

# Grants Collection

## Georgia Highlands College



UNIVERSITY SYSTEM  
OF GEORGIA

Sean Callahan, Elizabeth Dose, Stephanie Wright, Camille Pace,  
Katie Bridges, Rachel Earl, Dana Nummerdor

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# Introduction to Human Development

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## 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

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## Application Details

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### Manage Application: ALG Textbook Transformation Grants

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**Award Cycle:** Round 9

**Internal Submission Deadline:** Sunday, April 30, 2017

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**Application Title:** 323

**Application ID:** #001754

**Submitter First Name:** J. Sean

**Submitter Last Name:** Callahan

**Submitter Title:** Associate Professor of Psychology/Executive Liaison for Diversity Initiatives

**Submitter Email Address:** scallaha@highlands.edu

**Submitter Phone Number:** 706-340-0192

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Elizabeth

**Applicant Last Name:** Dose

**Co-Applicant Name:** --

**Applicant Email Address:** edose@highlands.edu

**Applicant Phone Number:** 407-314-0050

**Primary Appointment Title:** Assistant Prof. of Psychology

**Institution Name(s):** Georgia Highlands College

**Submission Date:** Monday, May 1, 2017

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**Proposal Title:** 323

**Final Semester of Instruction:** Spring 2018

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

Dr. Elizabeth A. Dose, Associate Professor of Psychology, (edose@highlands.edu), Dr. Bentley Gibson-Wallace, Assistant Professor of Psychology, (bgibson@highlands.edu), Dr. Stephanie Wright, Assistant Professor of Psychology, (stwright@highlands.edu), Prof. Camille Pace, Assistant Professor of Mathematics, (chernand@highlands.edu) Katie Bridges, Instructional Designer, (kbridges@highlands.edu), Division of e-Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives,

(scallaha@highlands.edu)

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

Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College

**Course Names, Course Numbers and Semesters Offered:**

PSYC 2103—Introduction to Human Development

Offered every semester-face-to-face and online

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

**Number of Course Sections Affected by Implementation in Academic Year:** 30

**Total Number of Students Affected by Implementation in Academic Year:** 1,050

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Essentials of Lifespan Development (Santrock, 4th ed.) Required-Hard Copy & Connect--ISBN10: 1259621294 | ISBN13: 9781259621291 The cost is \$201.75 per student.

**Proposal Categories:** No-Cost-to-Students Learning Materials

**Requested Amount of Funding:** 29,000

**Original per Student Cost:** \$201.75

**Post-Proposal Projected Student Cost:** \$0

**Projected Per Student Savings:** \$201.75

**Projected Total Annual Student Savings:** \$211,837.50

**Creation and Hosting Platforms Used ("n/a" if none):**

D2L and Google Docs

**Project Goals:**

We intend to provide free, high quality learning materials for Georgia Highlands College students who take PSYC 2103 by adopting Open Educational Resource materials and switching from the current purchased textbook. By adopting Open Educational Resources (OER) materials, we expect to see a decrease in the withdrawal rates of our students. While it is important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”, it also bears mentioning that there has been only one other proposal accepted for “Introduction to Human Development”. We hope to contribute to the growing body of resources for this course.

As the price of textbooks increase, the options for our students to attain a book in a reasonable amount of time decreases. Attempts to rent, share, borrow, or check out textbooks from libraries, while noble, often leave them short of the necessary resources needed for successful completion of the course. These strategies are not reliable modes of access for the majority of our students. The largest service areas for GHC include Bartow, Cobb, and Floyd County. The median incomes for these areas are \$21,715, \$33,418, and \$41,549, respectively. In Floyd County, 21% of families live below the poverty line. Oftentimes, this means that our students are faced with the decision to either purchase books for school or the pay the bills that sustain their households. Adopting an OER helps create access to better futures and an exit from poverty for our students. As a result of this transformation, the estimated collective savings for students in these 30 sections is \$211,837.50 each academic year.

In addition to making higher education more affordable to more Georgia Highlands College students and contributing to the goals of Complete College Georgia, adopting OER materials has other important benefits for shareholders. According to the Occupational Outlook Handbook, the anticipated job growth (2014-2024) is 20%. In a report released by the Institute for College Access and Success in 2015, the “[a]verage debt at graduation rose 56 percent, from \$18,550 to \$28,950, more than double the rate of inflation (25%)” from 2004 to 2014. Growing opportunities in the job market could offset the rising cost of college and the student debt it creates. However, this benefit is only attainable if students complete the programs and earn degrees.

Because GHC is a multi-campus institution, it is faced with a unique set of challenges. One of those challenges is the high rate of turnover for adjunct instructors. Adopting OER materials increases preparedness of adjunct instructors. Oftentimes, instructors have to be hired with very little time or opportunity to adequately prepare to teach. It could take several days or a few weeks for instructors to procure the textbook and materials for the course. This lack of access can negatively impact student success. The creation of master course module with access to supplemental materials ensures that instructors will have the resources necessary to teach and support student success.

To evaluate and assess the effectiveness of this conversion we will measure students’ and adjunct instructors’ perceptions and experiences with OER materials as well as the course success rates with OER materials compared against previous courses not using OER

materials.

### **Statement of Transformation:**

Introduction to Human Development (PSYC 2103), examines human development across the lifespan from conception to death with an emphasis on normal patterns of physical, cognitive, social and emotional changes. This course constitutes a common core requirement among Psychology and Pre-Nursing majors at Georgia Highlands College (GHC). This course also serves as an Area F elective for the following majors: Criminal Justice, English, General Studies, History, Journalism, Occupational Therapy and Sociology. In the 2016 academic year, 30 PSYC 2103 courses were offered, serving 1,050 students. Due to the increase in college enrollment, the number of PSYC 2103 course offerings has already increased to 33 in the 2017 academic year.

In align with the mission of Georgia Highlands College, this course seeks to use appropriate technologies to support teaching and learning and to provide access to academic opportunities for a diverse population. In conflict, the market cost for the current Human Development textbook is \$201.75. Given the minimum wage in the tri-county area, a student would have to work 28 hours to pay for this one textbook alone—creating a financial and timely bind.

According to a recent survey by the U.S. Public Interest Research Group (2014), as many as 65% of college students had opted to not purchase the textbook based on cost, yet nearly 94% had concerns that this would in impair their grades. This study proves to show that students are aware of the value of the textbook yet financially conflicted in their purchase. Upon examining the global cost, data from the US Department of Education estimates that nearly 4 billion dollars was spent by federal, state and local governments, over the course of five years, on first year, full time students who dropped out by the second year. Retention rates are clearly impacted by the rising cost of education and the additional out of pocket expenses with textbooks and supplemental materials.

In rethinking student success, the accessibility of information and cost of supportive materials are within our control. It is proposed that the adoption of a free, Open Educational Resources (OER) textbook would vastly improve retention rates and equally important, the accessibility of information. Students will have immediate access to the book, they can access the information from any device, and most importantly, students will be able to work far fewer hours to pay off the exorbitant cost of the textbook(s). This proposed adoption would create a saving to our students in excess of \$211,838, a meaningful sum in our open access institution.

### **Transformation Action Plan:**

The transformation action plan is comprised of three phases before course delivery in Spring 2018 (pre-planning, planning, and course redesign).

Pre-Planning

In the pre-planning phase, Subject Matter Experts (SME) will peruse and discuss several options for low- and no-cost textbooks. Currently, the Human Development chapter from Boundless.com is the front-runner for our primary text. The benefits of this OER include its web accessibility, the fact that it is self-contained and provides a solid base for supplementing it with other materials. The disadvantages of this resource is that quiz and test administration are not options that freely available for students. As such a multiple-choice test and quiz bank must be created from the supplementary readings. Creating enough questions to deliver to students for quizzes and tests proves to be a challenge. In this stage, SMEs will select evaluate the Boundless.com text to determine what supplementary materials need to be added to the course content.

## Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. This phase of the project is scheduled to complete and the end of January 2017.

## Course Redesign

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. In addition to addressing intercultural awareness, this redesign will incorporate and link to student learning outcomes assessed for SACS Accreditation. This systematic reorganization, including the course syllabus revision, will occur during the months of May 2017 to October 2017. Dr. Dose, Dr. Gibson-Wallace, and Dr. Wright will function as SMEs. During this time, SMEs will create modules with no-cost or low-cost materials and design surveys to document the experiences and perceptions of students and adjunct instructors in regard to the textbook and materials. Ms. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a "LlbGuide" for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Because there is not much time between the conclusion of the course and deadline for the final report, Prof. Camille Pace will serve as statistician and assist with analysis. Her assistance will make the process more expedient. SMEs, Prof. Pace, and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

The course redesign will also include content modules that offer students free access to live

webinars on career planning, parenting, financial planning, and health benefits. These modules are intended to provide students with ways to empower themselves by supporting and maximizing the earning potential of their completed degrees.

**Quantitative & Qualitative Measures:** Quantitative and qualitative measures administered at the conclusion of spring semester of 2017-2018 to gauge the impact on student success and experience. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will be used to compare DFW rates and tests/grades from pre- and post-adoption courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance. Statistical software package will be used to analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery. Additionally, with a focus on intercultural awareness, this course redesign will assess the following student learning outcomes for SACS Accreditation: Student Learning Outcome 1 (diversity): Students will recognize and respect the complexity of sociocultural diversity and individual differences. Student Learning Outcome 2 (fundamental content): Students will recognize, compare, and apply the core domains of psychology. Student Learning Outcome 3 (scientific inquiry): Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Student Learning Outcome 4 (professional and personal development): Students will recognize the value of psychology in professional and personal domains. This course places emphasis on Student Learning Outcome #1, with a recognition and respect for sociocultural diversity and individual differences. The latter outcomes, focusing on fundamental content, scientific inquiry and professional and personal development are reinforced in this course. Students graduating with their Associates in Psychology, in the 2017-2018 academic year, will be given a 50 question standardized Post-Exit Exam in the

spring and fall semesters, respectively. Introduction to Human Development is one of the courses we are required to assess. The passing performance measure is projected at 70% (C), or greater. This post exam will be used as a cross comparison with the DFW rates, course grades, qualitative surveys, and student satisfaction reports.

### **Timeline:**

**May 2017–July 2017**—Assess selected OER to determine which supplementary materials need to be added to the text.

**August 2017–October 2017**— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials.

**November 2017–December 2017**— Redesigned course to modules on D2L. Module components and links tested and edited, if necessary.

**January 2018**—Live delivery of courses.

**Late April 2018**--Data collection on student experience and success and adjunct instructor experience.

**May 2018–June 2018**— SMEs and Co-P.I.s will collaborate on analysis of data collected and assemble final report.

**July 2018–August 2018**—Co-Investigators collect data and revise course per student evaluations.

### **Budget:**

Dr. Elizabeth A. Dose, Inst. of Record/SME/Co-P.I. \$5000  
Dr. Bentley Gibson-Wallace, Inst. of Record/SME/Co-P.I. \$5000  
Dr. Stephanie Wright, Inst. of Record/SME/Co-P.I. \$5000  
Dr. J. Sean Callahan, SME/Co-P.I. \$5000  
Ms. Katie Bridges, Inst. Designer \$5000  
4 Part-time Instructors-PSYC 2103 \$1600(400/course)

Prof. Camille Pace, Statistician/Co-P.I. \$2500  
Travel to Kick Off \$800  
Total \$29,900

### **Sustainability Plan:**

The larger scope of this project is to create a master course model with modules consisting of

assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. Once we make the switch to the free resource, students who would otherwise choose an elective in humanities, for example, would most likely enroll Human Development if the book were free. The master course and modules will also be made available to faculty at other USG institutions via Brightspace platform. Course materials will be maintained Ms. Bridges and Drs. Wright, Gibson-Wallace, Dose, and Callahan for use into the foreseeable future.

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4/26/2018

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Dr. Elizabeth Dose's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Nine for implementation beginning Spring Semester 2018.

Dr. Dose and Dr. Callahan are proposing to replace the standard textbook in PSYC 2103 (Introduction to Human Development) with Open Educational Resources, specifically, *Boundless.com* and supplemental materials. This will result in a savings for students of nearly \$201.75 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting the high-quality chapter from *Boundless.com*, a significant barrier to student performance and completion will be removed.

Dr. Dose, Dr. Wright, Dr. Gibson-Wallace, Katie Bridges, Prof. Pace, and Dr. Callahan have a well-developed plan for shifting to *Boundless.com* text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Dr. Dose and Dr. Callahan are worthy of financial support as he works towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols  
Dean, Division of Social Sciences, Business, and Education  
Georgia Highlands College  
3175 Cedartown Highway  
Rome GA, 30161  
706-368-7615  
anichols@highlands.edu

**Affordable Learning Georgia Textbook Transformation Grants**

**Round Nine**

**For Implementations beginning Summer Semester 2017**

**Running Through Spring Semester 2018**

**Proposal Form and Narrative**

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech’s InfoReady Review at:**
- <https://gatech.infoready4.com/#competitionDetail/1757803> \_
- *If you are copying and pasting into InfoReady Review from this form, first convert the file to **plain text** and copy/paste from the plain text file.*
  - o *In Word, go to File > Save As... > and change the file format to “Plain Text (.txt).”*
  - o *Copy and paste from the .txt file.*
  - o *Be sure to save both copies in case you are asked to resubmit.*
- *Microsoft Word Document formatting pasted into InfoReady Review will render the reviewer copy unreadable. **If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.***
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

<b>Submitter Name</b>	J. Sean Callahan
<b>Submitter Title</b>	Associate Professor of Psychology/Executive Liaison for Diversity Initiatives
<b>Submitter Email</b>	scallaha@highlands.edu

<b>Submitter Phone Number</b>	706-340-0192
<b>Submitter Campus Role</b>	Proposal Co-Investigator
<b>Applicant Name</b>	Elizabeth A. Dose, Ph.D.
<b>Applicant Email</b>	edose@highlands.edu
<b>Applicant Phone Number</b>	407-314-0050
<b>Primary Appointment Title</b>	Assistant Prof. of Psychology
<b>Institution Name(s)</b>	Georgia Highlands College
<b>Team Members</b>	Dr. Elizabeth A. Dose, Associate Professor of Psychology, (edose@highlands.edu), Dr. Bentley Gibson-Wallace, Assistant Professor of Psychology, Dr. Stephanie Wright, Assistant Professor of Psychology, Prof. Camille Pace, Instructor, Katie Bridges, Instructional Designer, Division of e-Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)
<b>Sponsor, Title, Department, Institution</b>	Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College
<b>Proposal Title</b>	Boundless Possibilities: Transforming Introduction to Human Development
<b>Course Names, Course Numbers and Semesters</b>	PSYC 2103—Introduction to Human Development Offered every semester-Face-to-face and online

<b>Offered</b>					
<b>Final Semester of Instruction</b>	Spring 2018				
<b>Average Number of Students Per Course Section</b>	<b>35</b>	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	<b>30</b>	<b>Total Number of Students Affected by Implementation in Academic Year</b>	<b>1,050</b>
<b>Award Category (pick one)</b>	<input type="checkbox"/> X No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	Essentials of Lifespan Development (Santrock, 4 <sup>th</sup> ed.) Hard Copy & Connect--ISBN10: 1259621294   ISBN13: 9781259621291 The cost is \$201.75 per student.				
<b>Requested Amount of Funding</b>	\$29,000				
<b>Original Per Student Cost</b>	\$201.75				
<b>Post-Proposal Projected Per Student Cost</b>	\$0				

<b>Projected Per Student Savings</b>	\$201.75
<b>Projected Total Annual Student Savings</b>	\$211,837.50
<b>Creation and Hosting Platforms Used</b>	D2L

**NARRATIVE**

## 1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take PSYC 2103 by adopting Open Educational Resource materials and switching from the current purchased textbook. By adopting Open Educational Resources (OER) materials, we expect to see a decrease in the withdrawal rates of our students. While it is important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”, it also bears mentioning that there has been only one other proposal accepted for “Introduction to Human Development”. We hope to contribute to the growing body of resources for this course.

As the price of textbooks increase, the options for our students to attain a book in a reasonable amount of time decreases. Attempts to rent, share, borrow, or check out textbooks from libraries, while noble, often leave them short of the necessary resources needed for successful completion of the course. These strategies are not reliable modes of access for the majority of our students. The largest service areas for GHC include Bartow, Cobb, and Floyd County. The median incomes for these areas are \$21,715, \$33,418, and \$41,549, respectively. In Floyd County, 21% of families live below the poverty line. Oftentimes, this means that our students are faced with the decision to either purchase books for school or the pay the bills that sustain their households. Adopting an OER helps create access to better futures and an exit from poverty for our students. As a result of this transformation, the estimated collective savings for students in these 30 sections is \$211,837.50 each academic year.

In addition to making higher education more affordable to more Georgia Highlands College students and contributing to the goals of Complete College Georgia, adopting OER materials has other important benefits for shareholders. According to the Occupational Outlook Handbook, the anticipated job growth (2014-2024) is 20%. In a report released by the Institute for College Access and Success in 2015, the “[a]verage debt at graduation rose 56 percent, from \$18,550 to \$28,950, more than double the rate of inflation (25%)” from 2004 to 2014. Growing opportunities in the job market could offset the rising cost of college and the student debt it creates. However, this benefit is only attainable if students complete the programs and earn degrees.

Because GHC is a multi-campus institution, it is faced with a unique set of challenges. One of those challenges is the high rate of turnover for adjunct instructors. Adopting OER materials increases preparedness of adjunct instructors. Oftentimes, instructors have to be hired with very little time or opportunity to adequately prepare to teach. It could take several days or a few weeks for instructors to procure the textbook and materials for the course. This lack of access can negatively impact student success. The creation of master course module with access to supplemental materials ensures that instructors will have the resources necessary to teach and support student success.

To evaluate and assess the effectiveness of this conversion we will measure students’ and adjunct instructors’ perceptions and experiences with OER materials as well as the course success rates with OER materials compared against previous courses not using OER materials.



## 1.2 STATEMENT OF TRANSFORMATION

Introduction to Human Development (PSYC 2103), examines human development across the lifespan from conception to death with an emphasis on normal patterns of physical, cognitive, social and emotional changes. This course constitutes a common core requirement among Psychology and Pre-Nursing majors at Georgia Highlands College (GHC). This course also serves as an Area F elective for the following majors: Criminal Justice, English, General Studies, History, Journalism, Occupational Therapy and Sociology. In the 2016 academic year, 30 PSYC 2103 courses were offered, serving 1,050 students. Due to the increase in college enrollment, the number of PSYC 2103 course offerings has already increased to 33 in the 2017 academic year.

In align with the mission of Georgia Highlands College, this course seeks to use appropriate technologies to support teaching and learning and to provide access to academic opportunities for a diverse population. In conflict, the market cost for the current Human Development textbook is \$201.75. Given the minimum wage in the tri-county area, a student would have to work 28 hours to pay for this one textbook alone—creating a financial and timely bind.

According to a recent survey by the U.S. Public Interest Research Group (2014), as many as 65% of college students had opted to not purchase the textbook based on cost, yet nearly 94% had concerns that this would in impair their grades. This study proves to show that students are aware of the value of the textbook yet financially conflicted in their purchase. Upon examining the global cost, data from the US Department of Education estimates that nearly 4 billion dollars was spent by federal, state and local governments, over the course of five years, on first year, full time students who dropped out by the second year. Retention rates are clearly impacted by the rising cost of education and the additional out of pocket expenses with textbooks and supplemental materials.

In rethinking student success, the accessibility of information and cost of supportive materials are within our control. It is proposed that the adoption of a free, Open Educational Resources (OER) textbook would vastly improve retention rates and equally important, the accessibility of information. Students will have immediate access to the book, they can access the information from any device, and most importantly, students will be able to work far fewer hours to pay off the exorbitant cost of the textbook(s). This proposed adoption would create a saving to our students in excess of \$211,838, a meaningful sum in our open access institution.

### 1.3 TRANSFORMATION ACTION PLAN

The transformation action plan is comprised of three phases before course delivery in Spring 2018 (pre-planning, planning, and course redesign).

#### Pre-Planning

In the pre-planning phase, Subject Matter Experts (SME) will peruse and discuss several options for low- and no-cost textbooks. Currently, the Human Development chapter from Boundless.com is the front-runner for our primary text. The benefits of this OER include its web accessibility, the fact that it is self-contained and provides a solid base for supplementing it with other materials. The disadvantages of this resource is that quiz and test administration are not options that freely available for students. As such a multiple-choice test and quiz bank must be created from the supplementary readings. Creating enough questions to deliver to students for quizzes and tests proves to be a challenge. In this stage, SMEs will select evaluate the Boundless.com text to determine what supplementary materials need to be added to the course content.

#### Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. This phase of the project is scheduled to complete and the end of January 2017.

#### Course Redesign

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. In addition to addressing intercultural awareness, this redesign will incorporate and link to student learning outcomes assessed for SACS Accreditation. This systematic reorganization, including the course syllabus revision, will occur during the months of May 2017 to October 2017. Dr. Dose, Dr. Gibson-Wallace, and Dr. Wright will function as SMEs. During this time, SMEs will create modules with no-cost or low-cost materials and design surveys to document the experiences and perceptions of students and adjunct instructors in regard to the textbook and materials. Ms. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a "LibGuide" for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Because there is

not much time between the conclusion of the course and deadline for the final report, Prof. Camille Pace will serve as statistician and assist with analysis. Her assistance will make the process more expedient. SMEs, Prof. Pace, and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

The course redesign will also include content modules that offer students free access to live webinars on career planning, parenting, financial planning, and health benefits. These modules are intended to provide students with ways to empower themselves by supporting and maximizing the earning potential of their completed degrees.

## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered at the conclusion of spring semester of 2017-2018 to gauge the impact on student success and experience. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will be used to compare DFW rates and tests/grades from pre- and post-adoption courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance. Statistical software package will be used to analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery.

Additionally, with a focus on intercultural awareness, this course redesign will assess the following student learning outcomes for SACS Accreditation:

1. *Student Learning Outcome 1 (diversity)*: Students will recognize and respect the complexity of sociocultural diversity and individual differences.
2. *Student Learning Outcome 2 (fundamental content)*: Students will recognize, compare, and apply the core domains of psychology.
3. *Student Learning Outcome 3 (scientific inquiry)*: Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science.
4. *Student Learning Outcome 4 (professional and personal development)*: Students will recognize the value of psychology in professional and personal domains.

This course places **emphasis** on Student Learning Outcome #1, with a recognition and respect for sociocultural diversity and individual differences. The latter outcomes, focusing on fundamental content, scientific inquiry and professional and personal development are **reinforced** in this course.

Students graduating with their Associates in Psychology, in the 2017-2018 academic year, will be given a 50 question standardized Post-Exit Exam in the spring and fall semesters, respectively. Introduction to Human Development is one of the courses we are required to assess. The passing performance measure is projected at 70% (C), or greater. This post exam will be used as a cross comparison with the DFW rates, course grades, qualitative surveys, and student satisfaction reports.

## 1.5 TIMELINE

**May 2017–July 2017**—Assess selected OER to determine which supplementary materials need to be added to the text.

**August 2017—October 2017**— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials.

**November 2017—December 2017**— Redesign course to modules on D2L. Module components and links tested and edited, if necessary.

**January 2018**—Live delivery of courses.

**Late April 2018**--Data collection on student experience and success and adjunct instructor experience.

**May 2018—June 2018**— SMEs and Co-P.I.s will collaborate on analysis of data collected and assemble final report.

**July 2018—August 2018**—Co-Investigators collect data and revise course per student evaluations.

## 1.6 BUDGET

Dr. Elizabeth A. Dose, Inst. of Record/SME/Co-P.I.	\$5000
Dr. Bentley Gibson-Wallace, Inst. of Record/SME/Co-P.I.	\$5000
Dr. Stephanie Wright, Inst. of Record/SME/Co-P.I.	\$5000
Dr. J. Sean Callahan, SME/Co-P.I.	\$5000
Ms. Katie Bridges, Inst. Designer	\$5000
4 Part-time Instructors-PSYC 2103	
\$1600(400/course) Prof. Camille Pace, Statistician/Co-P.I.	
\$2500	
<u>Travel to Kick Off</u>	<u>\$800</u>
Total	\$29,900

## **1.7 SUSTAINABILITY PLAN**

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. Once we make the switch to the free resource, students who would otherwise choose an elective in humanities, for example, would most likely enroll Human Development if the book were free. The master course and modules will also be made available to faculty at other USG institutions via Brightspace platform. Course materials will be maintained Ms. Bridges and Drs. Wright, Gibson-Wallace, Dose, and Callahan for use into the foreseeable future.

## 1.8 REFERENCES & ATTACHMENTS

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Psychologists. Retrieved April 29, 2017, from <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>

College Board. (2015). *Trends in college pricing, 2015*. Retrieved December 11, 2016, from <http://trends.collegeboard.org/>

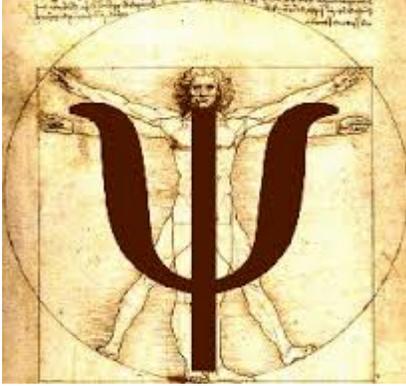
The Institute for College Access and Success. *Student debt and the class of 2014*. Retrieved April 26, 2017, from [http://ticas.org/sites/default/files/pub\\_files/classof2014.pdf](http://ticas.org/sites/default/files/pub_files/classof2014.pdf)

Population estimates, July 1, 2015. (2016). Retrieved December 11, 2016, from <http://www.census.gov/quickfacts/table/PST045215/00>

US PIRG Education Fund. (2014) Fixing the broken textbook market: how students respond to his textbook costs and demand alternatives. Retrieved December 11, 2016, from <http://www.uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>

# Syllabus

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**Georgia Highlands College**  
**PSY2103**  
**Introduction to Human Development**  
**Spring/2018**

*“The years teach much which the days never know.”--Ralph Waldo Emerson*

***Instructor:*** Elizabeth Dose, Ph.D., L.M.H.C.

***Office:*** 325 Cartersville

***Email:*** Edose@highlands.edu

***Phone:*** 706-295-6300

***Office Hours:*** Mondays/Wednesdays 7:30am-8:00am; 12:30pm-2:00pm

Tuesdays/Thursdays/Fridays: 8:00am-10:00am (D2L)

~All emails will be responded to within 24 hours, outside of weekends

~I am also available by appointment

***LibGuide with OER and Learning Outcomes:***

**<http://getlibraryhelp.highlands.edu/c.php?g=837680&p=5983124>**

***Course Description:*** This course examines human development across the lifespan from conception to death with an emphasis on normal patterns of physical, cognitive, social and emotional changes. Structured field experiences promote competency in observation, interpretation and understanding of behavior.

***Semester Hours:*** 3

***Course Outcomes:*** At the end of the course, you should be able to:

1. Describe and give examples from the literature of biological, physical, cognitive and socioemotional development as an ongoing set of processes, which involve *change* as well as *continuity*.
2. Recognize differing perspectives and points of view (e.g., psychoanalytic, cognitive, behavioral, social cognitive, ethological, and ecological theoretical perspectives).
3. Explain how research in psychology, which is based on theory, contributes to the understanding of human development.
4. Recall important developmental concepts and be able to recognize and apply these concepts in various situations, both normative as well as problematic.

***Required Textbook and Materials: Free OpenSource~D2L***

(Please refer to Addendum for additional links)

## ***College Policies***

***Disability Statement:*** If anyone in the class feels that they need accommodation due to a disability, please feel free to discuss this with me early in the term. Georgia Highlands College has resources available for students with certain disabilities. Accommodations may be made (such as providing materials in alternative formats, assuring physical access to classrooms or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) through Student Support Services on all campuses. For more information please contact: Cartersville 678-872-8004; Douglasville and Floyd 706-368-7536; Marietta 678-915-5021; Paulding 678-946-1029

***Early Warning Program:*** Georgia Highlands College requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Warning Program (EWP). The objective of the program is to support academic success by reviewing early indicators of satisfactory student progress. In accordance with EWP, faculty members provide the Registrar's Office with academic reports of each student enrolled in their course(s) at checkpoints staggered throughout the semester. The following success factors are reported at their corresponding checkpoint:

Week 2: Notification of Non-attendance

Week 5: Evidence of Course Pursuit

Week 8: Mid-term Grades

***Inclement Weather Policy:*** When inclement weather creates a condition under which there might be a question of whether the College will operate on a normal basis, the President, or a designated official will release to each campus and local news media a statement concerning the College schedule. If the weather condition occurs during working hours, the statement will be released through normal distribution channels on campus. If it occurs after working hours local radio and television stations will make announcements regarding the College's schedule. If the college is closed please check D2L for class schedule updates.

***Extended Absence Policy:*** "Students, who have circumstances that prevent them from continuing to attend classes over an extended period of time, sometimes request that the faculty member permit them to submit work in absentia to receive credit to complete the course. If the concurrent absences will constitute more than 15% of the class sessions for the term, then written permission from the Division Chair is required before any course assignments can be completed while missing class. The student must be in

good academic standing in the course to make the request. All approved coursework must be completely by the end of the semester in which the course was begun.”

**Early Grades Statement:** GHC offers a variety of part-of-term classes to allow our students to have flexible schedules. However, there are only three Semesters each year; Spring, Summer and Fall. It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript. After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by logging into the

SCORE: ([https://discovery.highlands.edu:9986/pls/SCORE/twbkwbis.P\\_WWWLogin](https://discovery.highlands.edu:9986/pls/SCORE/twbkwbis.P_WWWLogin)). Transcripts may also be request at any time by logging into the SCORE. Prior to the end of term, should a student need an early grade letter sent to another institution they may complete the request form and submit it to the Registrar’s Office for processing (<http://www.highlands.edu/site/registrar-forms>). Please contact the Registrar’s Office at [registrar@highlands.edu](mailto:registrar@highlands.edu) if you need any assistance.

**Student Conduct and Academic Integrity:** Policies on student conduct and academic integrity will be adhered to in this course and can be accessed via the following web site:

<http://www.highlands.edu/subwebs/academicaffairs/academicintegritypolicy.htm>

**Financial Aid:** Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class.

Students who have earned at least one passing grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student’s financial aid should be adjusted from the time they signed the withdrawal form.

### **Course Policies**

**Exam Make Up Policy** - If you must miss an exam for a valid reason (which must be approved by the instructor), you must notify the instructor prior to the exam that you will be absent. This can be done via e-mail or voicemail. If you do not notify the instructor prior to test time, you will receive a zero (0) for the exam and will not be allowed to make it up. Make up exams will only be given under special circumstances and must be approved by the instructor. This instructor reserves the right to instill a 20% penalty on late exams.

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### **Course Grading:**

Tests (3)	300 Points			
Activities (4):	100 Points			
Attendance/Participation	100 Points			
Unit Quizzes (3)	100 Points			
<b>90-100(A)</b>	<b>80-89(B)</b>	<b>70-79(C)</b>	<b>60-69(D)</b>	<b>50-59(F)</b>

### **Tentative Schedule**

## **Unit I**

Overview & History

Nature/Nurture

Research Methods

Overview of Major Theories

Biological Beginnings –Prenatal Development

**Test One:**

## **Unit II** (*Birth-Adolescence*)

Infancy: Physical Cognitive & Socioemotional Development

Early Childhood (2-7): Physical Cognitive & Socioemotional Development

Middle Childhood (7-12): Physical, Cognitive & Socioemotional Development

Adolescence (12-21): Physical, Cognitive & Socioemotional Development

**Test Two:**

## **Unit III** (Young Adulthood-Late Adulthood)

Young Adulthood (Early 20's-Early 40's)

Middle Adulthood (Early 40's-Early 60's)

Late Adulthood (Early 60's-Death)

**Test Three:**



# Final Report

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**Affordable Learning Georgia Textbook Transformation Grants  
Final Report**

**Date: May 7, 2018**

**Grant Number: 323**

**Institution Name: Georgia Highlands College**

**Team Members:**

**Project Lead: Dr. Sean Callahan, Associate Professor of Psychology, [scallahan@highlands.edu](mailto:scallahan@highlands.edu)**

**Elizabeth Ann Dose, Associate Professor of Psychology, Georgia Highlands College  
[edose@highlands.edu](mailto:edose@highlands.edu)**

**Stephanie Wright, Associate Professor of Psychology, Georgia Highlands College  
[swright@highlands.edu](mailto:swright@highlands.edu)**

**Camille Pace, Associate Professor of Math, Georgia Highlands College, [cpace@highlands.edu](mailto:cpace@highlands.edu)**

**Katie Bridges, Instructional Designer, Georgia Highlands College, [kbridges@highlands.edu](mailto:kbridges@highlands.edu)**

**Rachel Earl, Adjunct of Psychology, Georgia Highlands College, [rearl@highlands.edu](mailto:rearl@highlands.edu)**

**Dana Nummerdor, Adjunct of Psychology, Georgia Highlands College,  
[dnummerd@highlands.edu](mailto:dnummerd@highlands.edu)**

**Course Name and Number: Introduction to Human Development (PSYC 2103)**

**Semester Project Start Date: Summer, 2017**

**Semester of Implementation: Spring, 2018**

**Average Number of Students Per Course: 32**

**Number of Courses Assessed: 5**

**Number of Students Effected by Implementation: 164**

## **1. Narrative**

### **A. Key Outcomes**

The purposes of this project was to outline, develop and implement an open educational resource (OER) for the Introduction to Human Development course (PSYC 2103), at Georgia Highlands College, a course covering the emotional, social, cognitive and physical changes of the human lifespan.

Targeted as one of the specific top lower 50 division courses targeted by Affordable Learning Georgia, this course is a suggested course for our undergraduate psychology majors, a required course for our pre-nursing majors, and serves as a popular elective for our business and general studies students.

The selection of an OER was initially quite challenging as an open resource textbook for this course does not exist. After reviewing the proposed chapter though Boundless, it became apparent that there were far too few resources to provide a thorough summation of the material.

With an emphasis on cultural domains, the team of subject matter experts worked to assemble a collection of scholarly resources, which served to be quite fruitful. This included an extensive array of links, images, chunked data and ample supportive video presentations, to give students a multimodal learning system. The bulk of our manually constructed OER aligned with the Human Development chapter in Boundless and Wikia.com (Psychology) links.

<https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-human-development/>

<http://psychology.wikia.com>

This course overhaul involved formulating new tests, quizzes, PowerPoints, and creating a universality to the information so that it could be used in face to face and online courses. A secondary goal was to create enough classroom activities and optional test questions to suit each style of presentation.

The newly constructed test bank housed 140 multiple choice test questions and more than 50 short answer/essay format questions to choose from. The test questions were structured from the online open resources, the PowerPoints, which included outside material, and from the accompanying video presentations. The subject matter experts also put forth at least 25 class

activities and research project ideas. This was built to accommodate any new instructor teaching the course—one of our primary goals.

The course was broken down into three units, with three unit tests and quizzes. For the purposes of course assessment reliability, the 10 question multiple choice unit quizzes were the same for each instructor using the materials. Both the unit quizzes and unit tests were used in the assessment of this grant. It is important to note that the final course grade may also reflect outside grading criteria, such as a research project, participation or class activities.

In short, final grades, including DFW's, were compared to the spring/2017 and fall/2017 final grades for analytical purposes. Moreover, the grades pulled from the Psychology Post-Test exam, an exam given to all graduating students, was compared to the Spring/2017 for additional comparisons.

## **B. Learned Outcomes**

The course design, by our master course developer, was ergonomically sound and user friendly. Students were given the familiarity of a traditional textbook impression with learning objectives and course objectives for each section.

### **Example: Unit I Learning Objectives**

#### **Student Learning Outcomes**

- Students will recognize and respect the complexity of socio-cultural diversity and individual differences.
- Students will recognize, compare, and apply the core domains of psychology.
- Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science.
- Students will recognize the value of psychology in professional and personal domains.

#### **Course Objectives**

- Describe and give examples from the literature of biological, physical, cognitive and socio-emotional development as an ongoing set of processes, which involve change as well as continuity.
- Recognize differing perspectives and points of view (e.g., psychoanalytic, cognitive, behavioral, social cognitive, ethological, and ecological theoretical perspectives).
- Explain how research in psychology, which is based on theory, contributes to the understanding of human development.
- Recall important developmental concepts and be able to recognize and apply these concepts in various situations, both normative as well as problematic.

Even with the display of learning outcomes and course objectives, it was quickly realized that some students, namely first year students, as well as, the older cohort of students, were initially less able to synthesize the layout vast amount of material present in our online platform. This was to be expected as the largest percentage of this group is used to reading from hardbound books, and read in chunks (segments within chapters).

The obvious drawback was that the online articles and supplementary materials were not as well highlighted nor broken down into bits, so students had a harder time knowing what to pay attention to. It was reported that the test review sheets helped students narrow down the scope of the reading and pay closer attention to the most pertinent information, namely for test purposes. It was suggested to students that they start with the PowerPoint slides and then navigate each section of material in the unit. Students later reported a higher degree of comfort with the material. For future reference, it is recommended that the test review points be added to the Learning Objectives for each unit.

In further reflection, it was reported by the SME's that by having access to the online links, images, videos and PowerPoint slides, that time spent in class lecture and discussion was more wisely spent. The ease and accessibility of the information, for lecture and demonstration purposes, provided far easier reference than a hardbound book has during class.

Additionally, it quickly became apparent that the part time adjuncts were quite receptive to sharing their course activities and ideas for the master course shell. This not only provided an important segment of our teaching resource with an outlet of expression, but provided the class with newer, fresh ideas. It is highly recommended that teams bring adjuncts on board for these purposes.

While the vast majority of students and attending professors favored this system, one SME professed bimodal results with the online ancillary links. It was reported that she found a few of the links to be inactive, or perhaps down for maintenance. This is to be expected with any online network of materials. No other issues with links were reported across the courses. It was further reported that the quizzes, pulled from the master course, were not formatted properly, which again, might be a system error. Our online platform, Desire to Learn (D2L) is not without its issues. Important to note, this SME stated that the negative feedback from her students was "really about process and not about content."

On a final note, it was observed that the subject matter experts were inclined to help build the course shell, but met the set guidelines for implementation with some resistance. For example, it was difficult for an instructor to change their grading policies or institute three tests versus their traditional four or five. However, this will not detract from the master course shell, or OER, as we all have the same goal in mind, and that is to save students on cost and provide a high quality education with the accessibility of materials.

In final reflection, having immediate access to the materials served to ease the financial stress and transition into the course for nearly all students. Moreover, as yielded by the qualitative

reports, students seemed to spend more time accessing the materials from their phones and tablets. This degree of accessibility not only ensures more time spent on course work, but also ensures adherence to due dates or important reminders, which can be set up to be sent directly to the student's phone or tablet.

## **2. Student Reports**

### **Quotes:**

"I really appreciate being able to have my textbooks online and for free. The cost for college is high enough, and as I go into my nursing degree, I know my textbooks are going to be very high in cost. Being able to save my money where I can is very beneficial."

"I was grateful for the free information provided. The course was clearly outlined."

"Please continue to use open source textbooks for all classes! It has helped me worried less about textbook costs. I would take any course that provides open source textbooks."

"Thank you for offering the online text book for this course. It not only saved me money but it ran smoothly and was easy accessible. Thanks."

"I don't choose a course by the cost of the textbooks but it was very beneficial and convenient for myself. I really enjoy being able to read wherever I am, whether it be at work, in the car, in a long line, or on a plane. It has also helped being able to use command + f to find specific topics I want to study."

"I enjoyed the way the resources were set up, it was free which money has been a problem for me this semester so that was great, and it had so much information! Each resource that talked about the same things always had more information attached than the one before, and was worded in different ways that showed different aspects of the information which I loved."

"Very pleased I did not have to spend any money on a textbook. However, I think I would prefer a book to this style unless the online material was a little more organized. Based on the test given, I found it a little difficult to know what to focus on. Some links to material contained little information but had more links within the webpage."

Most of the comments focused on the textbooks. A wordcloud was generated with word usage being identified by the size of the word and showed two variations of the word "textbook" being used frequently (Figure 1).



**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:**

19.1% of students, out of a total 164 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**

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

**DFWI Rate**

	DFWI Rate (Pre-trans. Spring 2017)	DFWI Rate (Pre-trans. Fall 2017)	DFWI Rate (Post-trans., Spring 2018)
<b>PYSC 2103 online</b>	14/324 (4.32%)	20/403 (4.96%)	20/164 (12.20%)

<b>PYSC 2103 face to face</b>	31/324 (9.57%)	47/403 (11.66%)	12/164 (7.32%)
<b>PYSC 2103 overall</b>	45/324 (13.89%)	67/403 (16.62%)	32/164 (19.52%)

Table 1. Comparison of Pre-and Post-transformation DFWI Rates

**DFWI Rate.** As noted in Table 1 above, there was an 5.62% increase in overall DFWI rate in PYSC 2013 from the previous academic year and a 2.88% increase in DFWI from the previous semester. There was not a statistically significant difference between the percentage of DFWI rates between Fall 2017 and Spring 2018 (Z-value = .80, p-value = .424). Similar results were seen with Spring 2017's rate not being statistically significant different from Spring 2018's rate (Z-value = 1.54, p-value = .123). There was a large difference between enrollment numbers from pre- and post-transformation where the post transformation had five sections compared to Spring 2017's 13 sections and Fall 2017's 16 sections. This would account for large difference in the enrollment numbers. While the increase in the DFWI rate was not significant, it could be attributed to reasons ranging from instructors' comfort with the new material, students' ability to navigate the new material, and overall structures of the instructors' courses.

When comparing the course delivery DFWI rates for the post-transformation data, the percentage of DFWI increased for online courses but decreased for face to face courses. There was a statistically significant difference between online and face to face course DFWI rates (Z-value = 2.07, p-value = 0.039). Similar results were seen in the pre-transformation data and was not a result of the new course materials.

**Student Survey Results.** Students were encouraged to complete surveys about their experiences with the course materials. The first question focused on the ability of students to get the software and textbook at the beginning of the semester with 87% of the students declaring they were able to get the materials quickly. A follow-up question investigated the exact amount of time in getting the materials with 80% of students acquiring them in the first week of the semester. Students were also asked whether their performance was affected by acquiring the textbook and software with 80% agreeing or strongly agreeing with their performance being affected. Based on their experiences, 82% of the students would most likely take a course using free, online, high-quality textbooks and resources. Additionally, 46% of students indicated the cost of the textbook and materials needed for a course majorly impacts their decision to enroll and/or remain in that course. Many students (77%) felt the material in the transformation were comparable to another courses' material they have encountered. Most of the students (83%) accessed the course materials through a laptop or desktop with some students (52%) indicating that courses that have multiple resources can be difficult to navigate. The overall impact of the new material was positive with 84% of students having a positive experience and 96% of students indicating they would enroll in another course that used free or low-cost, high quality resources.

## Student Outcome Results

	(Pre-trans. Spring 2017)	(Pre- trans. Fall 2017)	(Post-trans. Spring 2018)
Exam 1	81	81	80
Exam 2	78	79	85
Exam 3	86.1	90	91
Overall Grade	80	67	82

Table 2. Comparison of Pre-and Post-transformation Exam and Overall Grade Percentages

**Student Outcome Results.** A deeper analysis was completed on one professor students' successes based on the exams given in the courses. Similar exams were used in the pre and post transformation courses and produced the following overall percentages (Table 2). For Spring 2017, there was not a statistically significant differences in exam grades based on a Chi-Squared analysis (Table 3). We can conclude that the low-cost materials and textbook gave students similar results than the traditional textbook and materials that were being used in Spring 2017. For Fall 2017, there was not a statistically significant differences in exam grades based on a Chi-Squared analysis (Table 3) except for the overall grade. We can conclude that the low-cost materials and textbook gave students similar results than the traditional textbook and materials that were being used in Fall 2017 and even increased students' overall success in the course. The grade increased from a 67 to an 82 which is a two-letter grade increase (Table 2) and demonstrates that students were understanding the material better with the post-transformational course. The overall success of the new course showed for students who completed the course, their grades would be the same or even higher than if they had completed the course using the pre-transformational material (Figure 1).

	Spring 2017 vs Spring 2018	Fall 2017 vs Spring 2018
Exam 1	$\chi^2 = .031$ , p-value = .8612	$\chi^2 = .024$ , p-value = .8779
Exam 2	$\chi^2 = 1.561$ , p-value = .2115	$\chi^2 = .936$ , p-value = .3334
Exam 3	$\chi^2 = 1.138$ , p-value = .2861	$\chi^2 = .044$ , p-value = .8384
Overall Grade	$\chi^2 = .125$ , p-value = .7239	$\chi^2 = 4.618$ , p-value = .0316

Table 3. Chi-Squared Analysis of Pre-and Post-transformation Exam and Overall Grade Percentages

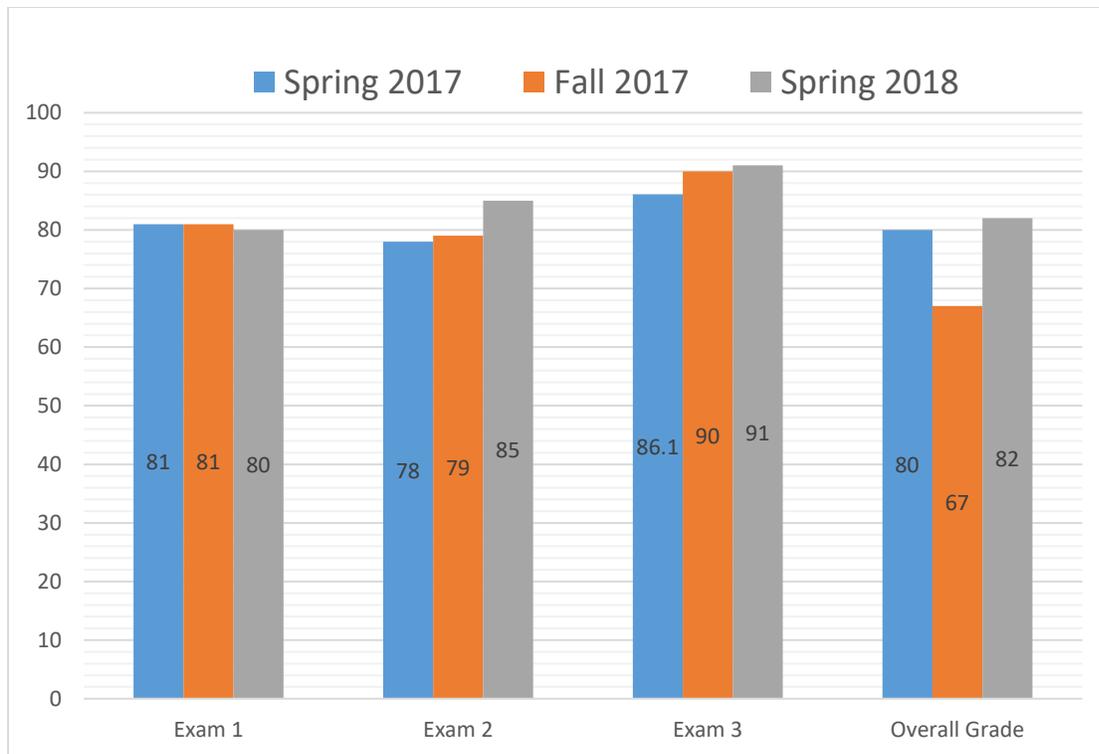


Figure 1. Comparison of Pre-and Post-transformation Exam and Overall Grade Percentages

In review, from Spring/2016 to Spring/2017, the grades in the face-to-face class have remained relatively constant, with a slight increase. However, the online PSYC2103 appeared to yield a more substantial increase. With one SME, the overall grade average improved from an 67% to a 79%. Historically, the face-to-face classes have a mean grade point average that is about 10% higher over the online classes. This grant elicited similar results.

**Psychology Post Exit Exam.** The Psychology Post Exit Exam yielded a slight improvement in overall score. Ten exam, which covers Introduction to Psychology, Human Development, Careers in Psychology and Research Methods, includes 10 multiple choice questions measuring the concepts from human development. The overall score was 78% for the spring/2017 and the outcome for the spring/2018, using the new OER materials, was 81%. It should be noted that as of now, the human development course is not a requirement for psychology majors but has been required for our pre-nursing majors. Therefore, not all students who take the post-test have taken Introduction to Human Development.

**Psychological Impact.** The removal of stressors was prevalent theme drawn from the qualitative data. For students, not having to pay for a textbook removed the stress generally associated with acquiring course materials. One student reported that “[n]ot having to worry about another expensive textbook really helped and took the pressure off of me.” Alleviating

the financial burden for students produced psychological benefits (Choi and Carpenter, 2017; Cooney, 2016).

Students seemed to appreciate that instructors were thoughtful enough to consider how expensive textbooks impact success. “I loved not having to pay for a textbook while still acquiring all the knowledge I needed in order to succeed”, reported one student. Another student accounted,

I... really appreciate being able to have my textbooks online and for free. The cost for college is high enough, and as I go into my nursing degree, I know my textbooks are going to be very high in cost. Being able to save my money where I can is very beneficial.

These examples support the research that demonstrate the importance psycho-social like competence and co-cognitive factors in student success (Cooney, 2016).

**Increased Access.** Increased access is another important theme gleaned from the data. Being able to read and study from just about any place with a wi-fi connection seemed to be a great benefit to students, especially for students in online sections of the course. As one student explained,

I don't choose a course by the cost of the textbooks but it was very beneficial and convenient for myself. I really enjoy being able to read wherever I am, whether it be at work, in the car, in a long line, or on a plane. It has also helped being able to use command + f to find specific topics I want to study.

In this case, it seems that students who exercise computer savvy are able to maximize the benefits of online resources to successfully complete the course. Other students echoed this sentiment with similar comments. One student extolled, “Thank you for offering the online text book for this course. It not only saved me money but it ran smoothly and was easy accessible.” Another student offered, “I like having a textbook that is convenient for me to get to especially since I’m always on my phone or computer and it's a bonus that it just so happened to be free.” From these examples, it appears that using free, online OER materials supports a generational trend and expectation for useful information that can be accessed with little effort (Twenge, 2017). Additionally, this increased access to course materials is also important to our student population, as most of them receive need-based financial aid and often balance multiple jobs alongside their schoolwork.

#### **4. Future Goals/Sustainability Plan:**

This project has shed much light on the ease and accessibility of information. Outside of the extensive cost savings to students, as well as the timely accessibility, it has been quite eye opening in terms of the ease in flexibility of updates, continuous course building, and overall maintenance of the course. Hardbound books are notoriously outdated, namely among the

social science pathways, so it is academically sound to be able to provide a link to a new field of research, all within the domains of the newly created online textbook.

Providing new instructors with a master course has proven to be equally fruitful and is one that will be implemented among different courses in psychology. Importantly, faculty most often select different chapters and topics to cover in their courses; however, due to the fact that the test bank and activity options encompass the breadth of topics, faculty have an option to cover those topics that are more concerning to them. In effect, there is much flexibility in the design and setup of this course.

Whereas some pathways in the social and behavioral sciences tend to foster more clear, direct information, psychology as a whole is ever evolving. Each SME brings a unique degree of creativity to their courses, but PSYC 2103 (Human Development) tends to elicit an even stronger degree of variance in teaching methodologies. While we needed a degree of consistency in assessing these courses, via quizzes and tests, from this point on, instructors are welcome to use a myriad of less structured approaches in the presentation of their course.

With great enthusiasm, the subject matter experts agreed that the benefits of this online textbook and resources far outweighs the extensive cost of a textbook. As previously pointed out, it was noted that some of the content will need to be revised and updated, and similarly, a greater scope of testing methodologies will need to be instituted. Participating SME's will continue to use the resources and they will be made available to all adjuncts via a master course shell.

We greatly appreciate this opportunity to have been selected to participate and institute an OER for PSYC 2103. This has been a tremendous growing process and a fine opportunity to learn through the amazing minds at GHC.

## **5. Description of Photograph:**

Elizabeth Dose's PSYC 2103 class at Georgia Highlands College

## ***References***

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