

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: 5/4/2016

Grant Number: 138

Institution Name(s): Georgia Gwinnett College

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

- Shuhua Lai, Associate Professor, School of Science & Technology, Georgia Gwinnett College, slai@ggc.edu
- Kairui Chen, Associate Professor, School of Science & Technology, Georgia Gwinnett College, kchen@ggc.edu

Project Lead: Shuhua Lai

Course Name(s) and Course Numbers: Digital Media, ITEC 2110

Semester Project Began: Fall 2015

Semester(s) of Implementation: Fall 2015 and Spring 2016

Average Number of Students Per Course Section: 24

Number of Course Sections Affected by Implementation: 8

Total Number of Students Affected by Implementation: 192

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- Summary of your transformation experience, including challenges and accomplishments

We developed the no-cost-to-student course learning material during the Fall 2015 semester and piloted its implementation in 2 sections of ITEC 2110 Digital Media in Spring 2016 semester. The key outcomes of this project include

1. A completed set of course material for students to use for free is developed
2. Student cost for textbook is significantly reduced when take this course
3. Retention and success rates of students taking this course are improved

The exit survey showed that students enjoyed using this no-cost-to-students course material and overall experience is overwhelmingly positive.

- Transformative impacts on your instruction
The instruction experience for faculty who piloted the implementation of the no-cost-to-student course learning material was improved by having more relevant and up to date course material freely available to students on the first day of class, which eliminated the situation that some students could not afford a textbook.
- Transformative impacts on your students and their performance
The main impacts the no-cost-to-student learning material had on students include:
 1. no-cost-to-student learning material freely available to students on the first day of class helps students succeed in class
 2. Cost saving helps students retain in class
 3. Retention and success rates improve due to big cost saving
 4. Better education experience can be achieved because of more relevant and up to date course materials

B. Describe lessons learned, including any things you would do differently next time.

The only challenge we had was that it was really difficult to find a publicly available and sustainable web hosting service. We would like to request some financial support for this if we do it again next time.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
Here are three quotes from our students about our no-cost-to-student learning material:
 - 1) Good Idea, hopefully other courses will jump on board to this idea. It saves students a lot of money and in turn, will make grades better because all students will be able to access the book.
 - 2) I like this type of approach. Not all students have the money to afford the expensive textbooks so cutting cost is king above all else. I can deal with no hard copies and am technologically able to access my digital notes.
 - 3) The no cost to students program was great. Happy with the outcome

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 46

- Positive: 95% % of 44 number of respondents
- Neutral: 2.5% % of 44 number of respondents
- Negative: 2.5% % of 44 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The overall comparative impact on student performance in terms of learning outcomes and grades are overwhelmingly positive. Among 46 participants, only one failed the class, but we had 50% of the participants getting an A. In previous semesters, we normally did not have half of the students getting As.

Student outcomes should be described in detail in Section 3b.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The overall DFW rate in the semester of implementation was much lower compared to previous semesters. Historically the DFW rate at GGC for ITEC2110 was more than 20%. The DFW rate for the two pilot sections that affected by the no-cost-to-student textbook was about 6.8%.

Drop/Fail/Withdraw Rate:

6.8 % of students, out of a total 46 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)

- ___ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- ___ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

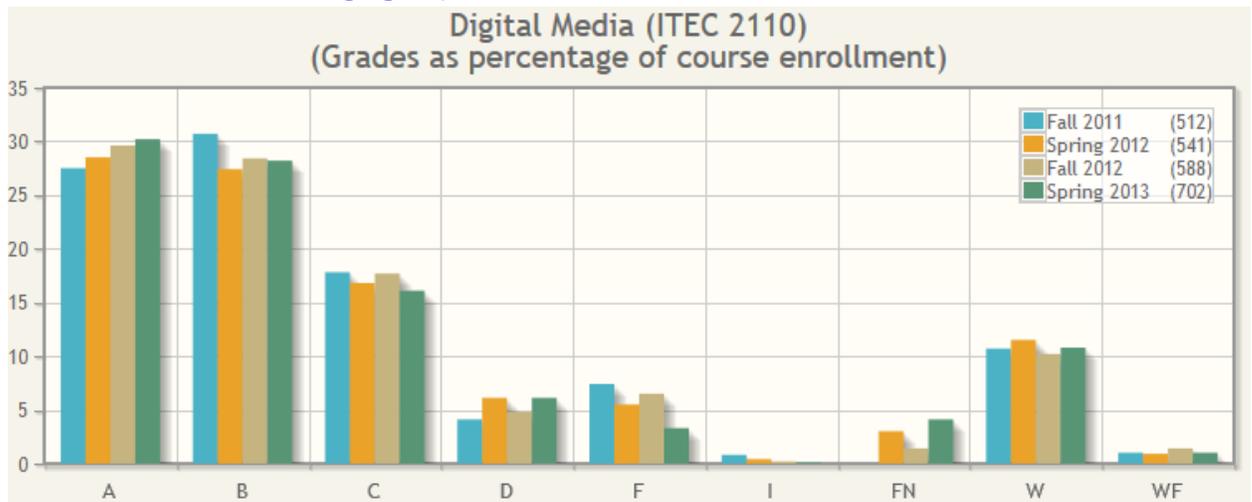
The PIs piloted the implementation of the no-cost-to-student course material in two sections of ITEC2110 Digital Media course with total of 46 students, two of which withdrew early during the semester. An exit survey was conducted at the end of the semester to assess the student success and experience of the project. The data we collected are summarized as follows.

- Demographic data:

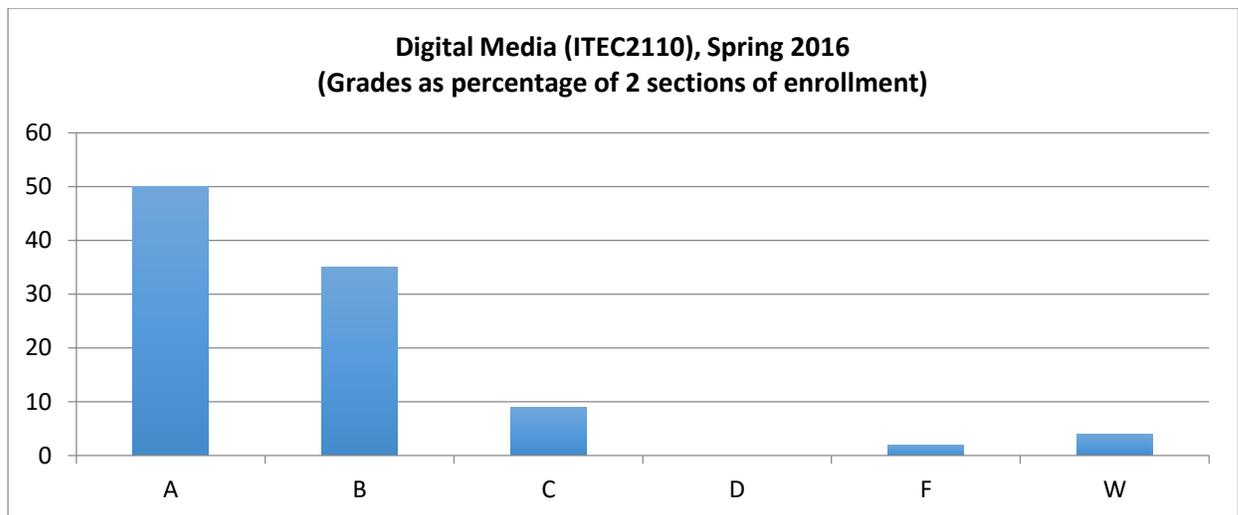
Total number of participating students:	44	
Male students:	22	48%
Female students:	24	52%
Major:		
Science & Technology:	14	32%
Business:	11	25%
Education:	4	9%
Liberal Art:	5	11%
Other:	10	23%
Classification:		
Freshman:	3	7%
Sophomore:	37	84%
Junior:	4	9%
Senior:	0	0%

- Drop, fail, withdraw (DFW) delta rates
 - Among the 46 participants, only 1 student got F, and 2 withdrew. Everybody else passed the course. So the overall drop, fail, withdraw (DFW) delta rate is 6.8%.
- Course retention and completion rates
 - Among the 46 participants, 44 students retained in the course, and finished the course. So the retention and completion rate is 95.7%.
- Average GPA
 - Among the 46 participants, 23 got A, 16 got B, 4 got C, 1 got F, and 2 withdrew. So the overall GPA for all the participants is 3.22.
- Pre-and post-transformation DFW comparison

- The Pre-Transformation DFW rate for this course was more than 20% (See the following figure).



- The Post-Transformation DFW rate for this course was 6.8%.



- Student success in learning objectives
 - The assessment showed student success in all the 3 following course goals:
 - 88% of the participants did well in clearly communicating ideas in written and oral form
 - 91% of the participants did well in demonstrating effective use of information technology
 - 90% of the participants did well in demonstrating an ability to collaborate in diverse and global contexts.
 - The PIs also surveyed our student participants to understand their experience/attitude using the developed no-cost-to-student course material. The following qualitative data were collected and analyzed.

- 77% of the participants said they saved \$150 or more because of using the no-cost-to-student course material.
 - 89% of the participants said money-saving was what the no-cost-to-student meant most to them
 - When asked about what were the best aspect of using the no-cost-to-student learning material, 66% picked convenience +availability + no-cost, 25% picked no-cost only.
 - When asked about what were the challenges of using the no-cost-to-student learning material, 20% said no hard copy, but 75% said no challenges at all.
 - When asked would you like to see other courses that you are going to take also adopt a no-cost-to-student textbook, 95% of the participants said yes.
- Any co-factors that might have influenced the outcomes for better or worse.
 - Majority of the participants were not Science or Technology major, which might have influenced the outcomes in a negative way because the ITEC 2110 is a technology hands-on oriented course.

4. Sustainability Plan

All no-cost materials and resources are made publicly available in GGC D2L and will be shared among all GGC faculty teaching this course. For none GGC faculty, they can access the no-cost-to-student course learning material using the following web link: <http://wiki.ggc.edu/wiki/ALG:ITEC2110>. Moreover, the course materials will be updated periodically by faculty in the IT program reflecting feedback from various sources and newly emerged digital media technologies in the industry.

5. Future Plans

- Due to the overwhelmingly positive feedback we got from our students, we were thinking about providing the no-cost-to-students course materials to more sections of the Digital Media course and expanding the Affordable Learning concept into other potential courses
- We had a paper accepted and presented based on what we did in this ALG project:

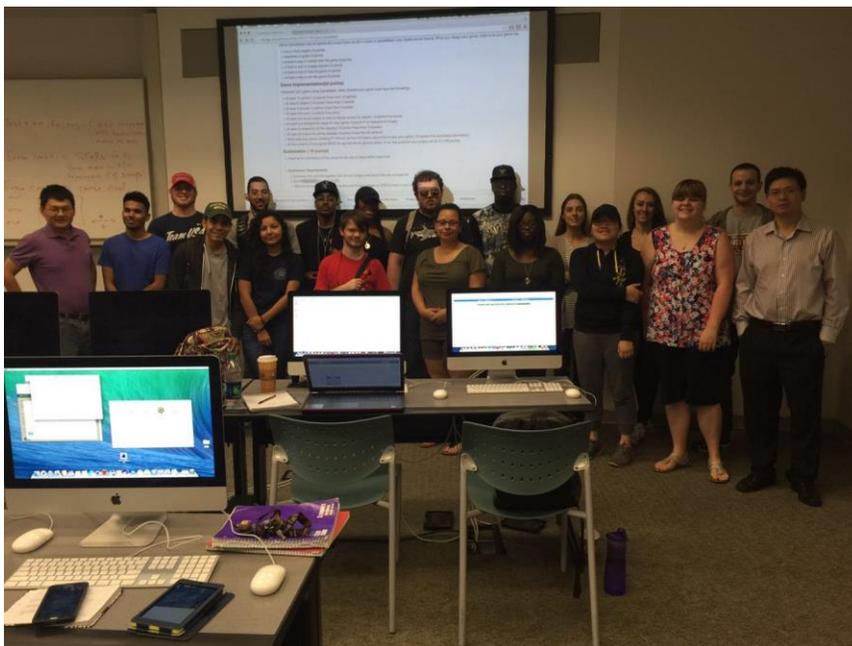
Kairui Chen and Shuhua Lai, "Use of Open Source Software for Teaching Digital Media Content Skills at Georgia Gwinnett College", USG Teaching and Learning Conference 2016, Athens GA, 4/13/2016-4/14/2016

6. Description of Photograph

- *List the names of the people in the separately uploaded photograph and their roles.*



The left-most person is Dr. Shuhua Lai (PI) and the right-most person is Dr. Kairui Chen (co-PI). And all others are participating students.



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