

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4

Internal Submission Deadline: Monday, September 7, 2015

Application Title: 168

Submitter First Name: Alicia

Submitter Last Name: Briganti

Submitter Title: Assistant Professor of Psychology

Submitter Email Address: abriganti@daltonstate.edu

Submitter Phone Number: 706-272-2680

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Alicia

Applicant Last Name: Briganti

Co-Applicant Name(s): Jonathan Gulledge

Applicant Email Address: abriganti@daltonstate.edu

Applicant Phone Number: 706-272-2680

Primary Appointment Title: Assistant Professor of Psychology

Institution Name(s): Dalton State College

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

Dr. Alicia Briganti, Assistant Professor of Psychology, Department of Social Sciences, abriganti@daltonstate.edu

Dr. John Gulledge, Associate Professor of Psychology, Department of Social Sciences, jgulledge@daltonstate.edu

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

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

Dr. Michael Hoff, Chair, Department of Social Sciences, Dalton State College

Proposal Title: 168

Course Names, Course Numbers and Semesters Offered:

PSYC 1101—Introduction to Psychology offered spring, fall, and summer semesters

Final Semester of Instruction:	Fall 2016
Average Number of Students per Course Section:	20-80
Number of Course Sections Affected by Implementation in Academic Year:	Up to 28
Total Number of Students Affected by Implementation in Academic Year:	Up to 1000
List the original course materials for students (including title, whether optional or required, & cost for each item):	Meyers, D.G. (9th Edition). Exploring Psychology. Worth Publishers, ISBN: 1-4641-1172-3 Required Per Student Cost: \$153.25 (new) at campus bookstore
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	\$10,800
Original per Student Cost:	\$153.25
Post-Proposal Projected Student Cost:	\$0
Projected Per Student Savings:	\$153.25 (100%)
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 Introduction to Psychology course without compromising the rigor of the current course format. We currently offer approximately 14 sections of PSYC 1101 per semester with anywhere from 20-80 students enrolled in each section for an average of 500 students/semester. All PSYC 1101 instructors currently use the same textbook, and if our project is successful in Fall 2016, all instructors going forward will have the option to use the same NCTSMs that are adopted, so this implementation could affect upwards of 1000 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 DWF 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 textbook with NCTSMs in several sections of PSYC 1101.
- * Because PSYC 1101 counts as a general education requirement and is a popular choice among students, this textbook transformation could impact thousands of students once implemented. In fact, this change could impact approximately 500 students in the Fall 2016 semester alone, depending on how many instructors initially choose to adopt the materials.
- * Many of our students fall in the lowest level of socioeconomic statuses in the University system, so the high cost of traditional textbooks has been a source of contention with our students for the last several years, and many students choose not to purchase a textbook for this reason. By not purchasing textbooks, these students are missing vital course material and their grades tend to suffer.
- * Given that our current textbook costs \$153.25 (new) at the campus bookstore, the savings we would see by offering NCTSMs would be \$76,625 in one semester for 500 students.
- * 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 department 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 department and college will see greater student retention.

Transformation Action Plan:

- * Identify and review available OER materials for Introduction to Psychology
- * Revise and/or customize these resources to fit with course learning objectives
- * Revise course syllabus and lectures based on selected materials
- * Revise assignments, activities, and assessments to align with new course goals
- * Create surveys to assess student general usage of electronic materials, course satisfaction and experience with traditional versus OER materials
- * Implement materials and collect data in Fall 2016
- * Analyze data relevant to proposed project
- * Prepare final report
- * Each team member will contribute to the above activities as well as teach multiple sections of

PSYC 1101 in the Fall 2016 semester

* Access to the chosen materials will be provided through the D2L course management system as well as made accessible on a public LibGuide created through our campus library.

Quantitative & Qualitative Measures:	Quantitative Measures <ul style="list-style-type: none">* Comparative assessment of survey composite scores from both class types, traditional vs. no-cost-to-student materials (NCTSM) to determine whether significant differences for type of course material are evident.* Comparative assessment of performance on specific exam questions, DWF rates, and final grades for instructors 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 course utilizing NCTSMs to determine whether students' attitudes towards NCTSMs and/or courses utilizing NCTSMs have changed throughout the semester. Qualitative Measures <ul style="list-style-type: none">* Several items on the student surveys will allow students to provide free-response feedback regarding the NCTSMs. These data will be compiled in order ascertain students' overall impression of the NCTSMs versus a traditional textbook.
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Timeline:

Proposed Dates

10/12/2015

* Training: In-person meeting to initiate project

January-March 2016

* Conduct literature review for proposed research project

* Write IRB protocol

* Begin review process of available OER resources for Introduction to Psychology

* Submit IRB application for research project approval

April-May 2016

* Revise/customize chosen OER textbook chapters

* Begin course redesign: revise syllabus, lectures, activities, and assessments

* Develop surveys to assess student satisfaction of course and materials

June-July 2016

* Create template course page on D2L as learning materials resource center

* Finish selection of OER learning materials and course redesign

* Provide 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 PSYC 1101

December 2016

* Administer post-course survey on last day of Spring 2016 classes

* Gather data on student final grades, grades on specific pre-determined assessments, and DWF rates for all instructors using these materials

* Work on data analysis (e.g., comparing Fall 2016 test performance to past semesters)

* Prepare and submit final project report

Budget:

Projected Expenses/Requested Funds

Personnel (\$10,000)

Alicia Briganti

Jonathan Gulledge

\$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

Other expenses (\$800)

\$400 per grant recipient for travel expenses for team members to attend training sessions and expenses related to professional development and consultation

Sustainability Plan:

* PSYC 1101 is a general education course and a required course for Psychology majors, so it will be offered every semester, including summers. Dr. Gulledge and I will adopt the materials for research purposes in the Fall of 2016 with the option to adopt also available for other instructors of PSYC 1101. If we find that these NCTSMs are just as, or more, effective as the current textbook, we will continue to use the materials going forward. If this project is successful, we will share these materials with all of the PSYC 1101 instructors to implement in all sections, so this could impact over 1000 students per academic year with a savings of over \$153,000.00 per year.

* Furthermore, if effective in PSYC 1101, we would consider adopting OER learning materials for additional psychology courses, such as Human Development which is also popular amongst our general student population and a Top 50 lower division course. We will also share our findings with other faculty across campus who may be contemplating adopting NCTSMs for other courses. If enough courses offered these types of resources, this could affect student retention rates for the better 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 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.



Textbook Evaluation

Part 1: General Information

Course Title:	Course Section:
Instructor(s):	Class Level, circle one. (Freshman) (Sophomore) (Junior) (Senior)
Major:	Overall GPA:
Did you acquire the No Cost course materials?	YES NO
If NO to above, why not?	
Have you taken this course before?	YES NO
If YES to above, what grade did you earn?	A B C D F W WF

Part 2: Course Materials

Organizational Criteria:	1 Very Unlikely	2 Mildly Unlikely	3 Not Certain	4 Mildly Likely	5 Very Likely
How likely are you to purchase the textbook for a given course at DSC?
How likely is it that the cost of the textbook impacts your purchase decision?
How likely are you to seek out courses that offer No Cost to Student Learning Materials in the future?
If asked to choose between a No Cost Material course and a traditional materials course how likely are you to choose the No Cost option?
How likely is it that No Cost Materials will have/had a positive impact upon your grade in this course?
Other (please specify)

				TOTAL	
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Part 3: Organization/Format

Organizational Criteria:	1 Strongly Disagree	2 Mildly Disagree	3 Not Certain	4 Mildly Agree	5 Strongly Agree
The textbook provides a useful table of contents, glossary & index.
The textbook information is consistent and chapters are arranged logically.
Chapter introductions and summaries are clear and concise.
The textbook contains useful references and resources.
Chapter information is appropriate, accurate & current.
The textbook reading level and material is appropriate for course level.
Size and format of text is appropriate
The textbook format is visually appealing & interesting
Other (please specify)
				Total:	.

Part 4: Content

Content criteria	1 Strongly Disagree	2 Mildly Disagree	3 Not Certain	0 Mildly Agree	5 Strongly Agree
The textbook contains real-life applications of material.
Information and directions in the textbook are clearly written and explained.
Textbook activities are relatable and appropriate.
Non text content (graphs, photos, images) are accurate and integrated within the text.
Textbook quizzes/activities are informative and related to course material.
The textbook material applies to diverse student abilities, interests, and learning styles.
The textbook material encourages the development of higher-level thinking skills
Other (please specify)
				Total:	.

Part 5: Inclusion/Equity/Diversity Issues

Criteria	1 Strongly Disagree	2 Mildly Disagree	3 Not Certain	4 Mildly Agree	5 Strongly Agree
Women and minorities are featured in important roles in the textbook.
Textbook material covers a range of accomplishments and contributions by a diverse population.
Students of both sexes and various cultures and physical conditions will use the materials without

feeling excluded, estranged or diminished					
Other (please specify)
				Total:	.

Notes:



DALTON
STATE

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May 27, 2015

Dear ALG Committee:

Dr. Alicia Briganti and Dr. Jonathon Gulledge have asked me to write a letter of support on their behalf with regards to her Affordable Learning Grant Proposal and I am glad to support their efforts. Drs. Briganti and Gulledge plan to replace the current Psychology textbook with appropriate no cost to student learning materials.

Through their research and implementation of no-cost-to-student learning materials they will be able to deliver our introductory Psychology course at a great savings to students. Dalton State is one of the lowest priced institutions in the nation and our students are financially challenged. Adopting a no-cost-to-students solution will give all students free access to course materials. Implementation of these resources should help both student success and retention. Drs. Briganti and Gulledge have also included plans for assessing both student outcomes and satisfaction. They have also created a student survey that will give extremely informative feedback and guide ongoing revisions. This information will be invaluable as we attempt to adopt more open resources across campus.

Finally, I am excited to see the results of Dr. Briganti and Dr. Gulledge's work. I believe they have a good plan and will be able to find more than enough open resources to assist their classroom efforts. I think that coupled with their assessment plan that this is a great project.

Thank you for your consideration.

Sincerely,

Andy S. Meyer, Ph.D.
Interim Vice President for Academic Affairs
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Michael P. Hoff Ph.D.
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May 26, 2015

Dr. Alicia Briganti
Dr. John Gullede
Dalton State College
650 College Dr.
Dalton, GA 30720

Dear Drs. Briganti and Gullede,

I am very pleased that you are applying for a grant for Rounds three, four and 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 Psychology 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 \$150,000 per year in textbook costs for Psychology 1101.

Your plan involves the identification and review of OER materials for Psychology 1101, and then engaging in a complete redo of the class (revising resources, assignments, activities and assessments). Further, you propose to assess student usage 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.
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MH/mph