

Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 343

Application ID: 001880

Submitter First Name: David

Submitter Last Name: Bridges

Submitter Title: Instructor of Business

Submitter Email Address: dbridges@highlands.edu

Submitter Phone Number: 678-689-9542

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Katie

Applicant Last Name: Bridges

Co-Applicant Name(s): --

Applicant Email Address: kbridges@highlands.edu

Applicant Phone Number: 678-872-8083

Primary Appointment Title: Instructional Designer

Institution Name(s): Georgia Highlands College

Submission Date: Monday, October 2, 2017

Proposal Title: 343

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

Are you using an OpenStax textbook?: No

Final Semester of Instruction: Fall 2018

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

David Bridges, Part Time Business Faculty GHC, dbridges@highlands.edu

Katie Bridges, Instructional Designer, kbridges@highlands.edu

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

Dr. Alan Nichols, Associate Professor of Philosophy, Social Science, Business and Education
Dean, Georgia Highlands College

Course Names, Course Numbers and Semesters Offered:

BUSA 2205: Fundamentals of Computer Applications

A course designed to assure a basic level of computer applications literacy: to include spreadsheet, database, LAN, e-mail and Internet uses as well as word-processing skills.

This course is offered every semester as a face-to-face, hybrid and fully online class.

List the original course materials for students (including title, whether optional or required, & cost for each item): MS Office Excel 2016: Complete (SIMNET SIMBK Access Code)Author: NordellAccess Code ISBN: 9781259895296Purchase only valid for single semester.Cost \$ 85.75

Average Number of Students per Course Section: 26

Number of Course Sections Affected by Implementation in Academic Year: 12

Average Number of Course Sections Per Semester:

Fall 2017: 5 sections (128 total students, average 26 per section)

Summer 2017: 1 section, 23 students

Spring 2017: 6 sections (155 total students, average 26 per section)

Total Number of Students Affected by Implementation in Academic Year: 312

Requested Amount of Funding: \$10,800

Original per Student Cost: \$ 85.75

Post-Proposal Projected Student Cost: \$ 0.00

Projected Per Student Savings: \$ 85.75

**Projected Total Annual \$ 26,754
Student Savings:**

Project Goals:

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Fundamentals of Computer Applications (BUSA 2205) by adopting Open Educational Resource materials and switching from the current purchased textbook/software combination. By adopting Open Educational Resources (OER) materials, students will have immediate access to the textbook on the first day of class. We expect to see a decrease in the withdrawal rates of our students with the transformation to the OER. While it is important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”, it also bears mentioning that there has been no other proposal accepted for “Fundamentals of Computer Applications”. We hope to contribute to the growing body of resources for this course.

As the price of textbooks and software increase, the options for our students to attain this package, SimNET, for a reasonable amount of time decreases. Renting, sharing, borrowing, or checking out textbooks from libraries, is not an option for this course. The current format for the course is that approximately 40% of the work done in the course is through SimNET. The largest service areas for GHC include Bartow, Cobb, and Floyd County. The median incomes for these areas are \$22,595, \$33,778, and \$21,218, respectively. In Floyd County, 19.6% of families live below the poverty line. Oftentimes, this means that our students are faced with the decision to either purchase books for school or the pay the bills that sustain their households. Adopting an OER, helps create access to better futures and an exit from poverty for our students. Because of this transformation, the estimated collective savings for students in these 5-6 sections is \$26,754.00 each academic year.

Adopting OER materials increases preparedness of adjunct instructors. Oftentimes, instructors have to be hired with very late in the summer and they are not given adequate time to acclimate to both the LMS and SimNET. This lack of access and training can negatively affect student success. The creation of master course in the LMS ensures that instructors will have all of the resources necessary to teach and support student success.

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

Statement of Transformation:

Fundamentals of Computer Applications (BUSA 2205) connects the Microsoft Excel application and how it applies to information competency, emerging technology and technology purchasing for personal and commercial use. This course is part of the pathway for the Associates of Science and Bachelors of Business degrees. In March 2016, Georgia Highlands College announced the addition of the Bachelors of Business Administration. This

program includes concentrations in healthcare management and logistics and supply chain management. The enrollment for BUSA 2205 for the 2016-2017 academic year increased by 15% from the 2015-2016 academic year. Since Fall 2017 was the first semester of the BBA program, it can only be expected that the demand for the course will continue to increase.

In this class, students complete a majority of their assignments in SimNET. SimNET is an interactive textbook that allows students to read the content of the lesson, see an example, try an example and then complete an assignment. The drawback is that if the student does not follow the steps exactly the way SimNET did them in the example, and then the answer is graded as incorrect. SimNET also has some compatibility issues with Mac hardware and operating systems. As with all MS Office applications, there is more than one way to complete most tasks. SimNET is very strong in instructing students how to complete the task but it is weak in the problem solving and critical thinking elements that will benefit the student when they are applying their knowledge in the real world.

The plan is to use David Bourgeios' book *Information Systems for Business and Beyond*. This text is a free eBook from Saylor.org and the same text that is used by the eCore class Electronic Technology in the Educational Environment. This content will fulfill three of the seven Student Learning Outcomes in the class. In addition to the Bourgeios' book, the transformation will integrate the Microsoft Office Excel Certification content to connect the book and MS Excel. Bringing the two elements together allows for better retention and aligns with the TILT framework.

In alignment with the TILT framework, this transformation will allow for the creation of module assignments and content quizzes that reinforce the course Student Learning Outcomes. Students will learn at the beginning of the course that all assignments are designed with the goal of mastering course content. The mastery of the content ensures students can carry out these processes in a business setting.

Transformation Action Plan:

The transformation action plan will be accomplished in three phases before the course is delivered in Spring 2018, pre-planning, planning and course redesign

Pre-Planning

In the pre-planning phase, the Subject Matter Expert (SME) will research and evaluate multiple options for no cost textbook options. In addition, the SME will look to the MS Office training site to gather information from the Excel Expert Certification to provide this as an option for students who wish to pursue this certification. Whichever textbook option is chosen it will be crucial that the transformation addresses frequent concerns from faculty. Those concerns include:

Consistent grading mechanism

Building problems “from scratch” is frustrating

Closing the loop, ensuring students understand their mistakes and what is required to fix them

An element of the pre-planning phase will include research the best methods for assessing students on computer applications.

Planning

In the planning phase, the SME will work with the instructional designer to develop the master course ensuring it meets all quality and accessibility criteria. Activities, assessments, content, videos and other supplementary materials will be collected and created in the LMS. This phase of the project will be completed before the spring semester starts on January 8, 2018.

Course Redesign

A variety of proven fundamental methodologies tied to teaching and learning will be employed in the course. First will be the metacognitive process outlined by Dr. Saundra McGuire in *Teaching Students How to Learn*. Although these methodologies are predominately used in developmental or academic success course, they should prove to be useful for this content and application course format. Second will be the implementation of the TILT method. TILT stands for Transparency in Learning and Teaching. The focus of this method created by Mary-Ann Winkelmes is to promote student success through teaching with a transparent framework. In addition to TILT, Universal Design for Learning principles will be integrated in the redesign ensuring the course is fully accessible to all students and learning styles. Lastly, the redesign will look to Benedict Carry’s *How We Learn* to enhance the pedagogical elements of the course since it will be taught in three different modalities.

In addition to the creation of the master course, a LibGuide will be created to allow the redesign of the course and all of the resources compiled to be shared out in accordance with Creative Commons licensing.

Quantitative & Qualitative Measures: Assessment of this course is going to take place on a multitude of levels. The assessment measures will be both qualitative and quantitative. At the beginning of the semester, a technology survey will be required to gauge the skill level of the students enrolled in the course. "Studies have concluded that how students experience their campus environment impacts both learning and developmental outcome" (MSU Office of Inclusion and Intercultural Initiatives, 2017). Since this course has a prominent technology component, it is essential to understand the students' technology background. Additional qualitative measures will be carried out via survey that occurs two times during the semester, at the midpoint and the end of the semester. The survey will use a satisfaction scale levels will be Satisfied (5), Somewhat Satisfied (4), Neutral (3), Somewhat Dissatisfied (2), and Dissatisfied (1). The course will be evaluated quantitatively by comparing DWF rates of the OER course to courses not using the OER. There may be a need to use data from previous semesters for this measurement. The other way that the course will be evaluated quantitatively is comparing overall course grade, percentage of content visited by the student and the pass rates associated with the Student Learning Outcomes for the course. In order to obtain this data the OER content will be aligned with the Student Learning Outcomes (SLO), course objectives and assignments in the course. Each SLO and course objectives will be considered "passed" when students achieve a grade of 70 or greater on the assignments in the course. Using the Competency Tool in the Learning Management will allow for continuous calculation. The desired outcome is that the difference between the students' final grades and pass rate of the SLOs will be no more than a 10% difference. Lastly, the course will include a pre-test and post test assessing the understanding of how the technology skills included in the course support the Student Learning Outcomes and course objectives.

Timeline:

Time	Milestone
October 2017	Assess OER Options
November-December 2017	Attend Kick-Off Meeting Locate and build supplemental materials Redesign course in D2L master course Building assessment tools
January 2018	Delivery of course, modality TBD
April 2018	Data collection from students regarding experience and effectiveness of assessment tools
May-July 2018	Based off of data collection make modifications to course prior to Fall 2018
August 2018	Delivery of course, modality TBD
November 2018	Data collection from students regarding experience and effectiveness of assessment tools
December 2018	Submit final report

Budget:

David Bridges, M.S. Human Resources

Instructor of Record/SME/Principle Investigator \$5,000.00

Katie Bridges, M.Ed.

Instructional Designer \$5,000.00

Travel to Kick-off Meeting \$ 800.00

Total \$10,800.00

Sustainability Plan:

Once the redesign of the course is complete, a master course with activities, assessments, supplementary materials for the text and grading rubrics will be made available to any GHC faculty member, full or part time, that wishes to use this platform for the course. As technology changes it will also allow for ease of updating the material since a new edition of a textbook will not be necessary. Having a foundational course for the AS and BBA program available for students with a no cost textbook has the potential of increasing enrollment in the course. The master course will be available to faculty at other USG institutions via Brightspace platform

and a LibGuide. The course materials will be maintained by Dave Bridges, instructor, and Katie Bridges, instructional designer.

GEORGIA HIGHLANDS



COLLEGE

FLOYD CAMPUS
3175 Cedartown Highway
Rome, GA 30161

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

9.25.17

Dear ALG Grants Committee Members:

I am pleased to write this letter in support of this Business Administration team, as they seek grant funding to incorporate free and open texts and other instructional materials for BUSN 2205 Fundamentals of Computer Applications. There are numerous reasons of efficiency, pedagogy, and instructional transformation which compel me to support this initiative.

First, this instructor/instructional designer 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 over 300 students per year through redesign of these courses, a significant number of students needing to complete the business pathway. Already this course's enrollment is up 15% year-over-year 2015-16 and 2016-17. With the addition of two Bachelor of Business Administration degrees launching in fall 2017, we expect this course's enrollment to increase even more.

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, our students could be saving over \$26,000 per year, by replacing the current text, at \$85 per unit, with open educational resources that will be freely available to all students. Without doubt, this affects our students' foundational learning, tenacity, and ability to thrive in this class.

Finally, this Affordable Learning Georgia 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 computer applications 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 educators. Their plan is noteworthy and laudable. Please allow them to continue their essential work through the approval of the grant.

Sincerely,

Renva Watterson, Ed.D.

highlands.edu

Affirmative Action / Equal Employment and Educational Opportunity Institution

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FLOYD CAMPUS
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MARIETTA SITE
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PAULDING SITE
678-946-1100

GEORGIA HIGHLANDS COLLEGE



9/26/2017

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Mr. David Bridges' proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Nine for implementation beginning Summer Semester 2017; running through Spring Semester 2018.

Mr. Bridges is proposing to replace the standard textbook in his BUSA 2205 (Fundamentals of Computer Applications) course with an OER text as well as a Microsoft Excel Certification content. This will result in a savings for students of nearly \$220 per student per course. We currently offer 5 sections of BUSA 2205 per semester, so this project has the potential to benefit 150 students per semester and approximately 350 students per academic year (including summer). I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting the high-quality OER text, a significant barrier to student performance and completion will be removed.

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

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
3175 Cedartown Highway
Rome GA, 30161
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Affirmative Action / Equal Employment and Educational Opportunity Institution

Affordable Learning Georgia Textbook Transformation Grants

Round Ten

For Implementations beginning Spring Semester 2018

Running Through Fall Semester 2018

Proposal Form and Narrative

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

Submitter Name	David Bridges
Submitter Title	Part Time Business Faculty Member
Submitter Email	dbridges@highlands.edu

Submitter Phone Number	678-689-9542
Submitter Campus Role	Proposal Investigator
Applicant Name	Katie Bridges
Applicant Email	kbridges@highlands.edu
Applicant Phone Number	678-872-8083
Primary Appointment Title	Instructional Designer
Institution Name(s)	Georgia Highlands College
Team Members	<p><i>David Bridges</i>, Part Time Faculty, GHC, dbridges@highlands.edu</p> <p><i>Katie Bridges</i>, Instructional Designer, kbridges@highlands.edu</p>
Sponsor, Title, Department, Institution	Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College
Proposal Title	
Course Names, Course Numbers and Semesters Offered	<p>BUSA 2205: Fundamentals of Computer Applications</p> <p>A course designed to assure a basic level of computer applications literacy: to include spreadsheet, database, LAN, e-mail and Internet uses as well as word-processing skills.</p> <p>This course is offered every semester as a face-to-face, hybrid and fully online class.</p>

Final Semester of Instruction	Fall 2018				
Average Number of Students Per Course Section	26	Number of Course Sections Affected by Implementation in Academic Year	12	Total Number of Students Affected by Implementation in Academic Year	312
Average Number of Course Sections Per Semester	Fall 2017: 5 sections (128 total students, average 26 per section) Summer 2017: 1 section, 23 students Spring 2017: 6 sections (155 total students, average 26 per section)				
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> Specific Core Curriculum Courses				
Are you planning on using an OpenStax textbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
List the original course materials for students (including title, whether optional or required, & cost for each item)	MS Office Excel 2016: Complete (SIMNET SIMBK Access Code) Author: Nordell Access Code ISBN: 9781259895296 Only purchase option for the access code is new. \$ 85.75				
Requested Amount of Funding	\$ 10,800				
Original Per Student Cost	\$ 85.75				

Post-Proposal Projected Per Student Cost	\$ 0
Projected Per Student Savings	\$ 85.75
Projected Total Annual Student Savings	\$ 26,754.00

NARRATIVE

1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take BUSA 2205 by adopting Open Educational Resource materials and switching from the current purchased textbook/software combination. By adopting Open Educational Resources (OER) materials, students will have immediate access to the textbook on the first day of class. We expect to see a decrease in the withdrawal rates of our students with the transformation to the OER. While it is important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”, it also bears mentioning that there has been no other proposal accepted for “Fundamentals of Computer Applications”. We hope to contribute to the growing body of resources for this course.

As the price of textbooks and software increase, the options for our students to attain this package, SimNET, for a reasonable amount of time decreases. Renting, sharing, borrowing, or checking out textbooks from libraries, is not an option for this course. The current format for the course is that approximately 40% of the work done in the course is through SimNET. The largest service areas for GHC include Bartow, Cobb, and Floyd County. The median incomes for these areas are \$22,595, \$33,778, and \$21,218, respectively. In Floyd County, 19.6% of families live below the poverty line. Oftentimes, this means that our students are faced with the decision to either purchase books for school or the pay the bills that sustain their households. Adopting an OER, helps create access to better futures and an exit from poverty for our students. Because of this transformation, the estimated collective savings for students in these 5-6 sections is \$26,754.00 each academic year.

Adopting OER materials increases preparedness of adjunct instructors. Oftentimes, instructors have to be hired with very late in the summer and they are not given adequate time to acclimate to both the LMS and SimNET. This lack of access and training can negatively affect student success. The creation of master course in the LMS ensures that instructors will have all of the resources necessary to teach and support student success.

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

1.2 STATEMENT OF TRANSFORMATION

Fundamentals of Computer Applications (BUSA 2205) connects the Microsoft Excel application and how it applies to information competency, emerging technology and technology purchasing for personal and commercial use. This course is part of the pathway for the Associates of Science and Bachelors of Business degrees. In March 2016, Georgia Highlands College announced the addition of the Bachelors of Business Administration. This program includes concentrations in healthcare management and logistics and supply chain management. The enrollment for BUSA 2205 for the 2016-2017 academic year increased by 15% from the 2015-2016 academic year. Since Fall 2017 was the first semester of the BBA program, it can only be expected that the demand for the course will continue to increase.

In this class, students complete a majority of their assignments in SimNET. SimNET is an interactive textbook that allows students to read the content of the lesson, see an example, try an example and then complete an assignment. The drawback is that if the student does not follow the steps exactly the way SimNET did them in the example, and then the answer is graded as incorrect. SimNET also has some compatibility issues with Mac hardware and operating systems. As with all MS Office applications, there is more than one way to complete most tasks. SimNET is very strong in instructing students how to complete the task but it is weak in the problem solving and critical thinking elements that will benefit the student when they are applying their knowledge in the real world.

The plan is to use David Bourgeios' book *Information Systems for Business and Beyond*. This text is a free eBook from Saylor.org and the same text that is used by the eCore class Electronic Technology in the Educational Environment. This content will fulfill three of the seven Student Learning Outcomes in the class. In addition to the Bourgeios' book, the transformation will integrate the Microsoft Office Excel Certification content to connect the book and MS Excel. Bringing the two elements together allows for better retention and aligns with the TILT framework.

In alignment with the TILT framework, this transformation will allow for the creation of module assignments and content quizzes that reinforce the course Student Learning Outcomes. Students will learn at the beginning of the course that all assignments are designed with the goal of mastering course content. The mastery of the content ensures students can carry out these processes in a business setting.

1.3 TRANSFORMATION ACTION PLAN

The transformation action plan will be accomplished in three phases before the course is delivered in Spring 2018, pre-planning, planning and course redesign

Pre-Planning

In the pre-planning phase, the Subject Matter Expert (SME) will research and evaluate multiple options for no cost textbook options. In addition, the SME will look to the MS Office training site to gather information from the Excel Expert Certification to provide this as an option for students who wish to pursue this certification. Whichever textbook option is chosen it will be crucial that the transformation addresses frequent concerns from faculty. Those concerns include:

- Consistent grading mechanism
- Building problems “from scratch” is frustrating
- Closing the loop, ensuring students understand their mistakes and what is required to fix them

An element of the pre-planning phase will include research the best methods for assessing students on computer applications.

Planning

In the planning phase, the SME will work with the instructional designer to develop the master course ensuring it meets all quality and accessibility criteria. Activities, assessments, content, videos and other supplementary materials will be collected and created in the LMS. This phase of the project will be completed before the spring semester starts on January 8, 2018.

Course Redesign

A variety of proven fundamental methodologies tied to teaching and learning will be employed in the course. First will be the metacognitive process outlined by Dr. Sandra McGuire in *Teaching Students How to Learn*. Although these methodologies are predominately used in developmental or academic success course, they should prove to be useful for this content and application course format. Second will be the implementation of the TILT method. TILT stands for Transparency in Learning and Teaching. The focus of this method created by Mary-Ann Winkelmes is to promote student success through teaching with a transparent framework. In addition to TILT, Universal Design for Learning principles will be integrated in the redesign ensuring the course is fully accessible to all students and learning styles. Lastly, the redesign will look to Benedict Carry's *How We Learn* to enhance the pedagogical elements of the course since it will be taught in three different modalities.

In addition to the creation of the master course, a LibGuide will be created to allow the redesign of the course and all of the resources compiled to be shared out in accordance with Creative Commons licensing.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Assessment of this course is going to take place on a multitude of levels. The assessment measures will be both qualitative and quantitative. At the beginning of the semester, a technology survey will be required to gauge the skill level of the students enrolled in the course. "Studies have concluded that how students experience their campus environment impacts both learning and developmental outcome" (MSU Office of Inclusion and Intercultural Initiatives, 2017). Since this course has a prominent technology component, it is essential to understand the students' technology background.

Additional qualitative measures will be carried out via survey that occurs two times during the semester, at the midpoint and the end of the semester. The survey will use a satisfaction scale levels will be Satisfied (5), Somewhat Satisfied (4), Neutral (3), Somewhat Dissatisfied (2), and Dissatisfied (1).

The course will be evaluated quantitatively by comparing DWF rates of the OER course to courses not using the OER. There may be a need to use data from previous semesters for this measurement. The other way that the course will be evaluated quantitatively is comparing overall course grade, percentage of content visited by the student and the pass rates associated with the Student Learning Outcomes for the course. In order to obtain this data the OER content will be aligned with the Student Learning Outcomes (SLO), course objectives and assignments in the course. Each SLO and course objectives will be considered "passed" when students achieve a grade of 70 or greater on the assignments in the course. Using the Competency Tool in the Learning Management will allow for continuous calculation. The desired outcome is that the difference between the students' final grades and pass rate of the SLOs will be no more than a 10% difference.

Lastly, the course will include a pre-test and posttest assessing the understanding of how the technology skills included in the course support the Student Learning Outcomes and course objectives.

1.5 TIMELINE

Time	Milestone
October 2017	Assess OER Options
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May-July 2018	Based off of data collection make modifications to course prior to Fall 2018
August 2018	Delivery of course, modality TBD
November 2018	Data collection from students regarding experience and effectiveness of assessment tools
December 2018	Submit final report

1.6 BUDGET

David Bridges, M.S. Human Resources Instructor of Record/SME/Principle Investigator	\$5,000.00
Katie Bridges, M.Ed. Instructional Designer	\$5,000.00
<u>Travel to Kick-off Meeting</u>	<u>\$ 800.00</u>
Total	\$10,800.00

1.7 SUSTAINABILITY PLAN

Once the redesign of the course is complete, a master course with activities, assessments, supplementary materials for the text and grading rubrics will be made available to any GHC faculty member, full or part time, that wishes to use this platform for the course. As technology changes it will also allow for ease of updating the material since a new edition of a textbook will not be necessary. Having a foundational course for the AS and BBA program available for students with a no cost textbook has the potential of increasing enrollment in the course. The master course will be available to faculty at other USG institutions via Brightspace platform and a LibGuide. The course materials will be maintained by Dave Bridges, instructor, and Katie Bridges, instructional designer.

1.8 REFERENCES & ATTACHMENTS

- Carey, B. (2015). *How we learn: The surprising truth about when, where and why it happens*. Random House.
- McGuire, S. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Stylus.
- MSU Office of Inclusion and Intercultural Initiatives. (2017). Purpose of climate survey. Retrieved September 17, 2017, from Michigan State University College of Music website: <http://music.msu.edu/diversity/purpose-of-climate-surveys>
- Population estimates. (2016). Retrieved September 17, 2017, from <http://www.census.gov/quickfacts/table/PST045215/00>
- University of Nevada, Las Vegas (UNLV). (2017). Transparency in learning and teaching in higher education. Retrieved September 17, 2017, from UNLV Office of Executive Vice President and Provost website: <https://www.unlv.edu/provost/teachingandlearning>