

Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 335

Application ID: 001873

Submitter First Name: Sheryne

Submitter Last Name: Southard

Submitter Title: CSU Department of Interdisciplinary Studies
Open Access Grant

Submitter Email Address: SheryneSouthard@Clayton.edu

Submitter Phone Number: (678)466-4644

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Sheryne

Applicant Last Name: Southard

Co-Applicant Name(s): --

Applicant Email Address: SheryneSouthard@Clayton.edu

Applicant Phone Number: (678)466-4644

Primary Appointment Title: Professor of Legal Studies and Online
Program Coordinator

Institution Name(s): Clayton State University

Submission Date: Monday, October 2, 2017

Proposal Title: 335

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

**Are you using an OpenStax
textbook?:** No

**Final Semester of
Instruction:** Summer 2018

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

Sheryne Southard, Dept of Interdisciplinary Studies, SheryneSouthard@clayton.edu

Bryan LaBrecque, Dept of Interdisciplinary Studies, bryanlabrecque@clayton.edu

Christie Burton, Dept of Interdisciplinary Studies, christieburton@clayton.edu

Xueyu Cheng, Dept of Interdisciplinary Studies, xueyucheng@clayton.edu

Elnora Farmer, Department of Interdisciplinary Studies, elnorafarmer@clayton.edu

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

College of Arts and Sciences, Dean Nasser Momayezi, Clayton State University

Course Names, Course Numbers and Semesters Offered:

Tech 3101, Supervision in the Workforce, Offered Spring, Summer and Fall

Tech 3104, Ethics for Administrative and Technical Managers, Offered Spring, Summer and Fall

Tech 3111, Applied Economics, Offered Spring, Summer and Fall

Tech 4115, Global Technology, Offered Spring, Summer and Fall

List the original course materials for students (including title, whether optional or required, & cost for each item): Tech 3101 - Effective Supervision, Required Text, \$76.99 (new) and \$57.75 (used); Tech 3104 – Business Ethics: Decision Making, Required Text, \$167.99 (new) \$126.00 (Used); Tech 3111 – Survey of Economics, Required Text, \$242.99 (new) and \$183.25 (used); Survey of Economics Instant Access, Required Access, \$36.99 (new) and \$27.75 (used); Freakonomics with New Material, Required Text, \$16.99 (new) and \$7.75 (used); Tech 4115 - International Business, Required Text, \$264.52 (new) and \$198.50 (used)

Average Number of Students per Course Section: Tech 3101- 32,67; Tech 3104 – 28.8; Tech 3111 - 24; Tech 4115 - 33

Number of Course Sections Affected by Implementation in Academic Year: Tech 3101 - 6; Tech 3104 - 5; Tech 3111 - 4
Tech 4115 – 3

Average Number of Course Sections Per Semester:

Tech 3101: Spring – 2, Summer – 2, Fall - 2

Tech 3104: Spring – 2, Summer – 1, Fall - 2

Tech 3111: Spring – 2, Summer – 1, Fall - 1

Tech 4115: Spring - 1, Summer -1, Fall - 1

Total Number of Students Affected by Implementation in Academic Year: 534

Requested Amount of Funding: \$25,800

Original per Student Cost: Aggregate cost per student \$806.47 (new) and \$600.00 (used); Tech 3101 - \$76.99 (new) and \$57.75 (used); Tech 3104 - \$167.99 (new) and 126.00 (used); Tech 3111 – 296.97 (new) and \$218.75 (used); Tech 4115 – \$264.52 (new) and \$198.50 (used)

Post-Proposal Projected Student Cost: Tech 3101 - \$8.99; Tech 3104 - 0; Tech 3111 - 0; Tech 4115 – 0

Projected Per Student Savings: Aggregate savings per student: \$793.48 (new) to \$591.01 (used); Tech 3101 - \$68 (new) and \$48.76 (used); Tech 3104 - \$167.99 (new) and \$126.00 (used); Tech 3111 - \$296.97 (new) and \$217.75 (used); Tech 4115 – \$264.52 (new) and \$198.50

Projected Total Annual Student Savings: \$ 69,960.75 (used books) to \$93,900.21 (new books)

Project Goals:

Project Goals

The goal of this project is to improve the success of the students in the Department of Interdisciplinary Studies by 1) offering no-cost and low cost books, and 2) enhancing the learning materials and curriculum to meet their individual needs. Clayton State University (CSU) is a primary black institution, where 57% of the students are Pell Grant recipients. CSU serves as an access school to many first-generation college students. The Department of Interdisciplinary Studies houses the Bachelor of Applied Science degree (B.A.S.), which offers career advancement opportunities to people who have earned their Associate of Applied Science (A.A.S.), Associate of Applied Technology (A.A.T.), other career associate degrees, or 38 hours of technical coursework. Students who have earned career associate degrees at regionally accredited institutions can bridge smoothly into B.A.S. program with little or no loss of credit. All of the students in the program are nontraditional, adult students that typically work

part-time or full-time.

TECH 3101 (Supervision for the Workforce), TECH 3104 (Ethics for Administrative and Technical Managers), TECH 3111 (Applied Economics) and TECH 4115 (Global Technology) are courses in the B.A.S. program. This year 534 Clayton State University students enrolled in these classes. These students were B.A.S., Integrative Studies and Legal Studies majors. The aggregate book cost for these students ranged from \$69,960.75 (used books) to \$93,900.21 (new books).

The team's goal is to improve the success of the students as follows:

Adopt: Adopt OER materials to support the learning outcomes of TECH 3101, TECH 3104, TECH 3111, and TECH 4115. This first objective is designed to 1) reduce students' financial burden to purchase textbooks which can hinder or delay student's ability to enroll in the course; and 2) ensure that all students have the textbook on the first day of class to increase student success.

Create: Create audio-visual instructional content to align with the OER book. The resources will be learner-centered. This second objective is designed to improve student success by customizing the materials to support the unique needs of the nontraditional student, as indicated by the body of research on the pedagogy of adult learners. It is also designed to provide stimulating learning materials that encourage students to be active and engaged learners and improve student performance.

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies and assisting other faculty with the adoption and creation of no-cost or low-cost textbooks for other upper-division courses. This fourth objective is designed to expand the cost savings to even more students. The project lead has completed an ALG transformation grant, mentored a history professor in securing an ALG and now seeks to disseminate this knowledge throughout the entire department and the University.

Statement of Transformation:

DESCRIPTION OF TRANSFORMATION

PROBLEM:

Textbook Cost:

This year 534 B.A.S. students paid an aggregate cost of between \$69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. The used versions of two books in the program are near or in excess of \$200 and the used version of another book exceeds \$100. Below is summary of the cost and the student enrollment.

| Course ID | New | Used | Students |
|-----------|----------|----------|----------|
| TECH 3101 | \$76.99 | \$57.75 | 195 |
| TECH 3104 | \$167.99 | \$126.00 | 144 |
| TECH 3111 | \$296.97 | \$217.75 | 96 |
| TECH 4115 | \$264.52 | \$198.50 | 99 |
| Total | | | 534 |

A large percentage of the CSU population is low-income students with financial limitations. Students are often unable to purchase textbooks in a timely fashion or not able to purchase them at all due to the high costs, lack of funding, and or delays/issues with financial aid. Other students are unable to complete the initial assignments as they have not yet purchased the book. Some even forgo purchasing the textbook, due to the cost, which can prevent them from successfully completing a course and increase their time to degree completion. “[Sixty-five percent] of students said that they had decided against buying a textbook because it was too expensive. The survey also found that 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade in a course.” (Senack, 2014).

The project lead, Sheryne Southard, transformed one class in the Department in round six of the ALG grant process. The following unsolicited emails were received from students after they were notified that a free open access book would be used for the class. These three excerpts from emails are representative of the sentiment of the students in the class.

“I really appreciate that you have done this. The cost of books are out of control. I have two other classes where my books cost \$200 each. I wish all other professors would do this as well. Thank you and I look forward to taking this class.”

“This is great news! Thank you!”

“Thank You, I really appreciate that.”

Unique Needs of Nontraditional Learners:

CSU campus is a predominantly black institution, comprised of 2,997 (45.2%) non-traditional students (age 25 and up). The average age of the CSU student is 27. Non-traditional students are frequently under-served by direct instruction due to financial, family, career or learning style preferences (Keengwe and Agamba, 2015). Non-traditional learners are often low-income and/or first-generations students whose life circumstances prohibited them from attending college immediately after high school graduation. As adult learners, they must balance family, child-care, personal expenses, and work obligations with their educational costs and obligations.

The nontraditional students have unique learning characteristics. Adult learners are more autonomous, independent, self-directed and self-reliant (Cercone, 2008). In comparison to the

traditional college student, the adult learner is more actively involved in their own learning. (Knowles, 1975). The traditional higher education learning environment is in many ways, suited to toward meeting the needs of the traditional college-age student.

TRANSFORMATION SOLUTION:

Adopt: Adopt OER resources to support the learning outcomes of Tech 3101, Tech 3104, Tech 3111, and Tech 4115. The final product will be a comprehensive and appropriate extremely no cost or low-cost textbook for students. The instructors will also ascertain whether any errors (if any) or gaps are present in the materials and create supplementary learning materials as needed.

Create: Create audio-visual instructional materials that are aligned with the book and that are learner-centered in two ways. First, the instructional materials will be segmented by topic or sub-topic in mini-lectures that do not exceed 6 minutes. Segmentation is a “design principle in which the learning materials are divided into short units and distributed over [a] series of instructional events, such as topics or lessons referred to as segments” (Clark, Nguyen, & Sweller, 2006). Within the context of multi-media, it involves segmenting chunks of “dynamic visualizations that have an identifiable start and end point and which are distinguished by inserting pauses between different segments” (Ibrahim, 2012). The research indicates that student engagement in the online learning environment was greater with shorter videos, 6 minutes or less, and it was maximized with videos of less than 3 minutes (Guo, Kim, & Rubin, 2014). After 6 minutes, student engagement declines significantly. This research was gathered in the largest study of its kind, which analyzed data from 6.9 million video sessions and measured student engagement. Second, utilize multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) to provide the student with an engaging learning experience.

The project lead incorporated this design principle in the previously mentioned transformed course in round six of the ALG grant process. These excerpts from feedback about the segmented multi-media content are representative of the positive sentiments of the students about the transformation.

“Integrative approach in presenting the course materials. This layered approach combined great short power point lectures. I wish all online courses were presented in the style and manner ... I would be eager to sign up for any required course taught by her ... outstanding!”

“The modules you created are amazing, with the videos and the separation of each subject matter allows me to process the information more efficiently.”

“I enjoy your videos in the modules, they are not long and boring rather straightforward and to the point.”

“adapts to all learning styles, power point, short clips, scripts, live footage, ... I found it to be very helpful when understanding the material”

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies by assisting other faculty in the adoption and creation of Low-Cost-to-Students textbooks for other upper-division online courses. Currently, one other popular B.A.S. course textbook (Tech 3115 - Legal Issues for Managers) has been converted to a No-Cost-to-Students textbook. If the current grant application is awarded, the B.A.S. students will have five upper-division courses in the program that utilize OER materials, which represents 38% of the upper division course in the program. The goal is to continue with the momentum of adopting more OER materials so that the courses with the highest enrollment and/or most expensive materials in the program are converted.

IMPACT OF THIS TRANSFORMATION ON STAKEHOLDERS AND COURSE SUCCESS:

Financial Support: The adoption of the OER no or low cost textbooks will reduce student financial barriers to taking Tech 3101, Tech 3104, Tech 3111, and Tech 4115. A large proportion of the CSU students come from low income households and are Pell Grant recipients (57%). CSU serves as an access school to many first-generation college students.

The sum total of these four textbooks ranges from \$600.00 (used) to \$806.47 (new). The new cost of the textbooks for these four classes will be \$8.99. This will result in an annual student savings of between \$ 69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. This amount is significant to this program, where the students are non-traditional working adults with housing, living, childcare and many other expenses.

Full-time undergraduate students at four-year public universities spend on average \$1,200 each year on books and course materials ("Quick Guide," n.d.). The Bureau of Labor Statistics estimated that these costs increased 812% between 1978 and 2013 (Perry, 2012). The consequential decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students' ability to complete their degree and have the potential to increase the students' likelihood of graduation. This can improve the University's retention, progression, and graduation rates.

Some students do not have the financial resources to purchase the textbook before the first day of class. Hence these students are at risk for falling behind and withdrawing or failing. The reduced cost textbook will ensure that all students have access to the textbook on the first day of the class and are prepared to succeed in the class.

Student Success: We predict that student learning outcomes will be improved in two ways. First, all students will have equal access to the high quality textbook materials on the first day of class and no longer delay or forego purchasing the textbook to the detriment of their learning. This is particularly beneficial for students taking courses in a compressed timeframe. Since the Department offers both Tech 3101 and 3104 in half session formats to help students accelerate matriculation, delaying book purchases in these courses is cumulatively detrimental. When students have their books on the first day, they will be able to complete the

first modules, quizzes and assignments.

Second, the audio-visual instructional materials that are created to align with the book will support student success. As the research indicates, the segmentation of the instructional content in lectures that do not exceed 6 minutes will improve student engagement and retention. Also the utilization of multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) will provide the students with an engaging learning experience. Both of these strategies are designed to improve student engagement, performance and success.

Short-term vs. Long-term Impact: In the short term, the 534 students that enroll in Tech 3101, Tech 3104, Tech 3111 and Tech 4115 are the primary stakeholders. These are required courses for the 309 B.A.S. program majors and multiple sections are offered each semester. These classes are also popular upper division electives for the 187 Integrative Studies majors and the 112 Legal Studies majors. So the potential reach of the impact is an additional 299 students at CSU.

In the long term, all students in the Integrative Studies, Bachelors of Applied Science, Liberal Studies, and Online Liberal Studies will benefit from the adoption of the four additional low-cost or no-cost textbook options in the Department. The goal is to continue to expand the use of OER resources throughout the department to create a culture of learner-centered education.

IMPACT ON THE COURSE, PROGRAM, DEPARTMENT, INSTITUTIONS, ACCESS INSTITUTION, AND/OR MULTIPLE COURSES:

Faculty: Faculty members within the department and college of arts and sciences will also be impacted. The grant recipients will diffuse the knowledge and experience that they gain through the transformation project to fellow faculty members. As previously indicated, over 45% of the CSU student body are nontraditional students and the percentage in the department of interdisciplinary studies is even greater. The grant will allow the recipients to adopt OER resources, customize learning materials to improve the learning outcomes of the nontraditional students and assess the results. The recipients will then conduct workshops at the department-level, and the university-level and present at a state or national academic conferences to disseminate this knowledge to faculty that teach this same demographic.

Department and College: The decrease in the cost of learning materials will reduce financial impediments to students' ability to complete their degree. This has the potential to increase student graduation rates and decrease time to graduate. Research has shown that providing free instructional materials can improve student performance and retention rates (Hilton and Laman, 2012). Also, the goal is to increase the number of classes in the department that adopt OER learning materials. The option of a low-cost or no-cost textbook and a free interactive workbook is an attractive feature that the department will market to increase enrollment, which benefits the department and the college.

University: This grant application is in alignment with the first strategic priority of the Clayton State University strategic plan through 2022: “increase enrollment, retention, and graduation rates”. One of the strategies outlined in the plan is to accomplish this is increase receipt of external grants and “develop recognition and support systems to reward faculty and staff for innovations in teaching, research and service that support the institution’s strategic priorities.”

Transformation Action Plan:

The proposed transformation will take place in the stages outlined below:

Identify, Review & Adopt

The faculty have reviewed and selected OER resources:

For Tech 3101, Christie Burton selected Managing People located at <http://bookboon.com/en/managing-people-ebook>. For Tech 3104, Elnora Farmer selected Business Ethics:Decision Making For Personal Integrity located at <http://cnx.org/contents/3d8499e9-08c0-47dd-9482-7e8131ce99bc@11.15>. For Tech 3111, Xueyu Cheng selected Principles of Economics located at <https://openstax.org/details/books/principles-economics>. For Tech 4115, Bryan LaBrecque selected International Business located at <https://www.saylor.org/site/textbooks/International%20Business.pdf>.

Next, utilizing the criteria developed by Affordable Learning Georgia (clarity, comprehensibility, readability, content and technical accuracy, adaptability, appropriateness, and accessibility), each faculty member will evaluate the strength and weaknesses and ascertain that the resources are aligned with all course learning objectives. Then they will identify whether any gaps are present or whether any areas require updates and supplements and ensure that all materials comply with the System’s copyright policy.

Create

- Sheryne Southard will work with each faculty member to create segmented multi-media content to align with their respective OER selections. Examples of materials that may be developed include, but are not limited to light board lectures, narrated PowerPoint lectures, and video lectures. Sheryne Southard has extensive experience in this area and she has received seven national and state awards for her work in the creation of multi-media instructional content across disciplines.
- Christie Burton, Elnora D. Farmer, Xueyu Cheng, and Bryan LaBrecque will create, collect, produce, and organize supplementary learning materials for the textbook. They will also write multiple-choice unit exams, to be used in assessing students’ learning of the course major units. They will also incorporate the text into their learning management system (Brightspace) with emphasis on learning analysis, learning objective and analysis of instructional content,

alignment of instructional, overall assessment of the initiative. The course and syllabus and online platform will be redesigned to suit the transformation. The course learning objectives, as described in the syllabi, will remain the same policy.

Assess

Sheryne Southard will gather baseline qualitative and quantitative data for assessing the project's transformative impact. After the courses are launched, the team will conduct student surveys to evaluate the quantitative and qualitative impact. Constructive feedback will be reviewed and the team will discuss any revisions that are necessary to improve the outcomes. The final report will then be published.

Diffuse

After the team has assessed the project results, they will report the outcomes to the Department in an effort to expand the use of OER student resources. An article about the project will be published in the Department newsletter. The Department Head will disseminate this information at the monthly department heads meeting to encourage larger participation in an effort to remove obstacles to graduation throughout the entire University.

Roles:

Southard, J.D. is responsible for 1) assisting each faculty member with the development and selection of instructional resources and materials; 2) creating the materials to encourage student participate in the data collection process; 3) overseeing the qualitative and quantitative data collection process for Tech 3101, Tech 3104, Tech 3111 and Tech 4115; and 4) completing the semester and final reports. Southard is a Professor of Legal Studies and Coordinator of Online Programs in the Department of Interdisciplinary. She has been recognized significantly for her contributions in the area of distance education. In 2017, she was awarded third place in the National Softchalk Lesson Competition. In 2017, 2015 2014, she received honorable mention awards the same competition. In 2015, she received the Georgia Board of Regents' Excellence in Online Learning Award. In 2010, she received the Georgia Board of Regents' Scholarship of Teaching and Learning Award. In 2009, she won the grand prize for the AAfPE Pearson-Prentice Hall Online Teaching Competition. She has researched and published extensively in the areas of asynchronous distance education pedagogy, quality assurance standards, faculty training and best practices.

Christie Burton, EdD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3101. She is a Zell Miller Governor's Teaching Fellow, a Partnering Academics and Community Engagement (PACE) and Problem-Based Learning (PBL) certified instructor at CSU and serves on the board of the International Society for Exploring Teaching and Learning (ISETL). She has been teaching management courses for over twelve years and produced many works in the area of Scholarship of Teaching and Learning (SoTL).

Elnora D. Farmer is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3104. She started her career in the areas of finance and accounting working as a financial analyst intern at NCR Corporation and as an officer and associate portfolio manager at Bank One, NA, now J.P. Morgan Chase. During her tenure in banking, she had the opportunity to work under both the retail and commercial areas of the institution. She is a Lecturer in the BAS program. She has served as an Editorial Board Member for Scientific and Academic Publishing, and is a reviewer and contributor for several publishers including Pearson. Her research interests include financial literacy and entrepreneurship, labor economics, financial institutions and online and distance learning pedagogy.

Xueyu Cheng, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3111. She is an assistant professor of economics for the BAS program. Before joining Clayton State University, she was an assistant professor of Economics at Alabama State University. She received her Ph.D. in Economics from the Ohio State University. Her research focuses on the gender and racial issues in educational attainment and labor market outcomes. She also specializes in statistical modeling and conducts empirical research on economic and social issues such as bottle bills, demand for electricity, unemployment in the Black Belt region, and corruption. Her research has been published in journals including *International Journal of Happiness and Development*, *The Journal of Developing Areas*, *Journal of Economics and Economic Education Research*, *IFRSA Business Review*, *ASBBS E-Journal*, *Review of Business Research*, *International Journal of Reliability and Safety*, *The International Journal of Advanced Manufacturing Technology*, and *Journal of Materials Processing Technology*. Dr. Cheng has taught courses in Economics, Statistics, Business Mathematics, Accounting, Finance, Business Ethics and Operations Management.

Bryan LaBrecque, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 4115. He has been a full-time faculty member at Clayton State University since 2008. He is currently the Director of the CSU Fayette Instructional Site as well as the coordinator of the Bachelor of Applied Sciences (BAS) degree program. In conjunction with those duties, he teaches numerous TECH courses - including a suite of Aviation Administration courses - as well as courses in both Business and Political Science. Along with his duties as a full-time assistant professor, Bryan also directs the operations at Atlanta Regional Airport at Falcon Field, in Peachtree City, GA. A mechanical engineering graduate of Georgia Tech, he has spent the majority of his professional career in the field of aviation. Starting as a flight sciences engineer for Lockheed's famous 'Skunk Works", he moved to Delta Air Lines and spent 27 years in various positions including power plant maintenance, aircraft performance engineering, fleet planning, marketing, and strategic planning (M & A). Following Delta's acquisition of Atlantic Southeast Airlines (ASA), he moved over to assume the position of Chief Operating Officer where he directed operations of over 900 flights per day.

Quantitative & Qualitative Measures: Qualitative Measures The effectiveness of the transformed low-cost materials will be examined with qualitative and quantitative measures. To encourage full participation, the project lead will develop a video explaining the importance of the survey and soliciting their full and complete participation and feedback. Students in the Fall 2017 and Spring 2018 sections will complete a survey at end of the semester that contains open-ended questions designed to solicit feedback about the current course materials (usefulness and access) and student satisfaction. Students in the Summer 2018 sections will complete the same survey at the end of the semester assessing the transformed open-access course materials. Narrative and critical feedback received from the students in the Fall 2017 and Spring 2018, will be compared against the feedback from the Summer 2018. The anonymous survey tool in D2L will be used. Quantitative Measures Students in the Fall 2017 and Spring 2018 sections will complete a survey that contains questions asking them to rate (using a Likert scale) the current course materials in the areas of accessibility, comprehensiveness, effectiveness, cost, and cohesion. Students in these section sections will complete the same survey assessing the transformed open-access course materials. Scores for the survey of the current and transformed course materials will be compared. The anonymous survey tool in D2L will be used. Since the instructors have observed a decline in student performance during the first few weeks of school because of students' untimely purchase of the book, the grades for the first two assessments of the Fall 2017 and Spring 2018 sections will be compared with the first two assessments of the Summer 2018 sections. The statistics feature of D2L will be used. Course grade distributions and Drop/Fail/Withdraw (DFW) rates under the original and transformed formats will also be compared from the period before and after the adoption of the OER books.

Timeline:

November 6, 2017: Attend the kick-off meeting at Middle Georgia State College. Knowledge obtained from kick-off meeting

November 2017: Identify, review, assess and select a primary text. Gather baseline qualitative and quantitative data from the Fall 2017 section for assessing the project's transformative impact.

January - May, 2018: Create audio-visual content to align with the OER selection. Create, collect, and organize supplementary learning materials for the textbook. Develop master syllabi and master D2L courses. Gather baseline qualitative and quantitative data from the Spring 2018 section for assessing the project's transformative impact. Complete semester end report.

June - July, 2018: Full adoption of new course materials. Survey students for quantitative and qualitative measures of impact and publish the final report.

August 2018: Results will be shared with the Department and College to encourage larger participation. An article about the project will also be published in the Department newsletter.

Budget:

The budget for this proposal is \$25,800, as enumerated below:

Sheryne Southard overload: \$5,000

Christie Burton overload: \$5,000

Xueyu Cheng overload: \$5,000

Elnora D. Farmer overload: \$5,000

Bryan LaBrecque overload: \$5,000

Travel to kick-off meeting: \$ 800

Total: \$25,800

We are requesting \$5000 for each team member. This amount will be divided between two semesters for the overload at \$2,500 each semester. We also request \$800 for registration and travel expenses for two of the team members to attend the kick-off meeting. This amount would be split evenly with \$400 for each professor to cover travel to the kick off meeting. Any remainder will be used for fees for copying and/or copyright and to offset.

Sustainability Plan:

The adoption of the open-source text will begin in Summer 2018. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook will be digital, changes can be immediately implemented. Annually, the textbook will be reviewed in accordance with the instructional matrix. Also, as an interactive resource, links and embedded resources will be checked annually. Lastly, every three years the book will be reviewed for content changes, additions, or deletions. The intention is to continuously monitor, assess and improve the materials to maximize their pedagogical benefit to the students.



September 20, 2017

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

Dear Committee Members,

As the Dean of the Colleges of Arts and Sciences, I enthusiastically support the application for the Affordable Learning Georgia low-cost-to-students textbook transformation large scale department grant submitted by Sheryne Southard as lead for her team of faculty members in the Department of Interdisciplinary Studies. The remaining faculty members on the team are Drs. Christie Burton, Xyeyu Cheng, Elnora Farmer, and Bryan LaBrecque. This grant proposal is designed to replace the existing course textbook with a low-cost book and supplemental materials. The significant reduction in the textbook costs will benefit a large number of students. The annual cost savings to students is between \$ 69,960.75 (used books) and \$93,900.21. A large proportion of our students come from low income households and are Pell Grant recipients. The consequent decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students' ability to complete their degree and it has the potential to increase the students' likelihood of graduation. This will enhance the Colleges' retention, progression, and graduation of successful students.

This proposal is being submitted for TECH 3101 (Supervision for the Workforce), TECH 3104 (Ethics for Administrative and Technical Managers), TECH 3111 (Applied Ethics) and TECH 4115 (Global Technology). The aggregate student enrollment in these classes this year was 524 students. These are required courses for the 309 the Bachelor of Applied Science degree. They are also popular upper division electives for the 187 Integrative Studies majors and the 112 Legal Studies majors. The courses are offered every semester, enrollment is strong, and it is expected to continue. We believe the project is highly sustainable. The enrollment supports the grant project and the faculty have developed a plan to review and update the resources that will ensure the resources remain current.

The team of faculty members working on this project are both capable and motivated to pursue the goals of Affordable Learning Georgia. These faculty members are extremely dedicated to serving the students in the Department of Interdisciplinary Studies. They have a strong and consistent record of scholarly achievements, service to the University, and teaching performance and accomplishments.

I sincerely hope that the University is awarded this very important grant to help us execute on our long-term commitment to a successful transformation to free and online texts. Thank you for your consideration of this proposal.

Sincerely,

Nasser Momayezi
Dean, College of Arts and Sciences

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NARRATIVE

1.1 PROJECT GOALS

The goal of this project is to improve the success of the students in the Department of Interdisciplinary Studies by 1) offering no-cost and low cost books, and 2) enhancing the learning materials and curriculum to meet their individual needs. Clayton State University (CSU) is a primary black institution, where 57% of the students are Pell Grant recipients. CSU serves as an access school to many first-generation college students. The Department of Interdisciplinary Studies houses the Bachelor of Applied Science degree (B.A.S.), which offers career advancement opportunities to people who have earned their Associate of Applied Science (A.A.S.), Associate of Applied Technology (A.A.T.), other career associate degrees, or 38 hours of technical coursework. Students who have earned career associate degrees at regionally accredited institutions can bridge smoothly into B.A.S. program with little or no loss of credit. All of the students in the program are nontraditional, adult students that typically work part-time or full-time.

TECH 3101 (Supervision for the Workforce), TECH 3104 (Ethics for Administrative and Technical Managers), TECH 3111 (Applied Economics) and TECH 4115 (Global Technology) are courses in the B.A.S. program. This year 534 Clayton State University students enrolled in these classes. These students were B.A.S., Integrative Studies and Legal Studies majors. The aggregate book cost for these students ranged from \$69,960.75 (used books) to \$93,900.21 (new books).

The team's goal is to improve the success of the students as follows:

Adopt: Adopt OER materials to support the learning outcomes of TECH 3101, TECH 3104, TECH 3111, and TECH 4115. This first objective is designed to 1) reduce students' financial burden to purchase textbooks which can hinder or delay student's ability to enroll in the course; and 2) ensure that all students have the textbook on the first day of class to increase student success.

Create: Create audio-visual instructional content to align with the OER book. The resources will be learner-centered. This second objective is designed to improve student success by customizing the materials to support the unique needs of the nontraditional student, as indicated by the body of research on the pedagogy of adult learners. It is also designed to provide stimulating learning materials that encourage students to be active and engaged learners and improve student performance.

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies and assisting other faculty with the adoption and creation of no-cost or low-cost textbooks

for other upper-division courses. This fourth objective is designed to expand the cost savings to even more students. The project lead has completed an ALG transformation grant, mentored a history professor in securing an ALG and now seeks to disseminate this knowledge throughout the entire department and the University.

1.2 STATEMENT OF TRANSFORMATION

DESCRIPTION OF TRANSFORMATION

PROBLEM:

Textbook Cost:

This year 534 B.A.S. students paid an aggregate cost of between \$69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. The used versions of two books in the program are near or in excess of \$200 and the used version of another book exceeds \$100. Below is summary of the cost and the student enrollment.

| Course ID | New | Used | Students |
|-----------|----------|----------|----------|
| TECH 3101 | \$76.99 | \$57.75 | 195 |
| TECH 3104 | \$167.99 | \$126.00 | 144 |
| TECH 3111 | \$296.97 | \$217.75 | 96 |
| TECH 4115 | \$264.52 | \$198.50 | 99 |
| Total | | | 534 |

A large percentage of the CSU population is low-income students with financial limitations. Students are often unable to purchase textbooks in a timely fashion or not able to purchase them at all due to the high costs, lack of funding, and or delays/issues with financial aid. Other students are unable to complete the initial assignments as they have not yet purchased the book. Some even forgo purchasing the textbook, due to the cost, which can prevent them from successfully completing a course and increase their time to degree completion. “[Sixty-five percent] of students said that they had decided against buying a textbook because it was too expensive. The survey also found that 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade in a course.” (Senack, 2014).

The project lead, Sheryne Southard, transformed one class in the Department in round six of the ALG grant process. The following unsolicited emails were received from students after they were notified that a free open access book would be used for the class. These three excerpts from emails are representative of the sentiment of the students in the class.

“I really appreciate that you have done this. The cost of books are out of control. I have two other classes where my books cost \$200 each. I wish all other professors would do this as well. Thank you and I look forward to taking this class.”

“This is great news! Thank you!”

“Thank You, I really appreciate that.”

Unique Needs of Nontraditional Learners:

The CSU campus is a predominantly black institution, comprised of 2,997 (45.2%) non-traditional students (age 25 and up). The average age of the CSU student is 27. Non-traditional students are frequently under-served by direct instruction due to financial, family, career or learning style preferences (Keengwe and Agamba, 2015). Non-traditional learners are often low-income and/or first-generations students whose life circumstances prohibited them from attending college immediately after high school graduation. As adult learners, they must balance family, child-care, personal expenses, and work obligations with their educational costs and obligations.

The nontraditional students have unique learning characteristics. Adult learners are more autonomous, independent, self-directed and self-reliant (Cercone, 2008). In comparison to the traditional college student, the adult learner is more actively involved in their own learning. (Knowles, 1975). The traditional higher education learning environment is in many ways, suited to toward meeting the needs of the traditional college-age student.

TRANSFORMATION SOLUTION:

Adopt: Adopt OER resources to support the learning outcomes of Tech 3101, Tech 3104, Tech 3111, and Tech 4115. The final product will be a comprehensive and appropriate extremely no cost or low-cost textbook for students. The instructors will also ascertain whether any errors (if any) or gaps are present in the materials and create supplementary learning materials as needed.

Create: Create audio-visual instructional materials that are aligned with the book and that are learner-centered in two ways. First, the instructional

materials will be segmented by topic or sub-topic in mini-lectures that do not exceed 6 minutes. Segmentation is a “design principle in which the learning materials are divided into short units and distributed over [a] series of instructional events, such as topics or lessons referred to as segments” (Clark, Nguyen, & Sweller, 2006). Within the context of multi-media, it involves segmenting chunks of “dynamic visualizations that have an identifiable start and end point and which are distinguished by inserting pauses between different segments” (Ibrahim, 2012). The research indicates that student engagement in the online learning environment was greater with shorter videos, 6 minutes or less, and it was maximized with videos of less than 3 minutes (Guo, Kim, & Rubin, 2014). After 6 minutes, student engagement declines significantly. This research was gathered in the largest study of its kind, which analyzed data from 6.9 million video sessions and measured student engagement. Second, utilize multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) to provide the student with an engaging learning experience.

The project lead incorporated this design principle in the previously mentioned transformed course in round six of the ALG grant process. These excerpts from feedback about the segmented multi-media content are representative of the positive sentiments of the students about the transformation.

”Integrative approach in presenting the course materials. This layered approach combined great short power point lectures. I wish all online courses were presented in the style and manner ... I would be eager to sign up for any required course taught by her ... outstanding!”

“The modules you created are amazing, with the videos and the separation of each subject matter allows me to process the information more efficiently.”

“I enjoy your videos in the modules, they are not long and boring rather straightforward and to the point.”

“adapts to all learning styles, power point, short clips, scripts, live footage, ... I found it to be very helpful when understanding the material”

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies by assisting other faculty in the adoption and creation of Low-Cost-to-Students textbooks for other upper-division online courses. Currently, one other popular B.A.S. course textbook (Tech 3115 - Legal Issues for Managers) has been converted to a No-Cost-to-Students textbook. If the current grant application is awarded, the B.A.S. students will have five upper-division

courses in the program that utilize OER materials, which represents 38% of the upper division course in the program. The goal is to continue with the momentum of adopting more OER materials so that the courses with the highest enrollment and/or most expensive materials in the program are converted.

IMPACT OF THIS TRANSFORMATION ON STAKEHOLDERS AND COURSE SUCCESS:

Financial Support: The adoption of the OER no or low cost textbooks will reduce student financial barriers to taking Tech 3101, Tech 3104, Tech 3111, and Tech 4115. A large proportion of the CSU students come from low income households and are Pell Grant recipients (57%). CSU serves as an access school to many first-generation college students.

The sum total of these four textbooks ranges from \$600.00 (used) to \$806.47 (new). The new cost of the textbooks for these four classes will be \$8.99. This will result in an annual student savings of between \$ 69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. This amount is significant to this program, where the students are non-traditional working adults with housing, living, childcare and many other expenses.

Full-time undergraduate students at four-year public universities spend on average \$1,200 each year on books and course materials (“Quick Guide,” n.d.). The Bureau of Labor Statistics estimated that these costs increased 812% between 1978 and 2013 (Perry, 2012). The consequential decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students’ ability to complete their degree and have the potential to increase the students’ likelihood of graduation. This can improve the University’s retention, progression, and graduation rates.

Some students do not have the financial resources to purchase the textbook before the first day of class. Hence these students are at risk for falling behind and withdrawing or failing. The reduced cost textbook will ensure that all students have access to the textbook on the first day of the class and are prepared to succeed in the class.

Student Success: We predict that student learning outcomes will be improved in two ways. First, all students will have equal access to the high quality textbook materials on the first day of class and no longer delay or forego purchasing the textbook to the detriment of their learning. This is particularly beneficial for students taking courses in a compressed timeframe. Since the Department offers both Tech 3101 and 3104 in half session formats to help students accelerate matriculation, delaying book purchases in these courses is cumulatively detrimental.

When students have their books on the first day, they will be able to complete the first modules, quizzes and assignments.

Second, the audio-visual instructional materials that are created to align with the book will support student success. As the research indicates, the segmentation of the instructional content in lectures that do not exceed 6 minutes will improve student engagement and retention. Also the utilization of multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) will provide the students with an engaging learning experience. Both of these strategies are designed to improve student engagement, performance and success.

Short-term vs. Long-term Impact: In the short term, the 534 students that enroll in Tech 3101, Tech 3104, Tech 3111 and Tech 4115 are the primary stakeholders. These are required courses for the 309 B.A.S. program majors and multiple sections are offered each semester. These classes are also popular upper division electives for the 187 Integrative Studies majors and the 112 Legal Studies majors. So the potential reach of the impact is an additional 299 students at CSU.

In the long term, all students in the Integrative Studies, Bachelors of Applied Science, Liberal Studies, and Online Liberal Studies will benefit from the adoption of the four additional low-cost or no-cost textbook options in the Department. The goal is to continue to expand the use of OER resources throughout the department to create a culture of learner-centered education.

IMPACT ON THE COURSE, PROGRAM, DEPARTMENT, INSTITUTIONS, ACCESS INSTITUTION, AND/OR MULTIPLE COURSES:

Faculty: Faculty members within the department and college of arts and sciences will also be impacted. The grant recipients will diffuse the knowledge and experience that they gain through the transformation project to fellow faculty members. As previously indicated, over 45% of the CSU student body are nontraditional students and the percentage in the department of interdisciplinary studies is even greater. The grant will allow the recipients to adopt OER resources, customize learning materials to improve the learning outcomes of the nontraditional students and assess the results. The recipients will then conduct workshops at the department-level, and the university-level and present at a state or national academic conferences to disseminate this knowledge to faculty that teach this same demographic.

Department and College:

The decrease in the cost of learning materials will reduce financial impediments to students' ability to complete their degree. This has the potential to increase student graduation rates and decrease time to graduate. Research has shown that providing free instructional materials can improve student performance and retention rates (Hilton and Laman, 2012). Also, the goal is to increase the number of classes in the department that adopt OER learning materials. The option of a low-cost or no-cost textbook and a free interactive workbook is an attractive feature that the department will market to increase enrollment, which benefits the department and the college.

University:

This grant application is in alignment with the first strategic priority of the Clayton State University strategic plan through 2022: “increase enrollment, retention, and graduation rates”. One of the strategies outlined in the plan is to accomplish this is increase receipt of external grants and “develop recognition and support systems to reward faculty and staff for innovations in teaching, research and service that support the institution’s strategic priorities.”

1.3 TRANSFORMATION ACTION PLAN

The proposed transformation will take place in the stages outlined below:

Identify & Review

The faculty have reviewed and selected OER resources. For Tech 3101, Christie Burton selected Managing People located at <http://bookboon.com/en/managing-people-ebook>. For Tech 3104, Elnora Farmer selected [Business Ethics:Decision Making For Personal Integrity](http://cnx.org/contents/3d8499e9-08c0-47dd-9482-7e8131ce99bc@11.15) located at <http://cnx.org/contents/3d8499e9-08c0-47dd-9482-7e8131ce99bc@11.15>. For Tech 3111, Xueyu Cheng selected Principles of Economics located at <https://openstax.org/details/books/principles-economics>. For Tech 4115, Bryan LaBrecque selected International Business located at <https://www.saylor.org/site/textbooks/International%20Business.pdf>.

Next, utilizing the criteria developed by Affordable Learning Georgia (clarity, comprehensibility, readability, content and technical accuracy, adaptability, appropriateness, and accessibility), each faculty member will evaluate the strength and weaknesses and ascertain that the resources are aligned with all course learning objectives. Then they will identify whether any gaps are present or whether any areas require updates and supplements and ensure that all materials comply with the System's copyright policy.

Create

- Sheryne Southard will work with each faculty member to create segmented multi-media content to align with their respective OER selections. Examples of materials that may be developed include, but are not limited to light board lectures, narrated PowerPoint lectures, and video lectures. Sheryne Southard has extensive experience in this area and she has received seven national and state awards for her work in the creation of multi-media instructional content across disciplines.
- Christie Burton, Elnora D. Farmer, Xueyu Cheng, and Bryan LaBrecque will create, collect, produce, and organize supplementary learning materials for the textbook. They will also write multiple-choice unit exams, to be used in assessing students' learning of the course major units. They will also incorporate the text into their learning management system (Brightspace) with emphasis on learning analysis, learning objective and analysis of instructional content, alignment of instructional, overall assessment of the initiative. The course and syllabus and online platform will be redesigned to suit the transformation. The course learning objectives, as described in the syllabi, will remain the same.

Assess

Sheryne Southard will gather baseline qualitative and quantitative data for assessing the project's transformative impact. After the courses are launched, the team will conduct student surveys to evaluate the quantitative and qualitative impact. Constructive feedback will be reviewed and the team will discuss any revisions that are necessary to improve the outcomes. The final report will then be published.

Diffuse:

After the team has assessed the project results, they will report the outcomes to the Department in an effort to expand the use of OER student resources. The Department Head will disseminate this information at the monthly department heads meeting to encourage larger participation in an effort to remove obstacles to graduation throughout the entire University.

Roles:

Sheryne Southard, J.D. is responsible for 1) assisting each faculty member with the development and selection of instructional resources and materials; 2) creating the materials to encourage student participate in the data collection process; 3) overseeing the qualitative and quantitative data collection process for Tech 3101, Tech 3104, Tech 3111 and Tech 4115; and 4) completing the semester and final reports. Sheryne Southard is a Professor of Legal Studies and Coordinator of Online Programs in the Department of Interdisciplinary. She has been recognized significantly for her contributions in the area of distance education. In 2017, she was awarded third place in the National Softchalk Lesson Competition. In 2017, 2015 2014, she received honorable mention awards the same competition. In 2015, she received the Georgia Board of Regents' Excellence in Online Learning Award. In 2010, she received the Georgia Board of Regents' Scholarship of Teaching and Learning Award. In 2009, she won the grand prize for the AAFPE Pearson-Prentice Hall Online Teaching Competition. She has researched and published extensively in the areas of asynchronous distance education pedagogy, quality assurance standards, faculty training and best practices.

Christie Burton, EdD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3101. She is a Zell Miller Governor's Teaching Fellow, a Partnering Academics and Community Engagement (PACE) and Problem-Based Learning (PBL) certified instructor at CSU and serves on the board of the International Society for Exploring Teaching and Learning (ISETL). She has been teaching management courses for over twelve years and produced many works in the area of Scholarship of Teaching and Learning (SoTL).

Elnora D. Farmer is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3104. She started her career in the areas of finance and accounting working as a financial analyst intern at NCR Corporation and as an officer and associate portfolio manager at Bank One, NA, now J.P. Morgan Chase. During her tenure in banking, she had the opportunity to work under both the retail and commercial areas of the institution. She is a Lecturer in the BAS program. She has served as an Editorial Board Member for Scientific and Academic Publishing, and is a reviewer and contributor for several publishers including Pearson. Her research interests include financial literacy and entrepreneurship, labor economics, financial institutions and online and distance learning pedagogy.

Xueyu Cheng, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3111. She is an assistant professor of economics for the BAS program. Before joining Clayton State University, she was an assistant professor of Economics at Alabama State University. She received her Ph.D. in Economics from the Ohio State University. Her research focuses on the gender and racial issues in educational attainment and labor market outcomes. She also specializes in statistical modeling and conducts empirical research on economic and social issues such as bottle bills, demand for electricity, unemployment in the Black Belt region, and corruption. Her research has been published in journals including *International Journal of Happiness and Development*, *The Journal of Developing Areas*, *Journal of Economics and Economic Education Research*, *IFRSA Business Review*, *ASBBS E-Journal*, *Review of Business Research*, *International Journal of Reliability and Safety*, *The International Journal of Advanced Manufacturing Technology*, and *Journal of Materials Processing Technology*. Dr. Cheng has taught courses in Economics, Statistics, Business Mathematics, Accounting, Finance, Business Ethics and Operations Management.

Bryan LaBrecque, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 4115. He has been a full-time faculty member at Clayton State University since 2008. He is currently the Director of the CSU Fayette Instructional Site as well as the coordinator of the Bachelor of Applied Sciences (BAS) degree program. In conjunction with those duties, he teaches numerous TECH courses - including a suite of Aviation Administration courses - as well as courses in both Business and Political Science. Along with his duties as a full-time assistant professor, Bryan also directs the operations at Atlanta Regional Airport at Falcon Field, in Peachtree City, GA. A mechanical engineering graduate of Georgia Tech, he has spent the majority of his professional career in the field of aviation. Starting as a flight sciences engineer for Lockheed's famous

‘Skunk Works’, he moved to Delta Air Lines and spent 27 years in various positions including power plant maintenance, aircraft performance engineering, fleet planning, marketing, and strategic planning (M & A). Following Delta’s acquisition of Atlantic Southeast Airlines (ASA), he moved over to assume the position of Chief Operating Officer where he directed operations of over 900 flights per day.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Qualitative Measures

The effectiveness of the transformed low-cost materials will be examined with qualitative and quantitative measures. To encourage full participation, the instructors will develop a video explaining the importance of the survey and soliciting their full and complete participation and feedback.

Students in the Fall 2017 and Spring 2018 sections will complete a survey at end of the semester that contains open-ended questions designed to solicit feedback about the current course materials (usefulness and access) and student satisfaction. Students in the Summer 2018 sections will complete the same survey at the end of the semester assessing the transformed open-access course materials. Narrative and critical feedback received from the students in the Fall 2017 and Spring 2018, will be compared against the feedback from the Summer 2018. The anonymous survey tool in D2L will be used.

Quantitative Measures

Students in the Fall 2017 and Spring 2018 sections will complete a survey that contains questions asking them to rate (using a Likert scale) the current course materials in the areas of accessibility, comprehensiveness, effectiveness, cost, and cohesion. Students in these section sections will complete the same survey assessing the transformed open-access course materials. Scores for the survey of the current and transformed course materials will be compared. The anonymous survey tool in D2L will be used.

Since the instructors have observed a decline in student performance during the first few weeks of school because of students' untimely purchase of the book, the grades for the first two assessments of the Fall 2017 and Spring 2018 sections will be compared with the first two assessments of the Summer 2018 sections. The statistics feature of D2L will be used.

Course grade distributions and Drop/Fail/Withdraw (DFW) rates under the original and transformed formats will also be compared from the period before and after the adoption of the free interactive book.

1.5 **TIMELINE**

November 6, 2017: Attend the kick-off meeting at Middle Georgia State College. Knowledge obtained from kick-off meeting

November 2017: Identify, review, assess and select a primary text. Gather baseline qualitative and quantitative data from the Fall 2017 section for assessing the project's transformative impact.

January - May, 2018: Create audio-visual content to align with the OER selection. Create, collect, and organize supplementary learning materials for the textbook. Develop master syllabi and master D2L courses. Gather baseline qualitative and quantitative data from the Spring 2018 section for assessing the project's transformative impact. Complete semester end report.

June - July, 2018: Full adoption of new course materials. Survey students for quantitative and qualitative measures of impact and publish the final report.

August 2018: Results will be shared with the Department and College to encourage larger participation. An article about the project will also be published in the Department newsletter.

1.6 BUDGET

The budget for this proposal is \$25,800, as enumerated below:

| | |
|-----------------------------|----------|
| Sheryne Southard overload: | \$5,000 |
| Christie Burton overload: | \$5,000 |
| Xueyu Cheng overload: | \$5,000 |
| Elnora D. Farmer overload: | \$5,000 |
| Bryan LaBrecque overload: | \$5,000 |
| Travel to kick-off meeting: | \$ 800 |
| Total: | \$25,800 |

We are requesting \$5000 for each team member. This amount will be divided between two semesters for the overload at \$2,500 each semester. We also request \$800 for registration and travel expenses for two of the team members to attend the kick-off meeting. This amount would be split evenly with \$400 for each professor to cover travel to the kick off meeting. Any remainder will be used for fees for copying and/or copyright and to offset.

1.7 SUSTAINABILITY PLAN

Sustainability Plan: The adoption of the open-source text will begin in Summer 2018. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook will be digital, changes can be immediately implemented. Annually, the textbook will be reviewed in accordance with the instructional matrix. Also, as an interactive resource, links and embedded resources will be checked annually. Lastly, every three years the book will be reviewed for content changes, additions, or deletions. The intention is to continuously monitor, assess and improve the materials to maximize their pedagogical benefit to the students.

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