affordable Learning Georgia Textbook Transformation Grants  
Round 2  
Summer 2015, Fall 2015, Spring 2016  
Proposal Form and Narrative

<table>
<thead>
<tr>
<th>Institution Name(s)</th>
<th>College of Coastal Georgia</th>
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</thead>
<tbody>
<tr>
<td>Team Members (Name, Title, Department, Institutions if different, and email address for each)</td>
<td></td>
</tr>
<tr>
<td>1. Jose Lugo, Assistant Professor of Mathematics, <a href="mailto:jlugo@ccga.edu">jlugo@ccga.edu</a></td>
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<tr>
<td>2. Laura Lynch, Assistant Professor of Mathematics, <a href="mailto:llynch@ccga.edu">llynch@ccga.edu</a></td>
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<tr>
<td>3. Jamil Mortada, Assistant Professor of Mathematics, <a href="mailto:jmortada@ccga.edu">jmortada@ccga.edu</a></td>
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<tr>
<td>4. Treg Thompson, Assistant Professor of Mathematics, <a href="mailto:ttthompson@ccga.edu">ttthompson@ccga.edu</a></td>
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<tr>
<td>5. German Vargas, Department Chair and Assistant Professor of Mathematics, <a href="mailto:gvargas@ccga.edu">gvargas@ccga.edu</a></td>
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<tr>
<td>6. Victor Vega, Associate Professor of Mathematics, <a href="mailto:vvega@ccga.edu">vvega@ccga.edu</a></td>
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<tr>
<td>Sponsor, Title, Department, Institution</td>
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<tr>
<td>Lance Carluccio, Interim Vice President for Academic Affairs, College of Coastal Georgia.</td>
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<td>Course Names, Course Numbers and Semesters Offered (Summer 2015, Fall 2015, or Spring 2016)</td>
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<tr>
<td>1. College Algebra, MATH 1111, Summer/Fall/Spring</td>
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<td>2. Trigonometry, MATH 1112, Summer/Fall/Spring</td>
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<td>3. Precalculus, MATH 1113, Fall/Spring</td>
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<td>4. Probability and Statistics, MATH 2112, Summer/Fall/Spring</td>
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<td>Average Number of Students Per Course Section</td>
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<td>1. 31</td>
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<td>Number of Course Sections Affected by Implementation in Academic Year 2016</td>
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<td>4. 19</td>
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<td>Total Number of Students Affected by Implementation in Academic Year 2016</td>
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<td>1. 899</td>
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<td>2. 162</td>
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<td>3. 112</td>
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<td>Award Category (pick one)</td>
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<td>☐ No-Cost-to-Students Learning Materials</td>
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<td>☐ OpenStax Textbooks</td>
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<td>☐ Course Pack Pilots</td>
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<td>☒ Transformations-at-Scale</td>
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<td>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</td>
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<tr>
<td>By course:</td>
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<tr>
<td>1. College Algebra: Graphs And Models 5e W/MML, Bittinger</td>
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<tr>
<td>2. Trigonometry 8e W/WebAssign, Larson</td>
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<td>3. Precalculus 8e W/Webassign, Larson</td>
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<td>4. Essentials of Statistics 4e W/MML, Mario Triola</td>
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<table>
<thead>
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<th>Cost of Text + LMS by course:</th>
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<tr>
<td>1. $219.75/student</td>
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<td>2. $306.75/student</td>
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<td>3. $342.00/student</td>
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<td>4. $168.75/student</td>
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Projected total cost: $404,184 annually

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<tr>
<th>Plan for Hosting Materials</th>
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<tr>
<td>☐ OpenStax CNX</td>
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<td>☒ D2L</td>
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<td>☐ LibGuides</td>
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<td>☐ Other</td>
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<tr>
<th>Projected Per Student Cost</th>
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<td>1. $32.95</td>
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<td>2. $0 (Cont. course)</td>
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<td>3. $32.95</td>
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<td>4. $32.95</td>
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<th>Projected Per Student Savings (%)</th>
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<td>1. 85%</td>
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<td>2. 100%</td>
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<td>3. 90%</td>
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<td>4. 80%</td>
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1. **PROJECT GOALS**

The goal of this project is to promote access and affordability of higher education by adopting low cost alternatives of the textbooks and other educational resources currently used in high enrollment courses without compromising the standards in these courses. In particular, we want to transform 4 of the Top 50-enrolled USG lower-division Core Curriculum courses to adopt OpenStax textbooks. This at-scale transformation will impact a large number of students at our institution as these are the main Area A and D courses for many of our programs and any effort to increase the retention and passing rates in these courses will hence be an effort to increase our general retention, progression and graduation rates.

1.1 **STATEMENT OF TRANSFORMATION**

Most of the students at College of Coastal Georgia take one Mathematics course in Area A (Essential Skills) and one Mathematics course in Area D (Science and Math). With the rapid increase in the price of textbooks, the required materials for these courses have become a barrier to access and completion, specially for institutions like CCGA that serve a large percentage of low income students, as evidenced by the percentage of Pell Grant recipients (53% based on fall 2013 total enrollment).

The target of this transformation is to adopt low cost textbook and materials for the following 4 courses: College Algebra (MATH 1111), Trigonometry (MATH 1112), Precalculus (MATH 1113), Probability and Statistics (MATH 2112). We expect to deliver a staged transformation starting with an at-scale transformation for MATH 2112 by fall 2015, followed by pilot stages for MATH 1111, 1112, 1113 during the fall of 2015 and the full implementation by spring of 2016.

The broad focus of this initiative will target almost every student at CCGA and we expect not only to make college more affordable for those that we already serve but also to help bridge that gap that maintains many potential students from considering college as an opportunity for upward mobility.

1.2 **TRANSFORMATION ACTION PLAN**

As the impact of this transformation affects multiple courses and multiple sections, the changes will require concerted efforts throughout the Department of Mathematics and many of our faculty will be participating in different roles to make this transformation successful.

Dr. Victor Vega and Dr. German Vargas will lead this project and will be the participants in the grant kick-off meeting. Dr. Vega will oversee the project internally; he will be in charge of generating the reports and maintaining the project on schedule by reaching the milestones set forth in the timeline. Dr. Vargas will lead the project externally; he will be the liaison with the USG’s Academic Advisory Committee on Mathematical Subjects (ACMS) and will capitalize on the efforts by the Regent’s Academic Committee on Libraries (RACL) and efforts by other disciplines at different schools of the USG, with
the intention of using this synergy to generate the momentum needed to propel these changes college and system-wide and across disciplines.

Dr. Vega and Dr. Vargas will also work on the creation of ancillary resources for instruction of MATH 2112 Probability and Statistics. In particular they will create the PowerPoint presentations that will be used for classroom instruction of this course. Dr. Jamil Mortada will create equivalent resources for MATH 1111 College Algebra, and Dr. Jose Lugo will create those for MATH 1112 Trigonometry. The created resources for these last two courses will satisfy the needs for MATH 1113 Precalculus as this course is comprised of the material of MATH 1111 and MATH 1112.

Dr. Laura Lynch will be in charge of the alignment of the course content to our master syllabi and any modifications needed as we adopt these new textbooks. She will be in charge of the assessment of the initiative by requesting qualitative feedback from students and faculty, and by comparing the quantitative results of our current General Education assessment with the results obtained after the transformation.

Mr. Treg Thompson will be in charge of the creation of a webpage that will link the topics presented in each of the courses to specific additional open resources like Khan Academy and The Annenberg Foundation’s Learner.org.

The links to all the free educational resources will be delivered in each of the courses through D2L.

1.3 QUANTITATIVE AND QUALITATIVE MEASURES
To measure the quantitative impact of the newly adopted OpenStax text and ancillary resources (homework system, PowerPoints, and links) for each course, we will use the grade distribution in all the impacted courses (including DFW rates), and the students’ performance in our General Education Assessment, to perform longitudinal comparisons with said data from current and previous years. We do not anticipate any decrease in performance at the student learning outcome level, and by increasing the accessibility of the resources we hope to decrease the DFW rates.

To measure the qualitative impact of the open resources on the students, we will compare the university faculty and course evaluation (FACE) survey for each of the impacted courses before and after implementation. In addition, we will ask students to complete a questionnaire about the resources. The questionnaire will include questions such as:

1. Are you satisfied with the quality of the textbook?
2. Are you satisfied with the quality of the online homework system?
3. Are you satisfied with the quality of the additional resources (e.g., links, PowerPoints) provided with your course?
4. Are you satisfied with the quantity of the additional resources (e.g., links, PowerPoints) provided with your course?
5. Do you wish the instructors in your other courses would adopt open-source texts and software?

6. Do you think that using no-cost, open source-educational resources has been detrimental to this course and to your learning in this course?

The questionnaire will also include the following short response question: “Do you have any further comments or recommendations in regard to the textbook, homework system, PowerPoints, or links to additional resources?”

Since the newly adopted open-source texts would be the first in the department and the college, it is of utmost importance to measure the qualitative impact on the faculty as well. We will also ask the faculty to complete a similar questionnaire to gauge their satisfaction with the text and determine if more edits need to be made to the text and resources.

1.4 TIMELINE

May 2015
- Finish the review the e-textbooks and map the concepts and learning objectives of the course to the sections of the texts.

June - August 2015
- Modification of master syllabi for MATH 1111, MATH 1112, MATH 1113, MATH 2112 to align with OpenStax textbooks.
- Creation of the PowerPoint presentations for MATH 1111, MATH 1112, and MATH 2112 to start the offerings on fall 2015. (At-scale for MATH 2112)
- Create assignments in WebAssign for each course.
- Design a reflective survey for students in Qualtrics

November 2015
- Administer reflective survey for MATH 2112 students in Qualtrics

December 2015
- Administer FACE survey to students

January 2016
- At-scale course offerings with OpenStax textbooks in College Algebra, Precalculus and Trigonometry start in the Spring Semester 2016.

February – March 2016
- Discussion and assessment of the courses offered
- Preliminary report on the implementation

April 2016
- Administer reflective survey for MATH 1111, MATH 1112, MATH 1113, MATH 2112 students in Qualtrics

May 2016
- Administer FACE survey to students
- Evaluation and analysis of results per course

June 2016
- Presentation of findings and assessment of each course
1.5 **BUDGET**

Each of the 6 team members will receive equal compensation (stipend plus benefits) for their participation in this project as explained in the action plan. An additional $800 will be allocated for additional project expenses including the travel expenses for two members to the required in-person kick-off meeting. The distribution of the funds will be as follows:

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Stipend</th>
<th>FICA and FICA-Med (7.65%)</th>
<th>ORP (9.24%)</th>
<th>TRS (13.15%)</th>
<th>Allocation for travel expenses</th>
<th>Total</th>
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<tbody>
<tr>
<td>Victor Vega</td>
<td>$4,163.45</td>
<td>$318.50</td>
<td>$384.70</td>
<td>$400.00</td>
<td>$5,266.65</td>
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<tr>
<td>German Vargas</td>
<td>$4,163.45</td>
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<tr>
<td>Jamil Mortada</td>
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<tr>
<td>Jose Lugo</td>
<td>$4,028.69</td>
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<td>$4,866.65</td>
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<td>Laura Lynch</td>
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<td>Treg Thompson</td>
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<td><strong>Total</strong></td>
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1.6 **SUSTAINABILITY PLAN**

- As in the past, the courses will be offered each fall, spring and summer (as needed).
  All courses will now use the free open educational resources.
- Each course resource will be reviewed by the associated faculty member(s) as listed above prior to the beginning of the semester in which the course is taught.
- Based on student survey results (see timeline), changes in the content and organization of the course will be implemented as needed.
- Alignment within the OER materials and the associated course objectives and activities in the course syllabus will be reviewed by the program faculty annually and adjustments will be made as appropriate.
- We do not expect any additional expenses to be added as all materials will be available and we just need to fine-tune the resources as we progress in the adoption and implementation.

1.7 **REFERENCES & ATTACHMENTS**


ATTACHMENTS

Letter of Support:  Dr. Lance Carluccio, Vice President of Academic Affairs
                Dr. Keith Belcher, Dean School of Arts and Sciences

PROPOSAL SUBMISSION: ALL PROPOSAL DOCUMENTS, REFERENCES, AND ATTACHMENTS MUST BE SUBMITTED IN A SINGLE EMAIL TO ALG@GATECH.EDU.

DEADLINE FOR CATEGORIES 1-3:  5:00 PM, NOVEMBER 30, 2014

DEADLINE FOR CATEGORY 4:  5:00 PM, DECEMBER 8, 2014
MEMORANDUM

TO: Dr. German Vargas  
Department Chair, Mathematics

FROM: Dr. Lance Carluccio  
Interim Vice President for Academic Affairs

RE: Affordable Learning Georgia Textbook Transformation Grant Application

DATE: December 4, 2014

This memo is to commend you and the other faculty of the mathematics department for the coordinated plans and the proposal to significantly reduce the cost of textbooks for students across four mathematics courses with multiple sections. The courses affected by this proposal include: College Algebra; Trigonometry; Precalculus; and Probability and Statistics. Close to 2000 students in almost 60 sections of courses each academic year will benefit from this major transformation to more affordable material for learning. This will have significant impact on retention and progression goals in that it will make textbook type material more accessible to those who have limited financial resources.

In addition to the above, the faculty of the mathematics department are demonstrating the type of impact that faculty can have in significantly making college more affordable and reducing student debt.

I strongly support this grant application and the efforts of the faculty involved in this project.
December 4, 2014

Affordable Learning Georgia
Textbook Transformation Grants

To whom it may concern:

It is my pleasure to express my support for the Department of Mathematics at the College of Coastal Georgia’s proposal related to access and affordability of lower cost alternatives of textbooks. As an open access institution many of our students take more than one mathematics course in their chosen program of study. This coupled with the fact that textbook costs are consistently increasing often presents financial stress to students with limited means. This proposal will have a broad impact on multiple courses and sections offered within the institution. The department working together focused on four courses offered by the mathematics department that impact the majority of our students. Each faculty member involved in the development of the grant will also play very different but significant roles ensuring that the textbook transformation will be successful. Resources will be provided that will link to the college’s D2L learning platform and mathematics webpage. Qualitative and quantitative assessment measures will be developed and used to evaluate general education outcomes. The proposal has been well designed and discussed throughout the mathematics department. The plan is sustainable with no extra costs associated other than those detailed in the budget for the grant implementation. The successful implementation of this project will ultimately increase retention, pass rates and progression to graduation.

Sincerely,

Keith E. Belcher, PhD., MLSCM (ASCP) SM
Professor of Biology and Clinical Laboratory Science
Dean, School of Arts and Sciences
College of Coastal Georgia
Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:
A. Your final report submission must include four separate component files:
   1. Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.
   2. Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. View Course Outline Example
      a. For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.
   3. Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)
   4. A photograph of your team and/or your students for use in ALG website and materials.
      a. Photograph must be 800x600 pixels at minimum (length x height).
      b. Photograph must be taken together: individual team member photographs and website headshots not accepted.

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date: 5/20/16

Grant Number: 116

Institution Name(s): College of Coastal Georgia

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

1. Jose Lugo, Assistant Professor of Mathematics, jlugo@ccga.edu
2. Laura Lynch, Department Chair and Assistant Professor of Mathematics, llynch@ccga.edu
3. Jamil Mortada, Assistant Professor of Mathematics, jmortada@ccga.edu
4. Treg Thompson, Assistant Professor of Mathematics, ttthompson@ccga.edu
5. German Vargas, Assistant Vice President for Academic Student Engagement and Associate Professor of Mathematics, gvargas@ccga.edu
6. Victor Vega, Interim Dean, School of Arts and Sciences and Associate Professor of Mathematics, vvega@ccga.edu
Project Lead:
German Vargas / Victor Vega

Course Name(s) and Course Numbers:
MATH 1111: College Algebra
MATH 1112: Trigonometry
MATH 1113: Precalculus
MATH 2112: Probability and Statistics

Semester Project Began:
Summer 2015

Semester(s) of Implementation:
Summer 2015, fall 2015, spring 2016

Average Number of Students Per Course Section:

<table>
<thead>
<tr>
<th></th>
<th>Number of Sections</th>
<th>Total Number of Students</th>
<th>Average Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2015</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 2112</td>
<td>3</td>
<td>53</td>
<td>18</td>
</tr>
<tr>
<td><strong>Fall 2015</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1111</td>
<td>12</td>
<td>465</td>
<td>39</td>
</tr>
<tr>
<td>MATH 1112</td>
<td>3</td>
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</tr>
<tr>
<td>MATH 1113</td>
<td>2</td>
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<td>26</td>
</tr>
<tr>
<td>MATH 2112</td>
<td>8</td>
<td>261</td>
<td>33</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1111</td>
<td>10</td>
<td>285</td>
<td>29</td>
</tr>
<tr>
<td>MATH 1112</td>
<td>3</td>
<td>80</td>
<td>27</td>
</tr>
<tr>
<td>MATH 1113</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>MATH 2112</td>
<td>10</td>
<td>352</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>52</td>
<td>1632</td>
<td>31</td>
</tr>
</tbody>
</table>

Number of Course Sections Affected by Implementation: See above

Total Number of Students Affected by Implementation: See above
1. Narrative

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

- Summary of your transformation experience, including challenges and accomplishments
  The goal of this project was to promote access and affordability across our institution, which aligns well with our institutional mission and strategic goals which emphasize student success and service to the community. We are very excited about the impact this project has had and the student savings that it has generated, but we also understand that change will often create discomfort, and we knew that a radical and at-scale transformation like this one was not going to come without challenges. In general, one of the challenges from this project was associated to the bold approach of implementing all the changes at scale throughout all the sections, which in some cases resulted in difficulties like those caused by XYZ Homework because of its lack of robustness. Even though this approach was bold and risky, we felt compelled to replace our current textbooks and online homework platforms immediately and at scale; we could not continue expecting our student to pay $200 to $300 per course for a resource that we knew could be matched by an open educational resource. After our final semester of implementation, we are very pleased with the results and we are proud of the large amounts of savings generated, but we will still be vigilant to new opportunities to keep improving the deployment and implementation of OERs.

- Transformative impacts on your instruction
  This transformation has given us the opportunity to adapt to a new paradigm in instruction and we have had to compensate the areas in which the selected OERs are falling short. We have had to move far away from our comfort zone of Pearson products, with their robust online platform (MyMathLab), and their prebuilt course materials and ancillary resources. We had to create the ancillary resources, adapt and adjust to new homework platforms, and we are still having challenges with the way that the material is presented in the College Algebra component of the OpenStax Algebra and Trigonometry textbook. We are pleased however with the trigonometry component of the book, and we are pleased with the Introductory Statistics textbook.

- Transformative impacts on your students and their performance
  The impact on student performance has been neutral, which was the optimistic and anticipated result from the transformation. However, the perceptions of the materials used in the course have had mixed reviews. From the feedback received by students (refer to the ALG Survey Results document) it is clear that the regular use of the eBook is not prevalent throughout the courses, and this can be attributed to discontent of the general delivery of the content in the eBook as perceived by both
faculty and students. However, this issue is not unique to OER or OpenStax, and faculty and student face similar challenges with traditional textbooks. Once again, we experienced more issues with the College Algebra content than the content for Trigonometry and for Statistics.

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

This has been an interesting collaborative process in our department, and we have learned to work hard through challenges and discomforts. As an example, we ventured to adopt a low cost online homework platform (XYZ Homework) and after trying to overcome some of its shortcomings, we had to reevaluate at the middle of the project, and we switched to WebAssign for all our courses using OpenStax (at the beginning of fall 2015 WebAssign was only available for Probability and Statistics and not for the College Algebra/Trigonometry/Precalculus). As a general lesson learned, if you are an early adopter you need to be willing to explore and adapt; the higher education environment is changing rapidly and we need to be agile to react to the availability of new resources specially if these promote access and affordability for our students.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
  
  - I think the online homework, online books (free and paid) are great for the education process. Any where there is an internet connection, the students have the ability to access all of their materials. There is a minor benefit in teaching all students how to navigate the internet and use resources in a new method. The biggest issue I have with the homework is a personal issue. I find my stats class to be difficult, at not fault to the teacher. The subject is one I struggle with. My issues with the homework comes from having the ability to answer the same question 5 times before the site permanently marks it wrong. In my algebra class last semester, I used the opportunity to try the question again as a coaching tool to figure out what I did wrong and solve the problem correctly. With the class I am struggling with, Stats, Im using the multiple chances to answer as a way to increase the likelihood of a good grade without taking the time to learn what I did wrong and how to solve correctly. Applying this to any subject and any student, it boils down to a person’s willingness to push beyond discomfort to excel at learning the material. / / I still prefer the online homework system.
  
  - Other than having to meet with the Professor or SI, I found it difficult to find the "why" and "how" form the textbooks. This made learning the material more difficult. Improved examples in the textbook would likely generate better understanding of the material. While some problems displayed excellent data for solving a problem, it was not always the case for webassign related question increasing the difficulty of solving problems by myself.
  
  - The online textbook was confusing and was never used in the classroom, so the format was completely different from the professor’s teaching style. The homework on
webassign was difficult and the textbook was no help in finding solutions to the problems. Webassign also would not show you the steps to finding a correct answer. You can open a practice question, but it only shows you if you're correct or not, then it displays the correct solution with no explanation of how it was reached. My experience with mymathlab online homework was much better. That site would help you learn the math, rather than just evaluating your current knowledge. Homework is useless if the student doesn't learn the concepts.

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?

Students enrolled during fall 2015 and spring 2016 were asked to provide feedback about their experience using OpenStax books. A total of 277 students completed the survey.

Highlights:

- 31% of the students use the books sometimes, most of the time, or always. The majority of those who did not use the book indicated that they did not need to do so.
- Students who used the book, were asked to provide feedback regarding specific characteristics of the book. Most students answered “Moderately Useful” or “Very Useful” for examples and accessibility (62% and 70% of students, respectively). However, most students answered only “somewhat useful” and “moderately useful” for the explanations (70%), layout (63%), amount of material per section (68%), and amount of material per chapter (71%).
- For students who have used online textbooks before, 75% reported that the quality of the OpenStax book was about the same as other free electronic books, while 16% indicated it was better.
- When comparing OpenStax books to math textbooks in general, 55% reported that the quality of the OpenStax book was about the same as other free electronic books, while 22% indicated it was better.
- Overall, students in the Precalculus courses were evenly split in their answer as to whether the resources were detrimental while 76% of the Statistics students did not believe they were. Separate from that issue, a majority of students did believe more instructors should consider adopting lower cost resources.

Complete survey results attached as separate document

Total number of students affected in this project: 1632
• Positive: 44% of 277 number of respondents
• Neutral: 26% of 277 number of respondents
• Negative: 30% of 277 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?

Choose One:
• ___ Positive: Higher performance outcomes measured over previous semester(s)
• _X_ 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?

MATH 1111: DFW rates increased from previous falls, but remain the same for the spring term.

MATH 1112: DFW rates slightly increase from previous falls, and decreased for the spring term.

MATH 1113: DFW rates decreased from previous falls, as well as previous springs.

MATH 2112: DFW rates obtained in the terms following the implementation were similar to those prior to implementation

The overall comparative impact on DFW rates in the semesters of implementation over previous semesters is neutral.

<table>
<thead>
<tr>
<th></th>
<th>Prior to Implementation</th>
<th>After Implementation</th>
<th>Prior to Implementation</th>
<th>After Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>MATH 1111</td>
<td>33%</td>
<td>34%</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>MATH 1112</td>
<td>30%</td>
<td>39%</td>
<td>41%</td>
<td>38%</td>
</tr>
<tr>
<td>MATH 1113</td>
<td>35%</td>
<td>29%</td>
<td>25%</td>
<td>59%</td>
</tr>
<tr>
<td>MATH 2112</td>
<td>38%</td>
<td>30%</td>
<td>38%</td>
<td>32%</td>
</tr>
</tbody>
</table>
Drop/Fail/Withdraw Rate:

36% of students, out of a total 737 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)
- _X_ 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

As indicated above, the impact of the transformation has been in access and affordability but has been neutral in academic achievement and performance. The DWF rates in the courses has been compared fall-to-fall, and spring-to-spring to reduce possible confounding variables, and the general results do not indicate any positive or negative impact of the transformation. Qualitatively however, the feedback received from the students is indicative of dissatisfaction with the ebook and the online homework platforms. Even though most of the students (67%) wish their instructors in other classes would also adopt free/low cost textbooks and software, many of them expressed concerns of the quality of both the ebook and the online homework platform. For a thorough analysis of the survey results please refer to the ALG Survey results document.

4. Sustainability Plan

Thanks to the support from Affordable Learning Georgia, we have already developed all the ancillary materials necessary for instruction in the four courses. We have also compiled a list of additional resources that link each of the sections covered in these 4 courses with the textbook and videos from websites like Khan Academy and The Annenberg Foundation’s Learner.org. (See www.ccga.edu/mathlinks)

We will keep exploring emerging technologies and online homework platforms, but for now we will keep using WebAssign, which is proving to have the robustness necessary to support an at-scale implementation.

5. Future Plans

Our positive experience with the ALG transformation grant is permeating to other areas in our institution, and we are actively promoting the adoption of OERs in other disciplines like Psychology, Sociology, Chemistry, Biology. The Economics faculty have
already adopted OERs, and we are hoping to have enough options within the different areas of the core curriculum to allow a student to complete areas A through E (Area F still presents more challenges) while taking courses with low/zero cost of materials.

As additional OER materials are being released every day, we will make sure to include at least one open textbook in the evaluation and selection of new materials for every Mathematics course in our department.

6. Description of Photograph

Even though our ALG transformation team consisted of 6 members, all the faculty in the department of mathematics were actively involved in instruction, evaluation and assessment of all the open educational resources. All the faculty in the photograph taught one of the 4 courses impacted by the transformation and continue to provide valuable feedback as we move forward. Pictured (from left to right): Dr. Syvillia Averett, Mr. James Holt, Dr. Laura Lynch, Mr. Treg Thompson, Ms. Sheila Ledford, Dr. Renren Zhao, Dr. Jose Lugo, Dr. German Vargas, Dr. Victor Vega, and Dr. Courtenay Miller.