

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 9

Internal Submission Deadline: Sunday, April 30, 2017

Application Title: 324

Application ID: #001756

Submitter First Name: Lisa

Submitter Last Name: Jellum

Submitter Title: Assistant Professor/ Coordinator of Physical Education

Submitter Email Address: ljellum@highlands.edu

Submitter Phone Number: 307-689-0545

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Lisa

Applicant Last Name: Jellum

Co-Applicant Name: --

Applicant Email Address: ljellum@highlands.edu

Applicant Phone Number: 307-689-0545

Primary Appointment Title: Assistant Professor

Institution Name(s): Georgia Highlands College

Submission Date: Monday, May 1, 2017

Proposal Title: 324

Final Semester of Instruction: Spring 2018

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

Team Members:

Lisa Jellum, Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, ljellum@highlands.edu

Jason Hitzeman, Professor of Biology, Division of Natural Science and Physical Education, Georgia Highlands College, jhitzeman@highlands.edu

Mark Knauss, Professor of Biology, Division of Natural Science and Physical Education, Georgia Highlands College, mknauss@highlands.edu

Sharryse Henderson, Professor of Biology, Division of Natural Science and Physical Education, Georgia Highlands College, shenders@highlands.edu

Tom Harnden, Professor of Biology, Division of Natural Science and Physical Education, Georgia Highlands College, tharnden@highlands.edu

Cynthia Elsberry, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, celsber@highlands.edu

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

Sponsor/Title/Department/Institution:

Dr. Renva Watterson, Academic Vice President, Office of Academic Affairs, Georgia Highlands College, rwatters@highlands.edu

Course Names, Course Numbers and Semesters Offered:

Principles of Nutrition, BIOL 2190, an institutional option for the completion of associate degrees for all students at Georgia Highlands College. This course is offered in the Fall, Spring and Summer semesters in face-to-face and online settings.

Principles of Human Nutrition, PHED 2202 is an institutional elective requirement for the completion of associate degrees for all students, as well as a pathway option for Associates of Nursing and Dental Hygiene for all students at Georgia Highlands College. This course is also offered in the Fall, Spring, and Summer semesters in online settings.

Average Number of Students per Course Section:	Average Number of Students Per Section (BIOL 2190) #25.12 Average Number of Students Per Section (PHED 2202) #26.17
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Number of Course Sections Affected by Implementation in Academic Year:	Number of Course Sections Affected Per Year (BIOL 2190) #25 Number of Course Sections Affected Per Year (PHED 2202) #6
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Total Number of Students Affected by Implementation in Academic Year:	Total Number of Students Affected by Implementation in Academic Year (BIOL 2190) #628 Total Number of Students Affected by Implementation in Academic Year (PHED 2202) #157
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List the original course materials for students (including title, whether optional or required, & cost for each item): Currently, the cost of the textbook for the BIOL 2190 course is about \$134 through our campus bookstore while the cost of the PHED 2202 course text is approximately \$86. Both are required.

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

Requested Amount of Funding: 30,000

Original per Student Cost: 134; 86 Respectively

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: 134; 86

Projected Total Annual Student Savings: 97,890

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

Desire2Learn (D2L) – GHC's teaching management software

LibGuides

Project Goals:

- * Identify and adopt appropriate Open Educational Resources (OERs) to best complement student learning outcomes for BIOL 2190 and PHED 2202.
- * Generate new OERs, if appropriate OERs are not currently available, and make them freely-accessible using LibGuides (see below) and D2L
- * Redesign all course materials (including course objectives and student learning outcomes) for BIOL 2190 and PHED 2202 using the OER framework and available OER ancillary materials (images, tables, test banks, etc.).
- * Survey students enrolled in the redesigned courses, and faculty who teach them, to assess adopted OERs with regard to 1) convenience and ease-of-use, 2) effectiveness and quality, and 3) attainment of student learning outcomes.
- * Improve student grades in BIOL 2190 and PHED 2202 and reduce drop/fail/withdraw rates for these courses.

Statement of Transformation:

Georgia Highlands College (GHC) is a limited four-year college in the University System of

Georgia that serves more than 6,000 students in Northwest Georgia and Northeast Alabama. GHC offers transfer associate degree programs, career associate degree programs, and targeted baccalaureate degree programs, as well as instruction on five diversified teaching sites, which provides the opportunity to develop, implement and compare new teaching materials and pedagogies across all locations. Projects initiated on one site can and will be replicated and expanded across all sites to prove scalability. Participation of faculty from our various locations will be utilized in the development process to assist in this process. Furthermore, we will be implementing this project in courses taught in all formats including face-to-face, online, and hybrid formats.

Mean annual income in the geographic areas served by GHC is about \$60,825 (U.S. Department of Commerce American Community Survey, 2014). According to the 2014-2015 Georgia Highlands College Fact Book, the average student at GHC is a 23.9 year-old female. Furthermore, approximately 45.4% of GHC students are eligible for Pell Grant and many of our students have fulltime jobs in addition to undertaking a full course load (at least 12 hours). Currently, the cost of the textbook for the BIOL 2190 course is about \$134 through our campus bookstore while the cost of the PHED 2202 course text is approximately \$86. Adoption of open source materials will provide every student access to all course materials at no charge. We expect this to reduce the incidence of DWFs in future OER-supplied BIOL 2190 and PHED 2202, courses compared to past BIOL 2190 and PHED 2202 courses that used traditional texts.

Course materials will be stored within a master course on GHC's learning management system, currently Brightspace by D2L (<http://www.brightspace.com>), as well as in the LibGuides by SpringShare (<http://springshare.com/libguides>), the content management system used by thousands of libraries worldwide. Consequently, any student enrolled in either Nutrition course, and any faculty teaching at GHC, within the USG, or across the country, will have 24-hour-access to our OERs and their ancillary materials.

Transformation Action Plan:

The action plan will consist of identifying an OER that would be suitable for the needs and student learning outcomes in BIOL 2190 and PHED 2202. This process could have either an adoption of an existing OER, the creation of an OER with instruction materials, or a combination of both. After the adoption of the new OER, quantitative and qualitative data will be collected to show the efficacy of the OER.

Training: Two team members will travel to Macon to attend the Kick-Off Meeting. Other training that could be used to the team member's benefit could be the OER consortium offered by the USG, webinars offered by OpenStax and any other publisher training available within the nutrition discipline.

Review and Adoption: Open Educational Resources will be identified and pooled for review by

the team. Possible sources will include OER's already available through CNX, Cool4Ed, Merlot, Saylor Academy, GALILEO, Lumen Learning, and others.

Adaptation and Creation: Each team member will adapt instructional materials in the content areas to which they are assigned. This will be split evenly between the group members. Any instructional materials found to be lacking, will be created and then evaluated by the team.

Course Syllabi: Master syllabi for each course will be created and made available for faculty and students on D2L. The master syllabi will 1) provide consistency of instruction and assessment in all sections of the course, 2) provide clear instructions on how to access newly created course materials, 3) provide a list of assigned readings and associated deadlines from the OER textbook, and 4) a list of assigned multimedia screencasts and dates of use.

Quantitative & Qualitative Measures: Both quantitative and qualitative methods will be used to measure and gauge the success of our transition from the use of traditionally-available to OER materials. Quantitative methods will consist of pre- and post-course surveys that measure the number of students who use the textbook, the frequency in which they access the textbook, the ways in which they use the textbooks, and reasons they accessed the textbook. Similarly, pre- and post-course surveys will quantify faculty use of, and any problems associated with, the open source textbooks and their ancillary materials. Faculty will also be asked to provide detailed qualitative critiques of the new materials adopted for each course. A mandatory discussion forum on D2L will also be devised to elicit additional qualitative feedback from students with regard to ease of material access and use, including text design, quality and readability, and appropriateness of ancillary materials. Students will also be asked to compare their experiences in the redesigned course compared to classes using traditional texts. Data on DFW rates from the past three years in PHED 2202 and BIOL 2190 (when traditional texts were used) will be compared to DFW rates for the courses that use the redesigned OER materials. All data will be compiled, analyzed and presented in a project report.

Timeline:

June 5, 2017 through December 31, 2017

- * Submit Service Level Agreement (SLA) to University System Office
- * Invoice USG
- *Attend Grant Kick-off meeting
- * Identify open source text and accompanying resources (e.g., short films, web-based resources, interactive exercises, etc.)
- * Develop pre- and post-course surveys for faculty and students
- * Develop question guide for D2L discussion (see above)
- *Create 50% new materials where applicable

January 1, 2018 through May 1, 2018

- * Assess course learning objectives (CLOs) with reference to new text adoption and resources
- * Finalize surveys and methodology to analyze surveys
- * Finalize question guide for D2L discussion
- * Create D2L master course shell for all sections and include CLOs, open source textbook and resource materials, and surveys and discussion
- * Compile and analyze Fall 2017 data
- *Revise surveys, D2L Master course and CLO's, if necessary
- * Generate final report summarizing study findings
- * Create remaining 50% of learning materials where applicable

May 2, 2018 through July 31, 2018

- * Conduct workshop to train teaching faculty in the use of selected open source materials

Budget:

We are requesting the second level of funding appropriate for multiple-sections /courses/department-wide funding (\$30,800) to be used as follows:

Release Time for Project Team Members: \$30,000

Lisa Jellum, Associate Professor and Principal Investigator: \$5,000

Jason Hitzeman, Professor: \$5,000

Sharryse Henderson, Professor: \$5,000

Tom Harnden, Professor: \$5,000

Mark Knauss, Professor: \$5,000

Cynthia Elsberry, Instructor: \$5,000

Travel for Team members to attend Grant Kick-Off Meeting: \$800

Lisa Jellum, Associate Professor and Principal Investigator: \$400

Jason Hitzeman, Professor: \$400

Sustainability Plan:

To ensure sustainability, we will review and update all generated course materials in the master course templates three times during the academic year (August, January, and May). We will also regularly review external links to online materials to ensure they are all still active. Outdated materials/information will be replaced and appropriate new material added, as needed. This maintenance process is vitally important to ensure the most up-to-date offerings are available for students and faculty.

GEORGIA HIGHLANDS



COLLEGE

FLOYD CAMPUS
3175 Cedartown Highway
Rome, GA 30161

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

April 28, 2017

Dear ALG Grants Committee Members:

I am pleased to write this letter in support of this splendid group of Natural Science and Physical Education professors, as they seek grant funding to incorporate free and open texts and other instructional materials for two courses, BIOL 2190 and PHED 2202. There are numerous reasons of efficiency, pedagogy, and instructional transformation which compel me to support this initiative.

First, this outstanding team of collegiate educators will engage in a thoughtful process that will broadly affect the student body at Georgia Highlands College. We expect to affect nearly 800 students per year through redesign of these courses, a significant number of students needing to complete the health science pathway. Specifically, it would directly impact about 13% of our entire college population.

Second, money saved through this plan's implementation would provide opportunity for both economy and learning. Case in point, with textbook costs rising at an unheard of rate, well documented in this proposal, our students could be saving nearly \$100,000 by replacing current texts with open educational resources and through the generation of new lab manual and open learning materials that will be freely available to all students. We know this affects our students' foundational learning, tenacity, and ability to thrive in this class.

Finally, this affordable learning grant will serve as a catalyst for enhanced teaching and learning. It will serve as a springboard for innovation on the part of faculty who work to make those materials more creative, applied, and relevant in today's biology classroom. It will send the message that GHC faculty members care about their students, economically, socially and intellectually. It will urge students to persist and to complete in a discipline that too often is a stumbling block to college completion.

I wholeheartedly endorse this ALG Transformation Grant application from these forward-thinking, action-oriented professors. Their plan is noteworthy and laudable. Please allow them to continue their essential work through the approval of the grant.

Sincerely,

Renna Watterson, Ed.D.

highlands.edu

Affirmative Action / Equal Employment and Educational Opportunity Institution

CARTERSVILLE CAMPUS
678-872-8000

DOUGLASVILLE SITE
678-872-4200

FLOYD CAMPUS
706-802-5000

MARIETTA SITE
678-872-8501

PAULDING SITE
678-946-1100

Submitter: Dr. Renva Watterson, Vice President of Academic Affairs

Applicant Name: Lisa Jellum

Team Members:

Lisa Jellum, Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, ljellum@highlands.edu

Jason Hitzeman, Professor of Biology, Division of Natural Science and Physical Education, Georgia Highlands College, jhitzeman@highlands.edu

Mark Knauss, Professor of Biology, Division of Natural Science and Physical Education, Georgia Highlands College, mknauss@highlands.edu

Sharryse Henderson, Professor of Biology, Division of Natural Science and Physical Education, Georgia Highlands College, shenders@highlands.edu

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Cynthia Elsberry, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, celsber@highlands.edu

Other supporting offices/division/faculty/staff:

GHC Office of Institutional Research and GHC Librarians

Sponsor/Title/Department/Institution:

Dr. Renva Watterson, Academic Vice President, Office of Academic Affairs, Georgia Highlands College, rwatters@highlands.edu

Proposal:

ALG Textbook Transformation Project to Adopt and/or create an Open Educational Resource for institutional courses Principles of Nutrition (BIOL 2190) and Principles of Human Nutrition (PHED 2202).

Course Names:

Principles of Nutrition, BIOL 2190, an institutional option for the completion of associate degrees for all students at Georgia Highlands College. This course is offered in the Fall, Spring and Summer semesters in face-to-face and online settings.

Principles of Human Nutrition, PHED 2202 is an institutional elective requirement for the completion of associate degrees for all students, as well as a pathway option for Associates of Nursing and Dental Hygiene for all students at Georgia Highlands College. This course is also offered in the Fall, Spring, and Summer semesters in online settings.

Project will begin in Fall of 2017 and conclude in Summer of 2018.

Final Semester of Instruction – Summer 2018

Average Number of Students Per Section (BIOL 2190)

#25.12

Average Number of Students Per Section (PHED 2202)

#26.17

Number of Course Sections Affected Per Year (BIOL 2190)

#25

Number of Course Sections Affected Per Year (PHED 2202)

#6

Total Number of Students Affected by Implementation in Academic Year (BIOL 2190)

#628

Total Number of Students Affected by Implementation in Academic Year (PHED 2202)

#157

All students per academic year (BIOL 2190): \$84,309

All students per academic year (PHED 2202): \$13,581

All students per academic year combined: \$97,890

Plan for Hosting Materials

Desire2Learn (D2L) – GHC’s teaching management software

LibGuides

Other _____

Note: Materials created in a grant project, excluding instructor-only tests and quizzes, must be made freely-accessible to the public, preferably under a Creative Commons open license.

Requested Amount of Funding

\$30,800

NARRATIVE

1.1 PROJECT GOALS

The cost of college textbooks has risen over 1000% in the last 37 years with only five publishers currently controlling 85% of the market (NBC News, 2015). The cost of these materials has risen three times faster than the rate of inflation since 1978 - far outpacing medical expenses and home prices (Bureau of Labor Statistics, 2015). Such figures have prompted the inclusion of textbook provisions in two acts to the U.S. Congress: the Higher Education Opportunity Act in 2008, and the Affordable College Textbook Act in 2013 and 2015 (Scholarly Publishing and Academic Resources Coalition, 2015). Exorbitantly high textbook prices have also negatively impacted various aspects of college enrollment as documented in 2014 by the U.S. Public Interest Group report: Fixing the Broken Textbook Market (U.S. Public Interest Research Group, 2014). In surveying the STEM courses at GHC, 65% of students chose not to purchase a textbook for at least one class, even though 94% of them believed this choice would harm their grade. Moreover, nearly half the students stated that textbook prices directly impacted their decision regarding the number and types of

courses in which they enrolled. Similarly, this group believes students enrolled in Biology and Physical Education courses fail to purchase the required text, or the current edition of the text, as a result of financial limitations.

How this problem impacts Northwest Georgia college students.

Socioeconomic status is a major indicator in the successful attainment of postsecondary education (National Center for Education Statistics, 2015). This statement does not bode well for Northwest Georgia, which is characterized by a large number of families (14.4%) living below poverty level (U.S. Department of Commerce American Community Survey, 2014). In addition, it has also been well-documented that K-12 students, specifically in Northwest Georgia, have lower access to books than students in other parts of the state due to local school system budget cuts (The Atlantic, 2014; Georgia Budget and Policy Institute, 2013, 2014; Atlanta Journal and Constitution, 2013; Ledger-Inquirer, 2015). With the above in mind, participation by Georgia Highlands College (GHC) in ALG will make post-secondary education more affordable and accessible to economically disadvantaged individuals who might not otherwise consider pursuing a college education. Lower textbook prices will also contribute to student retention, progression and graduation, which aligns with GHC's mission to serve Northwest Georgia students. Our goal is to provide Open Educational Resources (OERs) for BIOL 2190 (Principles of Nutrition) and PHED 2202 (Principles of Human Nutrition), which are offered every semester (Fall, Spring, Summer) of the academic year and use the same textbook, respectively. These courses are both popular options for completion of an Associate's degree from GHC, and fulfill the requirements for transfer to multiple programs within the USG, saving students the cost of the book and indirectly, the difference in cost of taking the course at a more expensive 4-year institution. Thus, the redesign of these courses, and the inclusion of OERs, will impact about 13% of our student population every academic year.

Our project goals are to:

- * Identify and adopt appropriate Open Educational Resources (OERs) to best complement student learning outcomes for BIOL 2190 and PHED 2202.
- * Generate new OERs, if appropriate OERs are not currently available, and make them freely-accessible using LibGuides (see below) and D2L
- * Redesign all course materials (including course objectives and student learning outcomes) for BIOL 2190 and PHED 2202 using the OER framework and available OER ancillary materials (images, tables, test banks, etc.).
- * Survey students enrolled in the redesigned courses, and faculty who teach them, to assess adopted OERs with regard to 1) convenience and ease-of-use, 2) effectiveness and quality, and 3) attainment of student learning outcomes.
- * Improve student grades in BIOL 2190 and PHED 2202 and reduce drop/fail/withdraw rates for these courses.

1.2 STATEMENT OF TRANSFORMATION

Georgia Highlands College (GHC) is a limited four-year college in the University System of Georgia that serves more than 6,000 students in Northwest Georgia and

Northeast Alabama. GHC offers transfer associate degree programs, career associate degree programs, and targeted baccalaureate degree programs, as well as instruction on five diversified teaching sites, which provides the opportunity to develop, implement and compare new teaching materials and pedagogies across all locations. Projects initiated on one site can and will be replicated and expanded across all sites to prove scalability. Participation of faculty from our various locations will be utilized in the development process to assist in this process. Furthermore, we will be implementing this project in courses taught in all formats including face-to-face, online, and hybrid formats.

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All course materials will be stored within a master course on GHC's learning management system, currently Brightspace by D2L (<http://www.brightspace.com>), as well as in the LibGuides by SpringShare (<http://springshare.com/libguides>), the content management system used by thousands of libraries worldwide. Consequently, any student enrolled in either Nutrition course, and any faculty teaching at GHC, within the USG, or across the country, will have 24-hour-access to our OERs and their ancillary materials.

1.3 TRANSFORMATION ACTION PLAN

The action plan will consist of identifying an OER that would be suitable for the needs and student learning outcomes in BIOL 2190 and PHED 2202. This process could have either an adoption of an existing OER, the creation of an OER with instruction materials, or a combination of both. After the adoption of the new OER, quantitative and qualitative data will be collected to show the efficacy of the OER.

Training: Two team members will travel to Macon to attend the Kick-Off Meeting. Other training that could be used to the team member's benefit could be the OER consortium offered by the USG, webinars offered by OpenStax and any other publisher training available within the nutrition discipline.

Review and Adoption: Open Educational Resources will be identified and pooled for review by the team. Possible sources will include OER's already available through CNX, Cool4Ed, Merlot, Saylor Academy, GALILEO, Lumen Learning, and others.

Adaptation and Creation: Each team member will adapt instructional materials in the content areas to which they are assigned. This will be split evenly between the group members. Any instructional materials found to be lacking, will be created and then evaluated by the team.

Course Syllabi: Master syllabi for each course will be created and made available for faculty and students on D2L. The master syllabi will 1) provide consistency of instruction and assessment in all sections of the course, 2) provide clear instructions on how to access newly created course materials, 3) provide a list of assigned readings and associated deadlines from the OER textbook, and 4) a list of assigned multimedia screencasts and dates of use.

The Following team members will have the following

- * Lisa Jellum: Principle Investigator; will oversee project from start to finish including: submission of ALG transformation proposal, identification and adoption of appropriate OERs, development of related course materials; administration of surveys and data collection, and creation of project final report. She will also serve as a curriculum expert for the PHED 2202 course by searching and identifying OER materials or creating new materials for the course

- * Jason Hitzeman: Curriculum expert; will work with the library faculty to identify, review, select, and adopt appropriate OERs for BIOL 2190. Specific to BIOL 2190, he will seek out OER materials.

- * Sharryse Henderson: Curriculum expert; will participate in the development of multimedia resources, work with library faculty to identify, review, select, and adopt appropriate OERs for BIOL 2190, and assist in the creation of surveys.

- * Tom Harnden: Curriculum expert; will participate in the development of multimedia resources, work with library faculty to identify, review, select, and adopt appropriate OERs for BIOL 2190, and assist in the creation of surveys.

- * Mark Knauss: Curriculum expert; will participate in the development of multimedia resources, work with library faculty to identify, review, select, and adopt appropriate OERs for BIOL 2190, and assist in the creation of surveys.

- * Cynthia Elsberry: Curriculum expert; will participate in the development of multimedia resources, work with library faculty to identify, review, select, and adopt appropriate OERs for PHED 2202, and assist in the creation of surveys.

- * Christin Collins: Library support staff; will collaborate with team members to identify and adopt OERs and make OER materials created during this project freely accessible on LibGuides.

- * Amanda West: Research assistant; will provide past DFW data for PHED 2202 and BIOL 2190 courses, compile/analyze data from student and faculty surveys, and provide DFW rates in transformed PHED 2202 and BIOL 2190 courses.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Both quantitative and qualitative methods will be used to measure and gauge the success of our transition from the use of traditionally-available to OER materials. Quantitative methods will consist of pre- and post-course surveys that measure the number of students who use the textbook, the frequency in which they access the textbook, the ways in which they use the textbooks, and reasons they accessed the textbook. Similarly, pre- and post-course surveys will quantify faculty use of, and any problems associated with, the open source textbooks and their ancillary materials. Faculty will also be asked to provide detailed qualitative critiques of the new materials adopted for each course. A mandatory discussion forum on D2L will also be devised to elicit additional qualitative feedback from students with regard to ease of material access and use, including text design, quality and readability, and appropriateness of ancillary materials. Students will also be asked to compare their experiences in the redesigned course compared to classes using traditional texts. Data on DFW rates from the past three years in PHED 2202 and BIOL 2190 (when traditional texts were used) will be compared to DFW rates for the courses that use the redesigned OER materials. All data will be compiled, analyzed and presented in a project report.

1.5 TIMELINE

June 5, 2017 through December 31, 2017

- * Submit Service Level Agreement (SLA) to University System Office
- * Invoice USG
- * Attend Grant Kick-off meeting
- * Identify open source text and accompanying resources (e.g., short films, web-based resources, interactive exercises, etc.)
- * Develop pre- and post-course surveys for faculty and students
- * Develop question guide for D2L discussion (see above)
- * Create 50% new materials where applicable

January 1, 2018 through May 1, 2018

- * Assess course learning objectives (CLOs) with reference to new text adoption and resources
- * Finalize surveys and methodology to analyze surveys
- * Finalize question guide for D2L discussion
- * Create D2L master course shell for all sections and include CLOs, open source textbook and resource materials, and surveys and discussion
- * Compile and analyze Fall 2017 data
- * Revise surveys, D2L Master course and CLO's, if necessary
- * Generate final report summarizing study findings
- * Create remaining 50% of learning materials where applicable

May 2, 2018 through July 31, 2018

- * Conduct workshop to train teaching faculty in the use of selected open source materials

1.6 BUDGET

We are requesting the second level of funding appropriate for multiple-sections /courses/department-wide funding (\$30,800) to be used as follows:

Release Time for Project Team Members: \$30,000

Lisa Jellum, Associate Professor and Principal Investigator: \$5,000

Jason Hitzeman, Professor: \$5,000

Sharryse Henderson, Professor: \$5,000

Tom Harnden, Professor: \$5,000

Mark Knauss, Professor: \$5,000

Cynthia Elsberry, Instructor: \$5,000

Travel for Team members to attend Grant Kick-Off Meeting: \$800

Lisa Jellum, Associate Professor and Principal Investigator: \$400

Jason Hitzeman, Professor: \$400

1.7 SUSTAINABILITY PLAN

To ensure sustainability, we will review and update all generated course materials in the master course templates three times during the academic year (August, January, and May). We will also regularly review external links to online materials to ensure they are all still active. Outdated materials/information will be replaced and appropriate new material added, as needed. This maintenance process is vitally important to ensure the most up-to-date offerings are available for students and faculty.

1.8 REFERENCES & ATTACHMENTS

Atlanta Journal and Constitution (MyAJC, 2013): Cobb Math Teachers Fret Over Lack of Textbooks

<http://www.myajc.com/news/news/local-education/cobb-math-teachers-fret-over-lack-of-textbooks/nX8Bc/>

Bureau of Labor Statistics (BLS, 2015): Consumer Price Index News Release

<http://www.bls.gov/news.release/cpi.htm>

Georgia Budget and Policy Institute (GBPI, 2013): Cutting Class to Make Ends Meet

<http://gbpi.org/wp-content/uploads/2013/11/Cutting-Class-to-Make-Ends-Meet-Final.pdf>

Georgia Budget and Policy Institute (GBPI, 2014): Cutting Class to Make Ends Meet

<http://gbpi.org/wp-content/uploads/2014/10/Cutting-Class-to-Make-Ends-Meet-Report-Final2.pdf>

Georgia Department of Education ñ School System Financial Reports (2015)

Data compiled for the following Northwest GA Counties: Bartow, Carroll, Chattooga, Cobb, Douglas, Floyd, Gordon, Paulding, and Polk.

https://app3.doe.k12.ga.us/ows-bin/owa/fin_pack_revenue.entry_form

Georgia Highlands College Fact Book: Academic Year 2014-2015

<https://www.highlands.edu/inc/files/userfiles/31-cbac5ca5b0647bc-2014-2015GHCFactBook-DRAFTwithhyperlinks.pdf>

Ledge-Inquirer (2015): In Heated Emails, MCSD Board Debates Whether District Has Textbook Shortage
<http://www.ledger-enquirer.com/news/local/article29446093.html>

Ledge-Inquirer (2015): Textbooks: Center of Debate but No Longer Center of Classroom
<http://www.ledger-enquirer.com/news/local/article29456227.html>

NBC News (2015): College Textbook Prices Have Risen 1041% since 1977
<http://www.nbcnews.com/feature/freshman-year/college-textbook-prices-have-risen-812-percent-1978-n399926>

National Center for Education Statistics (NCES, 2015): Postsecondary Attainment: Differences by Socioeconomic Status
http://nces.ed.gov/programs/coe/indicator_tva.asp

Scholarly Publishing and Academic Resources Coalition (SPARC, 2015): Support the Affordable College Textbook Act
<http://www.sparc.arl.org/advocacy/national/act>

THE ATLANTIC (2014): Why Poor Schools Can't Win at Standardized Testing
<http://www.theatlantic.com/education/archive/2014/07/why-poor-schools-cant-win-at-standardized-testing/374287/>

U.S. Department of Commerce ñ American Community Survey (2014)
Data from the following Northwest GA Counties: Bartow, Carroll, Chattooga, Cobb, Douglas, Floyd, Gordon, Paulding, and Polk.
<https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2014/>

U.S. Public Interest Research Group (USPIRG, 2014): Fixing the Broken Textbook Market
<http://www.uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>