

## Application Details

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### Manage Application: Textbook Transformation Grant

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**Award Cycle:** Round 3

**Internal Submission  
Deadline:** Sunday, May 31, 2015

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**Application Title:** 130

**Submitter First Name:** Antoinette

**Submitter Last Name:** Miller

**Submitter Title:** Professor of Psychology

**Submitter Email Address:** antoinettemiller@clayton.edu

**Submitter Phone Number:** 678-466-4834

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Antoinette

**Applicant Last Name:** Miller

**Applicant Email Address:** antoinettemiller@clayton.edu

**Applicant Phone Number:** 678-466-4834

**Primary Appointment Title:** Professor of Psychology

**Institution Name(s):** Clayton State University

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

Antoinette Miller, Professor of Psychology – antoinettemiller@clayton.edu

Samuel Maddox, Associate Professor of Psychology – samuelmaddox@clayton.edu

Mark Daddona, Associate Professor of Psychology – markdaddona@clayton..edu

Christina Grange, Assistant Professor of Psychology – christinagrang@clayton.edu

Eckart Werther, Assistant Professor of Psychology – eckartwerther@clayton.edu

Nichelle Gause, Instructor of Psychology – nichellegause@clayton.edu

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

Donna McCarty, Chair, Department of Psychology, Clayton State University

**Proposal Title:** 130

**Course Names, Course Numbers and Semesters Offered:**

Introduction to General Psychology – PSYC 1101 – every semester (Fall, Spring, and Summer, each academic year)

**Final Semester of Instruction:** Spring 2016

**Average Number of Students per Course Section:** 40

**Number of Course Sections Affected by Implementation in Academic Year:** 20

**Total Number of Students Affected by Implementation in Academic Year:** 800

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Myers, “Psychology”, 10<sup>th</sup> Ed., with Launchpad. ISBN 1-4641-8960-9  
REQUIRED

**Proposal Categories:** OpenStax Textbooks

**Requested Amount of Funding:** \$29,900

**Original per Student Cost:** \$136.99

**Post-Proposal Projected Student Cost:** \$0

**Projected Per Student Savings:** \$136.99/Student; \$109,592/ year total student savings (for 800 students)

**Plan for Hosting Materials:** OpenStax CNX

**Project Goals:**

- Lower student materials costs in PSYC 1101
- Maintain course materials quality
- Improve student overall course satisfaction
- Improve retention and graduation rates
- Serve as a successful example of low-cost course transformation for other faculty

## **Statement of Transformation:**

The transformation will involve using the free, online, peer-reviewed textbook (Psychology) offered through OpenStax College. These materials will replace the textbook (Myers) and LaunchPad (the online homework system bundled with that text), which for each course costs \$136.99 as a bundle at the Clayton State University bookstore.

Key stakeholders in the transformation will be the students who take PSYC 1101 at Clayton State University; PSYC 1101 is a Core Area E option, and a popular course at Clayton State (approximately 800 students take it per year according to our institutional research). Additionally, the Psychology major is one of the largest at our institution (averaging 500 students each academic year).

The use of free OpenStax materials will make it easier for our student to finance their education. Because of the steadily increasing cost of course materials, many of our students may choose not to purchase the textbook in order to conserve funds; the majority of our students rely on one more form of financial aid, regardless of their level (freshman through senior).

This is particularly of great concern for our full-time, first-year students who are required to live on campus and incur additional housing expenses with a finite amount of financial resources. For instance, 92% of our first-year students received federal and/or state financial aid during Fall Semester 2014. The estimated semester cost of tuition, fees, housing, and meal plan for new first-year students in Fall Semester 2015 is \$7,898. If students receive HOPE, Pell, subsidized loans as well as unsubsidized loans, they will not only go in debt their first semester, but will need an additional \$235 to pay their charges, and will have to find other means to purchase their textbooks. Additionally, the recent dual-enrollment changes at the state level will only cover the cost of \$25 per credit hour for textbooks, and the institutions are not permitted to extend any additional textbook charges to the students

Regardless of where they may be in their respective academic program, the students' decision not to purchase the text likely has a detrimental effect on their performance in all course formats (seated, hybrid/half-online, or fully online), particularly with the institution's increasing emphasis on hybrid (half-online) and fully online courses where the responsibility for first exposure to the course content often shifts to the students.

During the 2014-2015 academic year, approximately 800 students enrolled in PSYC 1101, including 193 first-year students and 93 dual-enrollment students. Therefore, the financial savings of this grant will impact many students. This transformation will result in total student savings of approximately \$109,592 per year based on this average annual enrollment of 800 students.

## **Transformation Action Plan:**

The psychology faculty at Clayton State have identified, reviewed, and selected the free course materials from OpenStax for adoption in all sections of PSYC 1101 starting in the fall semester of 2015. Because the content coverage is equivalent between the OpenStax textbook and the current course textbook, the course and syllabus instructional preparation will

be equivalent. Professors will at a minimum need to revise their lecture notes for the new material, and full-time faculty will need to mentor adjunct faculty during the transition from the Myers to the OpenStax book. Our faculty are also exploring the online resources available to students via the Memory Science, Odigia, and Lrner interactive-learning platforms; faculty may use these resources in designing the fully-online or half-online sections. Our initial redesign and pilot will take place in the Fall 2015 semester, at the end of which we will assess its effectiveness (see Measures section), make modifications as needed, and implement the modified course sections in Spring 2016.

Each team member will contribute to the completion of both the mid-implementation project status report (at the end of the Fall 2015 term) and the final project report (at the end of the Spring 2016 term). Antoinette Miller and one additional team member (TBD) will attend the kick-off training/implementation meeting, and will participate as needed in ALG-related communications.

Clayton State is officially a “laptop campus” and students sign an agreement upon enrollment stating that they have access to a PC and the internet, so each of them should be able to access and use the materials without having to pay any additional costs. Additionally Clayton State has significant infrastructure and resources to support half-online and fully-online course delivery.

**Quantitative & Qualitative Measures:** Quantitative measures will include longitudinal tracking of DFW rates in the impacted courses, and overall student performance. Comparisons will be made between PSYC 1101 sections prior to and following the OpenStax adoption, anticipating a reduction in DFW rates. Qualitative measures will include student responses on anonymous surveys and feedback from psychology faculty teaching with the OpenStax book. These will incorporate questions regarding the usability, readability, perceived textbook utility, and whether students would recommend the PSYC 1101 course to others.

**Timeline:**

- Summer 2015: initial course revision to incorporate the OpenStax text for Fall 2015 launch
- July 13, 2015: Required kick-off training/implementation meeting
- Fall 2015: Implementation of the new material in PSYC 1101 course, ongoing evaluation of effectiveness; revision as needed following the Fall semester end and interim report to ALG.
- Spring 2016: Revised implementation of new material in PSYC 1101 course, incorporating feedback from Fall 2015 implementation and evaluation; final report to ALG.

**Budget:**

- Salary compensation (Differential for overload/release time)
  - Antoinette Miller, \$4,850
  - Samuel Maddox, \$4,850
  - Mark Daddona, \$4,850
  - Christina Grange, \$4,850
  - Eckart Werther, \$4,850
  - Nichelle Gause, \$4,850
- Travel: \$800 (For Miller, and one additional team member to attend kick-off meeting)

Total: \$29,900

### **Sustainability Plan:**

Our plan is to continue using these materials into the indefinite future; PSYC 1101 is a regular course offering, for majors and non-majors. Psychology faculty may contribute to the continued development of the materials (by suggesting revisions or contributing to the pool of homework problems, for example) in order to enhance their utility and sustainability. Continuous evaluation of effectiveness will inform revisions for future semesters.



College of Arts and Sciences  
Department of Psychology

May 20, 2015

Dr. Antoinette R. Miller  
Department of Psychology  
2000 Clayton State Blvd.  
Morrow, GA 20360

Dear Dr. Miller:

We are pleased to express our full endorsement of your team's efforts in developing the proposal, "OpenStax Conversion for PSYC 1101," submitted in response to the USG Affordable Learning Georgia Textbook Transformation Round 3 Request for Proposal. This proposal is aligned with University and College of Arts and Sciences initiatives to identify and implement effective strategies for reducing textbook costs for our students. Furthermore, this proposal is in keeping with our efforts to remove barriers to degree completion for our student population, many of whom receive some form of financial assistance.

The Department of Psychology houses one of the largest majors on campus while also serving the entire campus community through its provision of PSYC 1101, Introduction to General Psychology. This course is a popular Area E Core Curriculum course that is also required of the approximately 470 Psychology majors and 280 minors; in fact, the course is taken by approximately 800 students annually. Replacing the expensive textbook materials traditionally used for this course will reduce the significant percentage of students who currently take the course without purchasing the text materials. The conversion to OpenStax has the potential to save Clayton State University students over \$109,000 in materials costs each academic year. Clearly, the ultimate goal of student success is served by this proposal.

The scope of work and timeline associated with replacing the current textbook with the OpenStax *Psychology* text is both reasonable and achievable from a course administration standpoint. The OpenStax text offers accessibility and quality; a review of the materials by the faculty who teach Introduction to Psychology has resulted in an affirmation that it is comparable in content to our current materials and will serve our students needs. Additionally, regular assessments of its effectiveness will be conducted so that implementation of these materials can be modified as needed to ensure the ongoing quality of our PSYC 1101 course during and after the conversion.

Having reviewed the proposal, we confirm that the faculty involved have the expertise to implement the course transformation in a way that is consistent with Clayton State's mission to create educational experiences that stimulate intellectual curiosity, critical thinking and innovation for students and the greater community. The team of faculty assembled are dedicated and experienced psychology instructors with a documented record of success both as teachers and educational innovators. These qualities, in conjunction with the support of both the College of Arts and Sciences and the Department of Psychology, ensure the success of this project both from the departmental and student perspectives.

Sincerely

A handwritten signature in blue ink, appearing to read "Nasser Momayezi".

Nasser Momayezi, Ph.D.  
Dean, College of Arts & Sciences

A handwritten signature in blue ink, appearing to read "Donna W. McCarty, Ph.D." with a large flourish at the end.

Donna McCarty, Ph.D.  
Chair, Department of Psychology