

Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 332

Application ID: 001885

Submitter First Name: Travis

Submitter Last Name: McKie-Voerste

Submitter Title: Lecturer in Psychology

Submitter Email Address: tmckie@daltonstate.edu

Submitter Phone Number: 706-272-2695

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Travis

Applicant Last Name: McKie-Voerste

Co-Applicant Name(s): Catherine Clinard

Applicant Email Address: tmckie@daltonstate.edu

Applicant Phone Number: 706-272-2695

Primary Appointment Title: Lecturer in Psychology

Institution Name(s): Dalton State College

Submission Date: Monday, October 2, 2017

Proposal Title: 332

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

Are you using an OpenStax textbook?: Yes

Final Semester of Instruction: Fall 2018

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

Catherine Clinard, Assistant Professor of Psychology, Department of Social Sciences

cclinard@daltonstate.edu

Travis McKie-Voerste, Lecturer in Psychology, Department of Social Sciences

tmckie@daltonstate.edu

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

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

Dr. Patricia Chute - Vice President and Provost, Academic Affairs, Dalton State College

Course Names, Course Numbers and Semesters Offered:

Introduction to Psychology, PSYC 1101, Spring, Summer, and Fall semesters.

List the original course materials for students (including title, whether optional or required, & cost for each item): Meyers, D.G., Dewall, C.N. (10th Edition) Exploring Psychology. Worth Publishers, ISBN-1-4641-5407-4 (required) (new) \$179.95 from campus bookstore; Clicker 2 (required) for 6 of the sections \$41.99 from campus bookstore; Launch Pad - Exploring Psychology Companion Site (optional) in 6 sections - \$54.00

Average Number of Students per Course Section: 38

Number of Course Sections Affected by Implementation in Academic Year: 13

Average Number of Course Sections Per Semester:

Fall - 6

Spring - 6

Summer - 1

Total Number of Students Affected by Implementation in Academic Year: 494

Requested Amount of Funding: \$10,800

Original per Student Cost: \$179.95 - \$233.95

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: up to \$233.95

Projected Total Annual Student Savings: \$88,895.30 to \$115,571.30

Project Goals:

The goal of the project is to locate no-cost-to-student resources (NCTSR) for all sections of Introduction to Psychology courses taught by the grantees. The primary objective is to ease cost of attendance to students, most of which are drawn from the surrounding 10 counties in the northwest Georgia. The median household income in Whitfield County, in which the college is located, is \$41,832, where 19% of the population lives below the poverty level (U.S. Census, 2013). Seventy-eight percent of the College's students are eligible for federal financial aid, and more than 11 million dollars in federal Pell Grants were disbursed during the 2013-2014 academic year. Dalton State also operates a satellite campus in Gilmer County where we teach three section of introduction to Psychology course per year. Eighty-two percent of students at this location qualify to receive federal financial aid. These statistics reflect the need to make educational materials more affordable for our students. The textbook transformation has the potential to impact 494 students per year in Introduction to Psychology classes and save our students between \$88,895 and \$115,571, it could have a larger impact if NCTSR are expanded to our other psychology courses.

Dalton State College is ranked one of the most affordable public four-year colleges in the nation according to the U.S. department of education. This is reflected in our colleges' mission statement, "Dalton State College provides a diverse population with opportunities to acquire the knowledge and skills necessary to attain **affordable** baccalaureate degrees, associate degrees, and certificates to reach their personal and professional goals." The promise of affordability is contradictory when students have to pay up to \$1000 per semester for required learning materials. Our intent for this project is to reduce the cost of course materials to be more reflective of our mission.

We will assess student performance and satisfaction of using no-cost-to-student materials compared to the current, more expensive, textbooks. Student performance will be measured using exam grades, quiz grades, and in-class assessment. Student satisfaction will be measured utilizing an electronic survey emailed to students utilizing both NCTSR as well as current, expensive textbooks. If NCTSR are comparable or exceed current textbooks in performance and satisfaction, we will continue to utilize these resources.

In addition to textbook transformation we will be exploring low or no-cost alternatives to the iClicker, and seek a classroom response system that engages students in an affordable and interactive manner.

Statement of Transformation:

We will replace expensive textbooks with NCTSR in approximately 13 Introduction to Psychology sections each year.

Stakeholder includes students and their families who will be most financially impacted.

The college/state will save on course materials provided at no cost to 380 dual enrolled students each semester.

Stakeholders including students, parents, faculty, department of social sciences, as well as the college in general will be impacted through improved engagement, improved retention, and student success.

Given our current textbook cost of \$179.95 (current new price from campus bookstore), the savings we would see by offering no-cost to student textbooks would be up to \$88,895 per academic year.

There could be additional savings by finding no-cost to student alternatives to iClicker which would save another \$9,573.

Given that many of our students fall in the lowest level of socioeconomic status, they often are forced to choose between purchasing course materials or other life necessities. Students who cannot purchase course materials inevitably are disadvantaged compared to their affluent peers. We aim to remove this barrier.

Transformation Action Plan:

Identify and review NCTSR available for Introduction to Psychology courses.

Revise or customize resources to align with course learning objectives.

Revise course syllabus and lectures based on newly selected materials.

Revise quizzes, exams, and in-class activities to align with new course goals.

Create survey to assess student satisfaction with new NCTSR.

Implement materials and collect data starting Summer and Fall 2018

Analyze data relevant to proposed project

Prepare final report.

Each team member will contribute to the above activities and teach multiple sections of Introduction to Psychology courses in Summer and Fall 2018.

Access will be provided through D2L course management system.

Quantitative & Qualitative Measures: Quantitative measures will include a comparison of students utilizing traditional course materials to no-cost student materials. Dalton State currently completes course evaluations for every course offered. We will analyze one of these questions to determine the students satisfaction of course materials. We will also develop a separate survey targeted to impacted Introduction to Psychology sections to assess usage and quality of course materials between traditional textbooks and newly chosen NCTSR. Additional assessment comparing student learning outcomes will include performance on common test questions administered to all Introduction to Psychology sections. Furthermore, we will compare DWF (Drop, withdraw or F's) rates, and include a comparison of exam, quiz and in class activity grades between the sections utilizing traditional expensive textbooks, and the sections utilizing NCTSR. Qualitative measures will include survey questions that will be developed to assesses the students impression of the course materials. Students will be given open-ended questions to compare satisfaction of course materials. The goal of assessment is to ensure that course materials are high quality as well as no-cost.

Timeline:

November 6, 2017

In person training (Kickoff meeting)

January - March 2018 -

Conduct literature review for proposed research project

Write IRB protocol

Begin reviewing available NCTSR for introduction to psychology

Develop surveys to assess current student satisfaction with course materials

Submit IRB application for approval

Administer survey to Spring 2018 introduction to psychology courses using traditional course materials.

April - May 2018 -

Revise and customize chosen course materials to match course objectives.

Modify syllabus, lectures, assessments, and activities.
Finalize selection of learning materials.
Upload content to desire to learn learning management system.

June - July 2018

Implement no-cost to student materials for summer introduction to psychology sections.
Evaluate performance outcomes and administer student satisfaction survey.
Modify classes based on student feedback
Complete project status report for summer semester.

August - December 2018

Implement no-cost to student materials for fall semester introduction to psychology sections.
Evaluate performance outcomes and administer student satisfaction survey.
Modify classes based on student feedback
Aggregate and compare quantitative and qualitative measures of student performance and satisfaction between Spring 2018 traditional learning material sections, and NCTSR sections taught during Summer and Fall 2018.
Complete project status report for Fall semester.

Budget:

For personnel expenses we request \$10,000

\$5000 per team member will be used for salary to cover costs of course redesign creation of surveys, implementation of course materials, data analysis, data collection, and writing of the final report.

\$800 travel

Travel expenses to cover the cost for team members to attend required training sessions, professional development, and consultation.

Sustainability Plan:

After collecting data, if it is found that NCTSR are at least as effective as the currently utilized textbook, we will continue to use these materials going forward in our introduction to psychology course.

Outcomes about the project may be shared with faculty across our campus, and we will serve as a resource for faculty considering implementation of NCTSR. As more faculty become aware of the benefits of NCTSR, the number of students that will benefit will increase.

Both team members also teach upper division courses, and will consider implementing

NCTSR in these classes as well.

As NCTSR are implemented in classes taught across campus more students will be relieved from the financial burden of attending college.

We will continue to monitor newly developed NCTSR, keeping our sources up to date, and relevant to the course.



Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
650 College Dr.
Dalton, GA 30720

mhoff@daltonstate.edu
706.272.2694

Sept. 25, 2017

Dr. Catie Clinard
Mr. Travis McKie-Voerste
Dalton State College
650 College Dr.
Dalton, GA 30720

Dear Dr. Clinard and Mr. McKie-Voerste

I am very pleased that you are applying for a grant for Round 10 of the “Affordable Learning Georgia Textbook Transformation Grants” initiative.

I understand that you are proposing evaluating and choosing Open Educational Resource (OER) learning materials for the DSC Psychology 1101 classes and that this OER material will be available to students at no cost. This is a substantial financial benefit to our students, potentially saving students more than \$150,000 per year in textbook costs for Psychology 1101.

Your plan involves the identification and review of OER materials for Psychology 1101, and then engaging in a complete redo of the class (revising resources, assignments, activities and assessments). Further, you propose to assess student usage of the materials and make comparisons concerning student persistence and success in the OER vs. traditional textbook sections of the class. This project will involve a substantial amount of work beyond your assigned responsibilities as you identify and evaluate the OER materials and engage in the range of course revisions as detailed above. I understand that you intend to continue using the OER materials in your classes for the future, demonstrating the sustainability of the grant.

I fully support your proposal and will do whatever I can to facilitate your ability to complete the project. I think this is a great benefit to our students and I'm grateful that you are willing to undertake this additional work for the benefit of our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Hoff', written in a cursive style.

Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
650 College Dr.
Dalton, GA 30720
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MH/mph



Provost and VP for Academic Affairs
650 College Drive
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706-272-4420 / 706-272-2670
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September 8, 2017

Re: ALG Proposal, Dr. Catherine Clinard and Mr. Travis McKie-Voerste

Dear Committee Member:

I am writing in support of the application for grant funds by Dr. Catherine Clinard, Assistant Professor in Psychology and Mr. Travis McKie-Voerste, Lecturer at Dalton State College (DSC). Over the past two semesters, Dr. Clinard and Mr. McKie-Voerste have taught 13 sections of Introduction to Psychology and presently use a textbook which retails for \$179.95 at the college bookstore. When additional course materials are included, the potential student outlay of dollars could be as high as \$233.95 each semester. This grant would permit students in this course to save a substantial amount of money and over the course of the two semesters would equate to a total of \$115,572 in saving to our students each year.

The number of students who declare Psychology as a major has traditionally been one of increasing volume through the years. It behooves faculty, programs and colleges to develop methods of effective teaching along with passing on substantial savings in areas that often require sizable investments of precious dollars to ensure access to curriculum. Psychology courses, especially the introductory course, form the basis of knowledge that allows students to move into fields such as mental health counseling and neuropsychology. The Introduction to Psychology course is offered each semester to a broad range of students across the campus. Since Dalton State is now the first Hispanic Serving Institution in the University System it becomes even more important that we address this group of student learners as they represent both first generation college students and lower socioeconomic households.

Both faculty members are committed to maintaining the high quality teaching along for which they are known with assessment of student learning outcomes to support this initiative. The request for funding by Dr. Clinard and Mr. McKie-Voerste is one that should be considered as part of the mission that supports these grants. The populations served in Dalton as well as the emphasis on fields that are part of the national picture make this application an extremely strong one. I support it with great enthusiasm. If you have any questions, please feel free to contact me at 706-241-2491.

Sincerely,

A handwritten signature in cursive script that reads "Pat Chute".

Patricia M. Chute, Ed.D.

Provost and Vice President for Academic Affairs

Affordable Learning Georgia Textbook Transformation Grants

Round Ten

Proposal Form and Narrative

Submitter Name	Travis McKie-Voerste
Submitter Title	Lecturer in Psychology
Submitter Email	tmckie@daltonstate.edu
Submitter Phone Number	706-272-2695
Submitter Campus Role	Proposal Investigator
Applicant Name	Travis McKie-Voerste
Applicant Email	tmckie@daltonstate.edu
Applicant Phone Number	706-272-2695
Primary Appointment Title	Lecturer in Psychology
Institution Name(s)	Dalton State College
Team Members	Catherine Clinard, Assistant Professor of Psychology, Department of Social Sciences cclinard@daltonstate.edu Travis McKie-Voerste, Lecturer in Psychology, Department of Social Sciences

	tmckie@daltonstate.edu				
Sponsor, Title, Department, Institution	Dr. Michael Hoff, Chair - Department of Social Sciences, Dalton State College Dr. Patricia Chute - Vice President and Provost, Academic Affairs, Dalton State College				
Proposal Title	Affordable Psychology				
Course Names, Course Numbers and Semesters Offered	Introduction to Psychology, PSYC 1101, Spring, Summer, and Fall semesters.				
Final Semester of Instruction	Fall 2018				
Average Number of Students Per Course Section	38	Number of Course Sections Affected by Implementation in Academic Year	13	Total Number of Students Affected by Implementation in Academic Year	494
Average Number of Course Sections Per Semester	Fall – 6 Spring – 6 Summer - 1				
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

textbook?	
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>Meyers, D.G., Dewall, C.N. (10th Edition) <i>Exploring Psychology</i>. Worth Publishers, ISBN-1-4641-5407-4 (required) (new) \$179.95</p> <p>iClicker 2 (required) for 6 of the sections \$41.99</p> <p>Launch Pad - Exploring Psychology Companion Site (optional) in 6 sections - \$54.00</p>
Requested Amount of Funding	\$10,800
Original Per Student Cost	\$179.95 - \$233.95
Post-Proposal Projected Per Student Cost	\$0
Projected Per Student Savings	up to \$233.95
Projected Total Annual Student Savings	\$88,895.30 to \$115,571.30

NARRATIVE

1.1 PROJECT GOALS

- The goal of the project is to locate no-cost-to-student resources (NCTSR) for all sections of Introduction to Psychology courses taught by the grantees. The primary objective is to ease cost of attendance to students, most of which are drawn from the surrounding 10 counties in the northwest Georgia. The median household income in Whitfield County, in which the college is located, is \$41,832, where 19% of the population lives below the poverty level (U.S. Census, 2013). Seventy-eight percent of the College's students are eligible for federal financial aid, and more than 11 million dollars in federal Pell Grants were disbursed during the 2013-2014 academic year. Dalton State also operates a satellite campus in Gilmer County where we teach three section of introduction to Psychology course per year. Eighty-two percent of students at this location qualify to receive federal financial aid. These statistics reflect the need to make educational materials more affordable for our students. The textbook transformation has the potential to impact 494 students per year in Introduction to Psychology classes and save our students between \$88,895 and \$115,571, it could have a larger impact if NCTSR are expanded to our other psychology courses.
- Dalton State College is ranked one of the most affordable public four-year colleges in the nation according to the U.S. department of education. This is reflected in our colleges' mission statement, "Dalton State College provides a diverse population with opportunities to acquire the knowledge and skills necessary to attain **affordable** baccalaureate degrees, associate degrees, and certificates to reach their personal and professional goals." The promise of affordability is contradictory when students have to pay up to \$1000 per semester for required learning materials. Our intent for this project is to reduce the cost of course materials to be more reflective of our mission.
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- In addition to textbook transformation we will be exploring low or no-cost alternatives to the iClicker, and seek a classroom response system that engages students in an affordable and interactive manner.

1.2 STATEMENT OF TRANSFORMATION

- We will replace expensive textbooks with NCTSR in approximately 13 Introduction to Psychology sections each year.
- Stakeholder includes students and their families who will be most financially impacted.
- The college/state will save on course materials provided at no cost to 380 dual enrolled students each semester.
- Stakeholders including students, parents, faculty, department of social sciences, as well as the college in general will be impacted through improved engagement, improved retention, and student success.
- Given our current textbook cost of \$179.95 (current new price from campus bookstore), the savings we would see by offering no-cost to student textbooks would be up to \$88,895 per academic year.
- There could be additional savings by finding no-cost to student alternatives to iClicker which would save another \$9,573.
- Given that many of our students fall in the lowest level of socioeconomic status, they often are forced to choose between purchasing course materials or other life necessities. Students who cannot purchase course materials inevitably are disadvantaged compared to their affluent peers. We aim to remove this barrier.

1.3 TRANSFORMATION ACTION PLAN

- Identify and review NCTSR available for Introduction to Psychology courses.
- Revise or customize resources to align with course learning objectives.
- Revise course syllabus and lectures based on newly selected materials.
- Revise quizzes, exams, and in-class activities to align with new course goals.
- Create survey to assess student satisfaction with new NCTSR.
- Implement materials and collect data starting Summer and Fall 2018
- Analyze data relevant to proposed project
- Prepare final report.
- Each team member will contribute to the above activities and teach multiple sections of Introduction to Psychology courses in Summer and Fall 2018.
- Access will be provided through D2L course management system.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

- Quantitative measures will include a comparison of students utilizing traditional course materials to no-cost student materials. Dalton State currently completes course evaluations for every course offered. We will analyze one of these questions to determine the students satisfaction of course materials. We will also develop a separate survey targeted to impacted Introduction to Psychology sections to assess usage and quality of course materials between traditional textbooks and newly chosen NCTSR, Additional assessment comparing student learning outcomes will include performance on common test questions administered to all Introduction to Psychology sections. Furthermore, we will compare DWF (Drop, withdraw or F's) rates, and include a comparison of exam, quiz and in class activity grades between the sections utilizing traditional expensive textbooks, and the sections utilizing NCTSR.
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- The goal of assessment is to ensure that course materials are high quality as well as no-cost.

1.5 TIMELINE

November 6, 2017

- In person training (Kickoff meeting)

January - March 2018 -

- Conduct literature review for proposed research project
- Write IRB protocol
- Begin reviewing available NCTSR for introduction to psychology
- Develop surveys to assess current student satisfaction with course materials
- Submit IRB application for approval
- Administer survey to Spring 2018 introduction to psychology courses using traditional course materials.

April - May 2018 -

- Revise and customize chosen course materials to match course objectives.
- Modify syllabus, lectures, assessments, and activities.
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June - July 2018

- Implement no-cost to student materials for summer introduction to psychology sections.
- Evaluate performance outcomes and administer student satisfaction survey.
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August - December 2018

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- Modify classes based on student feedback
- Aggregate and compare quantitative and qualitative measures of student performance and satisfaction between Spring 2018 traditional learning material sections, and NCTSR sections taught during Summer and Fall 2018.
- Complete project status report for Fall semester.

1.6 BUDGET

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\$5000 per team member will be used for salary to cover costs of course redesign creation of surveys, implementation of course materials, data analysis, data collection, and writing of the final report.

\$800 travel

Travel expenses to cover the cost for team members to attend required training sessions, professional development, and consultation.

1.7 SUSTAINABILITY PLAN

- After collecting data, if it is found that NCTSR are at least as effective as the currently utilized textbook, we will continue to use these materials going forward in our introduction to psychology course.
- Outcomes about the project may be shared with faculty across our campus, and we will serve as a resource for faculty considering implementation of NCTSR. As more faculty become aware of the benefits of NCTSR, the number of students that will benefit will increase.
- Both team members also teach upper division courses, and will consider implementing NCTSR in these classes as well.
- As NCTSR are implemented in classes taught across campus more students will be relieved from the financial burden of attending college.
- We will continue to monitor newly developed NCTSR, keeping our sources up to date, and relevant to the course.

1.8 REFERENCES & ATTACHMENTS

Letters of Support are attached from:

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

Dr. Patricia Chute - Vice President and Provost, Academic Affairs,
Dalton State College