

## Application Details

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### Manage Application: ALG Textbook Transformation Grant

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**Award Cycle:** Round 4

**Internal Submission Deadline:** Monday, September 7, 2015

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**Application Title:** 157

**Submitter First Name:** Jocelyn

**Submitter Last Name:** Steward

**Submitter Title:** Assistant Professor

**Submitter Email Address:** jocelynsteward@clayton.edu

**Submitter Phone Number:** 706-394-0284

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

**Applicant First Name:** Jocelyn

**Applicant Last Name:** Steward

**Co-Applicant Name(s):** Ethel Callen , Kendolyn Smith

**Applicant Email Address:** jocelynsteward@clayton.edu

**Applicant Phone Number:** 706-394-0284

**Primary Appointment Title:** Assistant Professor

**Institution Name(s):** Clayton State University

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

Jocelyn L. Steward, Assistant Professor, Health Care Management,  
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Ethel Callen, Academic Advisor, Health Care Management, ethelcallen@clayton.edu

Kendolyn Smith, Assistant Professor, Health Care Management, kendolynsmith@clayton.edu

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

Peter Fitzpatrick, Department Chair, Health Care Management, Clayton State University

**Proposal Title:** 157

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

Healthcare Economics= HCMG 3320 = Fall, Spring, Summer  
 Health Care Finance = HCMG 4560 = Fall, Spring, Summer  
 Healthcare Econometrics = HCMG 5020 = Fall, Spring, Summer  
 Health Care Accounting = HCMG 5030 = Fall, Spring, Summer  
 Ethical Issues in Health Care = HSCI 3550 = Fall, Spring, Summer

**Final Semester of Instruction:** Fall 2016

**Average Number of Students per Course Section:** 3320 = 25; 4560 = 23; 5020 = 3; 5030 = 2; 3550 = 26

**Number of Course Sections Affected by Implementation in Academic Year:** 21

**Total Number of Students Affected by Implementation in Academic Year:** 458

**List the original course materials for students (including title, whether optional or required, & cost for each item):**  
 HCMG 3320/5030 = Getzen, Thomas (2013). Health Economics & Financing. 5th edition = Required = \$199.95  
 HCMG 4560/5040 = Mclean, Robert (2003). Financial Management in Health Care organizations = 2nd edition = Required = \$109.99  
 HSCI 3550 = Morrison, Eileen & Furlong, Beth (2014). Health Care Ethics: Critical Issues for the 21st Century = 3rd edition = Required = \$99.95

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

**Requested Amount of Funding:** 15,800

**Original per Student Cost:** 62,942.94

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

**Projected Per Student Savings:** 47,142.94

**Plan for Hosting Materials:** LibGuides

**Project Goals:**

The primary goal of the project is to use the opportunity afforded by the ALG Textbook Transformation Grant to develop no-cost alternatives to traditional textbooks. The proposal

seeks to develop materials for Health Care Economics/Econometrics (HCMG 3320/5020), Health Care Finance/Accounting (HCMG 4560/5030), and Ethical Issues in Health care (HSCI 3550). HCMG 3320, 4560, and HSCI 3550 are required courses for the BS in Health Care Management (HCMG) at Clayton State University (CSU); whereas, HCMG 5020 and 5030 are required courses for students pursuing a MS in Health Administration but did not complete economics or accounting in their undergraduate program. Specifically the project will:

- Reduce overall tuition and fees for students.
- Grant students access to the latest content and resources in an ever-changing health care environment.
- Allow instructors to identify, explore and integrate supplementary course materials to improve student outcomes, retention, and productivity; provide stimulating learning material; and encourage students to be participatory learners.
- Increase students' success by ensuring access to textbooks on the first day of class and throughout the semester.
- Establish benchmarks for assessing, evaluating, and developing other future health care courses.
- Provide a springboard that demonstrates that no-cost alternatives are appropriate in upper division courses, graduate level courses, and other health care related degree programs including medicine, nursing, and physical therapy.

#### **Statement of Transformation:**

Clayton State University (CSU) offers the Bachelor of Science (BS) in Health Care Management (HCMG) major, which is the second largest Association of University Programs in Health Administration (AUPHA) certified program in the entire United States of America. The program is also the second largest major offered by the university. The major has more than 500 students pursuing the degree as their primary or dual major. Dual major students have the opportunity to earn a BS in Nursing or BS in Dental Hygiene. Students in the HCMG program are required to take Health Care Economics, (HCMG 3320), Health Care Finance (HCMG 4560), and Ethical Issues in Health Care (HSCI 2550) to complete the degree. In addition, students pursuing other majors may also take these course for elective hours. Last, some graduate students in the MS in Health Administration (MSHA) may enroll in the course as a bridge courses (HCMG 5020 and HCMG 5030) to satisfy admission requirements.

The transformation will use free resources offered through open source platforms including Galileo, eJournals, eBooks, videos, MERLOT, and Cool4ed. The resources will replace the current standard textbooks for Healthcare Economics/Econometrics (\$199.95), Health Care Finance/Accounting, (\$109.99), and Ethical Issues in Health Care (\$99.95), offered through the University's bookstore. The transformation will be beneficial to students who choose not to purchase textbooks due to its costs or lack of financial resources. Therefore, it would be beneficial to offer free resources for students that are looking for the most efficient means of gathering course material and to assist students who are far more engaged with electronic resources than with traditional printed course materials.

Textbooks cost students, on average, \$1,200 a year. While e-textbooks do provide some financial relief from printed textbooks, the price tag can still be high or even more expensive (Senack, 2014). For example, the textbook for HCMG 3320/5020 (Economics/Econometrics) is

priced at the CSU bookstore as \$199.95 (new), \$126.26 (used); \$75 (rent for one semester), and \$62.50 (lifetime digital e-book). The textbook for HCMG 4560/5030 (Finance/Accounting) is \$109.99 (new); \$60 (used) ; \$55 rent (rent for one semester); \$69.04 (120-day digital e-book), and \$183.99 (lifetime digital e-book). It is apparent that the out-of-pocket expense for students will be significant no matter the platform in which the textbook is purchased.

The key stakeholders affected by the transformation include both traditional and non-traditional, undergraduate students who have declared HCMG as their major at Clayton State University. However, students outside the major, graduate, transient, senior citizens, military, or post-baccalaureate students who take the courses will also benefit from the transformation. Clayton State is officially a “laptop campus” and students sign an agreement upon enrollment stating that they have access to a PC and the internet. Because of this laptop policy, students will have access to the material without any additional costs. The University’s HUB Center provides software and hardware services to current students in setting up their computers.

Instructors are also key stakeholders. Instructors are aware that many students choose not to purchase the required textbook; yet, instructors need students to have access to the book because not all content can be covered during class. It can be difficult to support the idea that students may not want to buy the textbook knowing how expensive textbooks are; on the other hand, instructors’ want students to find the course material useful and if alternative methods (such as no-cost learning material) can effectively replace textbooks, it is an acceptable alternative.

The most significant impact on students is the ability to reduce cost of attendance. The estimated cost of attendance ranges from \$20,664 for an on-campus resident, to a median cost of \$26,022 for an off-campus and the highest is \$38,846 for an off-campus non-resident. A graduate resident has an estimated cost of attendance at \$28,132 and a non-resident is \$49,376. As educators, we are charged with providing high quality education without leaving students overburdened with college debt. The cost of attending college will be reduced by replacing textbooks with no-cost learning material. Approximately, 70% of CSU’s students are using financial aid (Pell Grant and student loans) and replacing textbooks can help decrease student loan burden and help to maximize Pell Grant to ensure completion of the degree.

During the 2014-2015 academic year, 458 students enrolled in the courses described in the proposal. The transformation will result in total students’ savings of approximately \$62,942.94 per year; this is an average of \$137.43 per student per course. With all HCMG undergraduate students taking the three course, this reduces student’s overall costs of attendance by \$412.29. For graduate students taking the two bridge courses, it reduces students’ overall cost of attendance by \$274.86.

Many students choose to purchase their textbooks online and sometimes it will arrive later in the semester. In an upper-division course, it is imperative that instruction begins at the start of the course and students need to avoid starting the semester behind. To accomplish this goal, students need resources that are readily available and affordable. Students should not feel they are behind because they do not have the textbook. A study found that 65% of students do not purchase textbooks because of the high costs and those that fail to buy the book, 94% have claimed it to be academically detrimental (Senack, 2014). In addition, some students wait until class begins to purchase the textbook to determine if it is needed (Goodin-Smith &, and

Rader, 2015). This delay can result in students performing poorly. Satisfaction, academic performance, and the ability to stay current are also beneficial to students. Students are oftentimes dissatisfied with textbooks and choose not to buy them because, in previous courses, the class used a limited number of chapters from the book (Nawotka, 2012), thus students feel unsatisfied and felt they wasted their money. Choosing free resources will avoid dissatisfaction. Students will have access to course material on the first day of class, which should improve students' academic performance and overall success in the course.

The health care environment is constantly changing and with the upcoming presidential election there may be drastic changes in the current US health care system model. Printed textbooks lack the ability to stay abreast of current topics and thus are constantly updated; this increases the cost to students and fewer used textbooks are available for students. For example, the textbook for Health Care Economics was updated because of the 2010 Patient Protection and Affordable Care Act (PPACA). Some students may choose to purchase the earlier version, but the chapter covering the PPACA is missing and thus the cheaper, older version isn't an option for students.

The ALG has previously funded ECON 2105 at Clayton State University to use an OpenStax textbook. This course is a requirement for the HCMG 3320 course. It would be beneficial to students that have used open sources in existing courses to continue this trend in upper-division courses. The continuation of textbook alternatives should prove beneficial to students and increase satisfaction.

No textbook is presently designed to fit the needs of the HCMG program. Although the health care management faculty constantly evaluate the content covered in the program, when information is lacking, quick solutions are limited and more long-term strategies are used such as adopting a new course or a new book. Both options require multiple levels of approval and may not circumvent students' deficiencies and it limits the ability to make quicker changes relevant to the content. The current model of using a textbook does not allow quick changes to the curriculum and outside resources have to be used.

The transformation's impact will be broader than the HCMG department. The transformation can be beneficial to many relevant stakeholders including the department and multiple courses. The department's goals align directly with the university's goals – increased enrollment and graduation. If the cost of learning is decreased, it can result in higher enrollment. If students have access to textbooks on the first day of classes, they are more likely to perform better in the classroom and achieve greater success overall in the entire course. Successful students will continue to make progress through the program thus staying on track for graduation. The transformation impact will allow faculty to establish benchmarks for other courses to be evaluated for future development, implementation, and assessment relevant to deciding to transform additional courses in the department.

Last, there are numerous institutions within the University System of Georgia that offer degrees in a health care related field including Armstrong State University, Georgia Regents University, Georgia Southern University, Columbus State University, Middle Georgia State University, Georgia State University, and the University of Georgia. Many of these degrees require additional fees for students resulting in an increased cost of attendance. Some of these institutions also require similar courses found in the proposal as degree requirements or

electives. Successful transformation can encourage other institutions to implement no-cost learning material and this proposed transformation can be used as a platform for others.

### **Transformation Action Plan:**

The creation of the new course material will involve multiple steps. Prior to beginning the transformation, the team members will consult with other groups at CSU that have received transformation grants from ALG to gain insights on best practices. Next, the team will determine how to transform the course using no-cost learning material available on open sources. This step will be accomplished by evaluating the current content within each course, identify key topics, and use open source material to replace textbook material. In addition, the current teaching model, which is focused on teaching towards the chapters in the book, will be changed to modules. Each module will include relevant key topics based on course objectives and outcomes, goals of the department, and other additional resources such as AUPHA competency models.

After the identification of key topics, the team will identify, review, and select relevant course material. A preliminary review of course material has determined that the courses proposed can be successfully transformed. For example, through MERLOT, the team has discovered successful content relevant to the material taught in the courses, such as obesity for the health care economics/econometrics course, financial ratio calculators for health care finance/accounting, and case studies that enhance critical thinking skills for ethical issues in health care. Within those modules, there will be relevant open source information, chapters from free text, assessment tools including case studies, videos, and research and trade journal articles, videos. Last, the team will review the new course material and implement the modified courses in fall 2016.

Team members already use Desire2Learn (D2L) as their classroom learning management system to post lectures, announcements, quizzes and to upload important documents. The syllabus will need to be modified towards modules with relevant open source material and the elimination of the textbook. The goal is to develop a comprehensive database of resources that an instructor can use to best fit the course they are teaching. Thus the material can be modified based on the type of instruction (seated, asynchronous, or synchronous), the semester the course is offered, or changes that need to be addressed on a class by class basis.

Drs. Steward and Smith have been teaching the proposed course for multiple years and are familiar with the content. Ms. Callen has significant interactions with students and provide an excellent liaison between students and faculty. Because of the changes that are taking place over multiple courses, each team member will be responsible for assisting in all aspects of the project. Dr. Steward will be responsible for overseeing implementation of the project. She will be responsible for assisting others in developing qualitative and quantitative measures. She is the subject matter expert for health care economics/econometrics and health care finance/accounting. Dr. Smith is the subject matter expert for ethical issues in health care. Drs. Steward and Smith will be responsible for identifying key themes. Ms. Callen will provide assistance to Drs. Steward and Smith. Because Ms. Callen has significant interactions with students, as the team develops the course, Ms. Callen will ask for feedback from students. The course will be reviewed and evaluated throughout the semester. Team members will meet

monthly during the semester to discuss the implementation, effectiveness, and future changes. The team members will also attend meetings, participate in training, and view webinars/seminars/workshops offered by ALG. The team will use LibGuides and other platforms for wider distribution.

**Quantitative & Qualitative Measures:** From a quantitative perspective, the goal is to develop a survey to understand how the transformation will help the students. During the spring semester of 2016, we will survey students in the existing courses and ask them questions regarding their use of textbooks. After implementation of the transformation, we will compare the number of unsuccessful grades (Ds), failures (Fs), and withdrawals (Ws/WFs) with the traditional textbook model course. During the spring semester (pre-implementation) and fall semester (post-implementation) of 2016, we will develop a plan to evaluate the same questions administered pre and post implementation. It is hypothesized that the new model will increase students' retention of the material and determine the effectiveness of no-cost alternative. As a qualitative researcher, being able to speak to students regarding their experience will be helpful pre-and post-implementation. We will conduct focus groups and interviews to assess the students' perspective of using textbooks versus no-cost learning material. Questions will include information relevant to usability, functional instruction, and whether students are responsive and encouraging others to take the course based on the utilization of these new course materials. Additional feedback will come from faculty members inside and outside the department.

#### **Timeline:**

Although it is beneficial to begin as early as possible, because the bookstore requires book orders by mid-October a spring 2016 implementation isn't possible. In addition, a summer 2016 implementation date isn't feasible as summer is a significantly shorter semester. Therefore, it is most beneficial to have the start date of implementation of fall 2016.

[This timeline has been converted from a table unreadable by CompetitionSpace. - Administrators]

Timeline

## Activity

October 12, 2015

Steward & Callen attend the ALG Kickoff

October, 2015 – April, 2016

Development of the course: The team will redesign the course into Modules relevant to the important key term needed to know in the course. The team will identify relevant resources to determine how they best fit within the modules. Identify any gaps in the curriculum and delete any areas that are inappropriate in the course.

April, 2016

Distribute survey to students regarding textbook satisfaction for baseline comparison: A survey will be developed that can be administered on Qualtrics that students in the spring 2016 courses will take regarding the use and satisfaction of the current textbook.

April – May, 2016

Qualitative interviews/focus groups with students to help evaluate the content: A small number of students enrolled in the spring 2016 courses will be asked to evaluate the developed content compared to the content provided throughout the semester using standard textbooks.

June – July, 2016

Finalize content, pilot test material in summer, focus group for feedback. Based on results from surveys and interviews, we will finalize the new content. Students in the summer 2016 will pilot test using one module in the course. A focus group will be administered to receive feedback. A finalized version of the content will be ready for implementation.

August – December 2017

Full implementation into the course, develop open access resources, and evaluation: All proposed courses will be fully implemented with the no-cost alternatives. Surveys will be conducted at the end to determine satisfaction the course. Tests scores will be compared to determine that the content provides sufficient knowledge for the student. Feedback will be requested after each module from the student regarding what they found useful and what needs to be modified.

January – March 2017

Organize material on open sources: All proposed courses will be fully implemented with the no-cost alternatives. Surveys will be conducted at the end to determine satisfaction the course. Tests scores will be compared to determine that the content provides sufficient knowledge for the student. Feedback will be requested after each module from the student regarding what they found useful and what needs to be modified.

April, 2017

Complete final report: We will share these resources with our colleagues, especially those in the USG system. LibGuides has built-in social media resources, so we can easily publicize the new resources and share them with other COMM 1110 instructors in the university system. We also will publicize the newly developed resources via the Georgia Communication Association listserv (gcalist@ec.edu) and the Georgia State Communication Association Annual Convention, and we will export our D2L master courses to instructors at other USG institutions upon request. These steps will help us to achieve a wider transformative impact in the USG system and beyond, making it much easier for colleagues to transition to a free, open source textbook.

**Budget:**

Personnel Expenses:

Jocelyn L. Steward

Differential for overload/release time to support the work to transform the learning materials to no-cost format

\$5000

Ethel Callen

Differential for overload/release time to support the work to transform the learning materials to no-cost format

\$5000

Kendolyn Smith

Differential for overload/release time to support the work to transform the learning materials to no-cost format

\$5000

Travel

Travel for team members for ALG Project training

\$800

Project Expenses:

Total

\$15,800

**Sustainability Plan:**

In order to sustain future offering of the course, we plan to continue to offer these courses each semester since the course are required for the BS in Health Care Management. In addition, the course serves as a bridge course for those students entering the MHA Program who lack the previous coursework in economics or finance. We will continue to meet and discuss the success of the course as well as areas for continued and enhanced development including the addition of current digital learning materials, evaluation of student feedback, and ensure ongoing achievement of the desired learning outcome. After successfully completing multiple course transformations, the team can assist others who wish to transform their classes as well within the department and the College of Health; as well as across the

university. With the Complete Georgia initiative, it is imperative that we keep costs low and allow students more opportunities to complete their degree on time. With changes in federal Pell Grant, many students cannot afford to pay for summer school out of pocket. If students are able to reduce their textbook expenses, perhaps those funds can be used towards tuition in the summer. In addition, the format is to develop a skeleton of basic tools that the instructor can then develop based on their own interest. By developing this toolbox, sustainability can be maintained so that if the instructor changes, the continuity of the content remains the same. Therefore, there will be more consistency regarding what students learn throughout the course.

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## References

Goodin-Smith, O and Rader, Daniel. (2015, January 17). Students break the bank to buy their books. *USAToday*. Retrieved from: <http://college.usatoday.com/2015/01/17/students-break-the-bank-to-buy-their-books/>.

Murphy, Lauren. (2012, April 23). Top 10 Most Expensive Majors. GradGuard. Retrieved from: <http://blog.gradguard.com/2012/04/top-10-most-expensive-majors/>

Nawotska, Edward. (2012, September 11). "Are College Students Buying Required Textbooks? 75% in US say No." Publishing Perspectives. Retrieved from: <http://publishingperspectives.com/2012/09/are-college-students-buying-required-textbooks-75-in-us-say-no/>

Senack, Ethan (2014, March). Affordable Textbooks: A Policy Guide. Student PIRGs. Retrieved from <http://uspirg.org/sites/pirg/files/reports/POLICY%20GUIDE%20-%20Affordable%20Textbooks.pdf>.

Letter of support



Dr. Peter G. Fitzpatrick  
Department Chair & Professor  
Health Care Management Department/College of Health  
Clayton State University  
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(678) 466-4933  
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August 28, 2015

Re: Letter of Support for the Affordable Learning Georgia Grant Proposal

As the Department Chair for the Department of Health Care Management (HCMG) at Clayton State University (CSU), I am pleased to offer my support to Drs. Steward and Smith and Ms. Ethel Callen to develop a no-cost alternative to textbooks. The proposal submitted covers the following courses: Health Care Economics/Econometrics (HCMG 3320/5020), Health Care Finance/Accounting (HCMG 4560/5030), and Ethical Issues in Health care (HSCI 3550). The proposal seeks to eliminate the need for textbooks and use free online resources in the classroom. HCMG 3320, 4560 and HSCI 3550 are required courses for the BS in Health Care Management; whereas, HCMG 5020 and 5030 are required courses for students pursuing a MS in Health Administration, and did not complete economics or accounting in their undergraduate education. Three courses (3320, 4560, and 3550) have two sections offered every fall and spring semester and one section during the summer semester. One section of the graduate courses (5020 & 5030) are offered every semester. There are twenty-one course sections impacted within the program with a cost savings of \$62,942.94.

With the increased interest in the Health Care Management major, we have continuously seen a growth in our enrollment at Clayton State University (CSU). The proposal is aligned with our initiatives to provide high-quality education to our students while being mindful of the burden of increased costs in higher education. The team members have intimate knowledge of the challenges that our students face and stay abreast of changes that occur within the health care field. Having reviewed the proposal, I am confident that the faculty and staff involved in the proposal have the expertise, knowledge, and determination to complete the project and will be completed and delivered with high quality.

I look forward to the sharing the knowledge gained through this endeavor within the department, across the college, and throughout CSU. The College of Health, through its responsibilities for receipt and distribution of grant funding, will ensure sustainability of the proposed project.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter G. Fitzpatrick".

Peter G. Fitzpatrick, Ed.D, R.Ph.  
Department Chair & Professor