

Application Details

Manage Application: ALG Textbook Transformation Grants Round Five

Award Cycle: Round 5

Internal Submission Deadline: Tuesday, December 15, 2015

Application Title: 218

Submitter First Name: Matthew

Submitter Last Name: Hipps

Submitter Title: Associate Professor, Political Science

Submitter Email Address: mhipps@daltonstate.edu

Submitter Phone Number: 706-272-2676

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Ken

Applicant Last Name: Ellinger

Co-Applicant Name(s): Matthew Hipps

Applicant Email Address: kellinger@daltonstate.edu

Applicant Phone Number: 706-272-2677

Primary Appointment Title: Associate Professor, Political Science

Institution Name(s): Dalton State College

Team Members (Name, Title, Department, Institutions if different, and email address for each. Include the applicant in this list.):

Mr. Matthew Hipps, Associate Professor, Political Science; Director, First Year Experience Program, Dalton State College, mhipps@daltonstate.edu

Dr. Ken Ellinger, Associate Professor, Political Science, Dalton State College, kellinger@daltonstate.edu

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

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

Dr. Michael Hoff, Chair, Social Sciences Division, Dalton State College

Proposal Title: 218

Course Names, Course Numbers, and Semesters Offered:

American Government

POLS 1101

Offered in Fall, Spring and Summer Semesters

Final Semester of Instruction (This is your final semester of the project):	Spring 2017
Average Number of Students per Course Section:	41
Number of Course Sections Affected by Implementation in Academic Year:	16
Total Number of Students Affected by Implementation in Academic Year:	663
List the original course materials for students (including title, whether optional or required, & cost for each item):	Professor Hipps Democracy, ISBN: 9781259694936, \$117.50 (new). The book is REQUIRED. Professor Ellinger American Government (online text), Cengage Learning, \$60.47. The book is REQUIRED.
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	\$10, 800
Original per Student Cost:	\$88.99 (This is the numerical average cost of Professor Ellinger and Professor Hipps current American Government Textbooks)
Post-Proposal Projected Student Cost:	\$0.00
Projected Per Student Savings:	\$88.99 (\$59,000.37 total savings to students)
Plan for Hosting Materials:	D2L

Project Goals:

The purpose of the proposed project is to develop appropriate no-cost-to-student materials(NCTSM) for an American Government course without compromising the rigor of the current course format. DSC currently offers an average of 18 sections of POLS 1101 each fall

semester, 15 sections each spring semester, and 4 sections in each summer term. With an average of 34 students for all POLS 1101 sections in the 6 semesters of calendar years 2014 and 2015, DSC taught an average of 612 students per fall semester, 510 students per spring semester, and 128 students per summer term for a grand total of 1,250 POLS 1101 students per year. *[Note: The applicants teach approximately 50% of students enrolled during the academic year, making transformation at scale a true possibility if this proposal works as expected].* All POLS 1101 instructors currently use different textbooks, but if our project is successful all instructors in the Fall of 2016 and beyond will have the option to use the same NCTSMs that are adopted by this proposal. So, this implementation could ultimately affect as many as 1,250 students per year.

Dalton State College prides itself on being one of the most affordable colleges in the United States, but this promise of affordability seems contradictory when students are having to spend hundreds of dollars on textbooks each semester. Our intent is to provide students relief from worrying about the cost of course materials and instead enable them to focus on their educational goals.

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

Statement of Transformation:

This project involves replacing the currently-required POLS 1101 textbooks with NCTSMs in the 17 sections of POLS 1101 that will be taught by Professors Ken Ellinger and Matthew Hipps during the 2016-17 academic year. POLS 1101 is a general education requirement and thus a graduation requirement for all Associate's and Bachelor's degree students in the University System of Georgia (USG). As such, this textbook transformation proposal has the potential to impact thousands of students at DSC. At the very least, the change to NCSTMs from this proposed grant will positively impact the approximately 675 students who will be taught by Professors Ellinger and Hipps in the 2016-17 academic year.

Many of our students fall in the lowest level of socioeconomic status in the University system, so the high cost of traditional textbooks has been a source of contention within our student population for the last several years. In fact, more and more students are choosing not to purchase a textbook (which statistics and anecdotal evidence show decreases their chances of successfully completing the course). In addition, they are missing out on valuable course material and exam preparation materials.

Given that the average cost of the current textbooks used by Professors Ellinger and Hipps is \$88.98 (new) at the campus bookstore, the textbook cost savings that our approximately 675 students would see during the two-semester duration of this project would be more than

\$59,000. In addition, if successfully implemented, this proposal has the potential to transform the way that American Government is taught on the Dalton State Campus. The savings would continue in all subsequent years that the open educational resources were used. In addition, based on the fact that Professors Ellinger and Hipps teach approximately 50% of the students enrolled in POLS 1101, there is the potential that the remaining instructors would adopt these available resources resulting in a potential savings for students of over \$110,000.00 during the 2016-2017 academic year. [Note: This transformation at scale would occur after the applicants had analyzed student satisfaction data and made a recommendation to the Political Science faculty for department wide implementation].

The stakeholders affected by this transformation include the students enrolled in the no-cost-to-student courses, the faculty members involved in the project, the Division of Social Sciences, as well as the college in general. Each of these entities would be affected because if students are more engaged because of greater access to materials, instructors will be able to teach more effectively, and the division and college will see greater student retention. In addition, we believe that political science (along with other departments that have adopted OERs) could help usher in an era of open educational resources in the Social Sciences (and in the college at large).

Transformation Action Plan:

- Identify and review available OER materials for American Government. The specific focus will be on MIT's Open Educational Resources for Political Science. The applicants would work to adapt existing course materials (utilizing information from various courses) and create new materials.
- Revise and/or customize these resources to fit with current course learning objectives.
- Revise course syllabus, lectures, and in-class presentational materials based on selected materials.
- Revise assignments, activities, and assessments to align with the new course goals.
- Create surveys to assess student usage of electronic materials, course satisfaction, and their experience with traditional versus OER materials.
- Implement materials and collect data in Fall 2016 and Spring 2017.
- Analyze data relevant to proposed project.
- Prepare final report.

Both team members will contribute to the above activities as well as teach multiple sections of POLS 1101 in the Fall 2016 and Spring 2017 semesters.

Access to the chosen materials will be provided through the D2L course management system as well as made accessible on a public LibGuide created by the applicants in conjunction with our campus library staff.

Quantitative & Qualitative Measures: QUANTITATIVE MEASURES--

- * Comparative assessment of composite scores from both "traditional textbook" courses vs. No-Cost-to-Student Materials (NCTSM) to determine whether significant differences exist based on the type of course material used by the instructor.
- * Comparative assessment of performance on specific exam questions, DFW rates and final grades using NCTSMs versus rates and grades for the same instructors from previous semesters in order to determine whether significant differences exist.
- * Comparative assessment of pre/post course survey composite scores from students enrolled in courses utilizing NCTSMs to determine whether students' attitudes towards NCTSMs and/or courses utilizing NCTSMs have changed throughout the semester.

QUALITATIVE MEASURES--

- * Several items on the student surveys will allow students to provide free-response feedback regarding the NCTSMs. These data will be compiled in order to ascertain students overall impression of the NCTSMs versus a traditional textbook.
- * Focus groups with students enrolled in POLS 1101 in both OER and non-OER sections.

Timeline:

Proposed Dates for Action Plan

February 8, 2016: Training: In Person Meeting to Initiate Project

February 15- April 30, 2016

- Conduct Literature Review and Resource Material Examination
- Write IRB Application
- Begin a comprehensive review of available OER materials beginning with MIT Open Courseware materials
- Submit IRB materials for research project approval.

May 1-June 1, 2016

- Revise/Customize chosen OER textbook materials
- Begin course redesign (including syllabi, lectures, activities and assessments)
- Develop course surveys to assess student satisfaction of course and materials.

June-July 2016

- Create template course page on D2L and Libguides
- Finish selection of OER learning materials and course design
- Completion of Status Report

August 2016

- Administer pre-course survey on first day of Fall 2016 classes to assess student usage of electronic materials and perceptions of traditional textbooks versus OER learning materials.
- Implement the OER learning materials for POLS 1101

December 2016

- Administer post-course survey on the last day of Fall 2016 classes.
- Gather student data on final grades, assessment grades and DFW rates for instructors using OER's.
- Begin data analysis comparing Fall 2016 student performance to past semesters.

January 2017

- Administer pre-course survey on the first day of Spring 2017 classes to assess student usage of electronic materials and perceptions of traditional textbooks versus OER learning materials.
- Implement OER learning materials for POLS 1101.

May 2017

- Work on data analysis comparing Spring 2017 data with both the Fall 2016 data (the first semester using OER materials) as well as the Spring 2016 data (the last semester using a traditional textbook).
- Prepare final report

Budget:

Personnel

Dr. Ken Ellinger and Mr. Matthew Hipps

\$10,000: (\$5,000/per team member)- for salary for redesign of course materials, creation of surveys, implementation of course materials, data collection, data analysis, and preparation for final report.

\$800:(\$400/per team member)- for travel expenses and for each team member to attend training sessions and expenses related to professional development and consultation).

Sustainability Plan:

POLS 1101 is a general education course and a required course for University System of Georgia graduates with Associates and Bachelors degrees. This course is offered on average 37 times each year and it is offered every fall, spring, and summer semesters. Professor Higgs and I will commit to adopting the materials in the Fall of 2016 and Spring of 2017 with the option to adopt also available for other instructors of POLS 1101. If we find that these NCTSMs are just as effective (or hopefully even more effective!) than the current textbook, we will obviously continue to use these materials going forward. We would also expect to continue to add new material in future semesters to further improve the course content. If this project is successful, we will share these materials with all of the POLS 1101 instructors to implement in all sections. If that were to happen, this could grant could impact about 1,250 students per academic year--with a total savings to students of over \$110,000.00 per year.

Furthermore, if effective in POLS 1101, we would consider adopting OER learning materials for additional political science courses we teach such as POLS 2201 (State and Local Government) and POLS 3100 (Constitutional Law, Civil Rights, and Civil Liberties). These courses are electives and attract students from the general student population, but they are especially popular with students pursuing the Bachelor's Degree in Criminal Justice at DSC. We will also enthusiastically share our findings with other faculty across campus who may be contemplating adopting NCTSMs for some of their courses. If enough courses offered these types of resources, this could improve student retention rates because students would have to worry less about being able to afford required textbooks and could instead focus on their educational goals.

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



DALTON STATE COLLEGE

650 College Drive

Dalton, GA 30720

706-272-4436

800-829-4436

www.daltonstate.edu

December 14, 2015

Dear ALG Committee:

Dr. Ken Ellinger and Professor Matthew Hipps have asked me to write a letter of support on their behalf with regards to their Affordable Learning Grant Proposal and I am glad to support their efforts. This team plans to replace the current textbook in use for our POLS 1101 American Government course. They are proposing to replace the current textbook at a significant savings per student. They will replace the current textbook with appropriate open educational resources and perform an assessment as to the effectiveness of the OER.

Through their implementation of open educational resources they will be able to provide the learning materials at no cost to students. At Dalton State, about 90% of students are from economically challenged backgrounds, therefore the availability of the free learning materials will support their ability to go to college, progress through the program, and graduate from college. This is especially important considering that the college is an access college our mission is to make college accessible and affordable to students.

The adoption of OER will allow this course to be more dynamic and engaging for both instructors and students alike. They also will be collecting the data and assessing the implementation of the OER from both student and faculty points of view. If successful, they will have data to convince other faculty to adopt the OER for the POLS 1101 course and result in more students benefiting from this project. I believe this to be a strong project and I look forward to its implementation. Thank you for your support.

Sincerely,

Andy Meyer, Ph.D.

Interim Vice President for Academic Affairs

ameyer@daltonstate.edu

706 272-2491



Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
650 College Dr.
Dalton, GA 30720

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706.272.2694

Dec. 14, 2015

Dr. Ken Ellinger
Mr. Matt Hipps
Dalton State College
650 College Dr.
Dalton, GA 30720

Dear Dr. Ellinger and Mr. Hipps:

I am very pleased that you are applying for a grant for Round Five of the “Affordable Learning Georgia Textbook Transformation Grants” initiative.

I understand that you are proposing evaluating and choosing Open Educational Resource (OER) learning materials for the DSC Political Science 1101 classes and that this OER material will be available to students at no cost. This is a substantial financial benefit to our students, potentially saving students more than \$111,225 per year in textbook costs for Political Science 1101.

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

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

Sincerely,

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

Affordable Learning Georgia Textbook Transformation Grants
Rounds Three, Four, and Five
For Implementations Beginning Summer Semester 2015
Running Through Spring Semester 2017

Proposal Form and Narrative

Submitter Name

Matthew Hipps

Submitter Title

Associate Professor of Political Science

Submitter Email

mhipps@daltonstate.edu

Submitter Phone Number

706-272-2676

Submitter Campus Role

Proposal Investigator

Applicant Name

Kenneth Ellinger, Team Lead

Applicant Email

kellinger@daltonstate.edu

Applicant Phone Number

706-272-2677

Primary Appointment Title

Associate Professor of Political Science

Institution Name(s)

Dalton State College

Team Members

Mr. Matthew Hipps, Associate Professor, Political Science; Director, First Year Experience Program, Dalton State College, mhipps@daltonstate.edu

Dr. Ken Ellinger, Associate Professor, Political Science, Dalton State College, kellinger@daltonstate.edu

Sponsor, Title, Department, Institution

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

Dr. Michael Hoff, Chair, Social Sciences Division, Dalton State College

Proposal Title

Reimagining American Government: Utilizing OERs in the Teaching of American Government

Course Names, Course Numbers and Semesters Offered

American Government

POLS 1101

Offered in Fall, Spring and Summer Semesters

Final Semester of Instruction

Spring 2017

Average Number of Students Per Course Section

41

Number of Course Sections Affected by Implementation in Academic Year
16

Total Number of Students Affected by Implementation in Academic Year
663

Award Category
No-Cost-to-Students Learning Materials

List the original course materials for students (including title, whether optional or required, & cost for each item)

Professor Hipps

Democracy, ISBN: 9781259694936, \$117.50 (new). The book is REQUIRED.

Professor Ellinger

American Government (online text), Cengage Learning, \$60.47. The book is REQUIRED.

Original Per Student Cost

Professor Hipps- \$29,200.00

Professor Ellinger- \$ 29,800.00

Post-Proposal Projected Per Student Cost

\$0.00 (No Cost to Students)

Projected Per Student Savings

\$88.99 Per Student (\$88.99 is the numerical average of Professor Ellinger and Professor Hipps current American Government textbooks).

(\$59,000.37 total savings to students)

Plan for Hosting Materials

D2L

LibGuides

Requested Amount of Funding

\$10,800.00

NARRATIVE

1.1 PROJECT GOALS

The purpose of the proposed project is to develop appropriate no-cost-to-student materials(NCTSM) for an American Government course without compromising the rigor of the current course format. DSC currently offers an average of 18 sections of POLS 1101 each fall semester, 15 sections each spring semester, and 4 sections in each summer term. With an average of 34 students for all POLS 1101 sections in the 6 semesters of calendar years 2014 and 2015, DSC taught an average of 612 students per fall semester, 510 students per spring semester, and 128 students per summer term for a grand total of 1,250 POLS 1101 students per year. [Note: The applicants teach approximately 50% of students enrolled during the academic year, making transformation at scale a true possibility if this proposal works as expected]. All POLS 1101 instructors currently use different textbooks, but if our project is successful all instructors in the Fall of 2016 and beyond will have the option to use the same NCTSMs that are adopted by this proposal. So, this implementation could ultimately affect as many as 1,250 students per year.

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1.2 STATEMENT OF TRANSFORMATION

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Given that the average cost of the current textbooks used by Professors Ellinger and Hipps is \$88.98 (new) at the campus bookstore, the textbook cost savings that our approximately 675 students would see during the two-semester duration of this project would be more than \$59,000. In addition, if successfully implemented, this proposal has the potential to transform the way that American Government is taught on the Dalton State Campus. The savings would continue in all subsequent years that the open educational resources were used. In addition, based on the fact that Professors Ellinger and Hipps teach approximately 50% of the students enrolled in POLS 1101, there is the potential that the remaining instructors would adopt these available resources resulting in a potential savings for students of over \$110,000.00 during the 2016-2017 academic year. [Note: This transformation at scale would occur after the applicants had analyzed student satisfaction data and made a recommendation to the Political Science faculty for department wide implementation].

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1.3 TRANSFORMATION ACTION PLAN

Identify and review available OER materials for American Government. The specific focus will be on MIT's Open Educational Resources for Political Science. The applicants would work to adapt existing course materials (utilizing information from various courses) and create new materials.

Revise and/or customize these resources to fit with current course learning objectives.

Revise course syllabus, lectures, and in-class presentational materials based on selected materials.

Revise assignments, activities, and assessments to align with the new course goals.

Create surveys to assess student usage of electronic materials, course satisfaction, and their experience with traditional versus OER materials.

Implement materials and collect data in Fall 2016 and Spring 2017.

Analyze data relevant to proposed project.

Prepare final report.

Both team members will contribute to the above activities as well as teach multiple sections of POLS 1101 in the Fall 2016 and Spring 2017 semesters.

Access to the chosen materials will be provided through the D2L course management system as well as made accessible on a public LibGuide created by the applicants in conjunction with our campus library staff.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative Measures

Comparative assessment of composite scores from both "traditional textbook" courses vs. No-Cost-to-Student Materials (NCTSM) to determine whether significant differences exist based on the type of course material used by the instructor.

Comparative assessment of performance on specific exam questions, DFW rates and final grades using NCTSMs versus rates and grades for the same instructors from previous semesters in order to determine whether significant differences exist.

Comparative assessment of pre/post course survey composite scores from students enrolled in courses utilizing NCTSMs to determine whether students attitudes towards NCTSMs and/or courses utilizing NCTSMs have changed throughout the semester.

Qualitative Measures

Several items on the student surveys will allow students to provide free-response feedback regarding the NCTSMs. These data will be compiled in order to ascertain students overall impression of the NCTSMs versus a traditional textbook.

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1.5 TIMELINE

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Prepare final report

1.6 BUDGET

Personnel

Dr. Ken Ellinger and Mr. Matthew Hipps

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Furthermore, if effective in POLS 1101, we would consider adopting OER learning materials for additional political science courses we teach such as POLS 2201 (State and Local Government) and POLS 3100 (Constitutional Law, Civil Rights, and Civil Liberties). These courses are electives and attract students from the general student population, but they are especially popular with students pursuing the Bachelor's Degree in Criminal Justice at DSC. We will also enthusiastically share our findings with other faculty across campus who may be contemplating adopting NCTSMs for some of their courses. If enough courses offered these types of resources, this could improve student retention rates because students would have to worry less about being able to afford required textbooks and could instead focus on their educational goals.

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

1.8 REFERENCES & ATTACHMENTS

Reference from Dr. Andy Meyer, Interim Vice President for Academic Affairs

Reference from Dr. Michael Hoff, Chair, Social Sciences Department