

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4

Internal Submission Deadline: Monday, September 7, 2015

Application Title: 150

Submitter First Name: Michael

Submitter Last Name: Fuchs

Submitter Title: Assistant Professor

Submitter Email Address: MichaelFuchs@Clayton.edu

Submitter Phone Number: 678-466-4757

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Michael

Applicant Last Name: Fuchs

Co-Applicant Name(s): Nancy Conley, Christina Howell

Applicant Email Address: MichaelFuchs@Clayton.edu

Applicant Phone Number: 678-466-4757

Primary Appointment Title: Assistant Professor

Institution Name(s): Clayton State University

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

Nancy Conley, Instructor, Visual and Performing Arts, NancyConley@Clayton.edu

Michael Fuchs, Assistant Professor, Visual and Performing Arts, MichaelFuchs@Clayton.edu

Christina Howell, Associate Professor, Visual and Performing Arts,

ChristinaHowell@Clayton.edu

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

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

Susan Tusing, Department Chair, Visual and Performing Arts, Clayton State University

Proposal Title: 150

Course Names, Course Numbers and Semesters Offered:

Music Appreciation, MUSC 2101, Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017

Final Semester of Instruction: Spring 2017

Average Number of Students per Course Section: 30

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

Total Number of Students Affected by Implementation in Academic Year: 360

List the original course materials for students (including title, whether optional or required, & cost for each item): The Musical Experience, 3rd Edition by John J. Chiego; required, \$149.99 (Rhapsody subscription included)

Proposal Categories: Specific Top 50 Lower Division Courses

Requested Amount of Funding: \$16,200

Original per Student Cost: \$149.99

Post-Proposal Projected Student Cost: \$0.00

Projected Per Student Savings: \$149.99

Plan for Hosting Materials: LibGuides

Project Goals:

This project intends to reduce or eliminate the cost of course materials for students enrolled in Music Appreciation MUSC 2101. (MUSC 2101 is the equivalent of Music Appreciation courses with course numbers MUSC 1000 or 1100 offered at other USG institutions.) As a popular option to satisfy the Area C2 Core Curriculum requirement, each section of this course regularly fills to capacity. Each year, around 360 Clayton State University students register for Music Appreciation in approximately twelve sections, both traditional and online. The current text for this course, John Chiego's The Musical Experience, costs \$149.99 new at the university bookstore.

Learning materials, including text books, are becoming more and more costly. According to the College Board, students spend as much as \$1200 per year on average just on textbooks and other required course materials ("Quick Guide", n.d.). The costs of these materials increased

812% between 1978 and 2013. This represents an increase of almost twice as much as the rate of the increase in the cost of college tuition, which was roughly 559% over the same time (Rampell, 2012).

At Clayton State University, 92% of first-year students in the fall of 2014 received federal or state financial aid. The median Adjusted Gross Income for the same cohort was only \$23,933. Poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2) indicate that a yearly income of \$23,850 is considered eligible for federal poverty related services (“Annual Update”). \$1200 for textbooks represents 5% of this family’s yearly income now spent in addition to housing, tuition and fees.

The US Public Interest Research Group published the results of a survey which indicates that 65% of students decided to forego the purchase of a required textbook even though 94% of that same group feared that the lack of a textbook would adversely affect their grade in the class (Senack, 2014). When textbook costs are so high, one can hardly be surprised by a student electing to spend money elsewhere. Lack of a textbook and therefore the inability to engage with the course materials before class discussions adversely affect student learning. Additionally, classes taught primarily through online instruction require that considerable responsibility falls to the student learner. Without appropriate high quality learning materials, achieving learning objectives in any class becomes a challenge. In a subject area in which students have little or no familiarity, achievement of learning goals is even more difficult. Though used and rented books help students obtain materials at a lower cost, many textbooks come bundled with a onetime use code for either software or, in the case of Music Appreciation, a subscription to an online music streaming service. These online materials are not available with the purchase of a previously used text. Though students can purchase them separately, this purchase is often cost prohibitive, sometimes even exceeding the cost of a new text.

Other highly rated options for Music Appreciation texts such as Roger Kamien’s *Music: An Appreciation* cost roughly the same as the text we currently employ. Integral to any music curriculum, the inclusion of musical recordings and scores adds copyright issues unique to music textbooks and increases the costs to both publishers and customers. Additionally, many current texts include a subscription to an online music streaming service. Previous to the streaming audio option, students purchased CDs which contributed to texts regularly costing as much as \$250. The broad outline of Clayton State University’s Goal C Learning Outcome (discussed below) gives enormous flexibility in teaching Music Appreciation. We intend to use a variety of no-cost options available through our library and other publically available internet resources. We will achieve the same or better success meeting the Goal C Learning Outcome without the added expense of a textbook.

Through the project, our team intends to:

Assess & Revise (Fall 2015)

All team members will assess and revise the specific learning goals and topics for MUSC 2101 and develop specific curricular goals on which to base the rest of the project.

Create (Spring 2016)

All team members will participate in the collection, assessment, and organization of existing no-cost primary and secondary learning materials to support the course learning goals.

Organize (Summer 2016)

Team members will participate in the development of:

- * An open access online learning environment for students via LibGuides.
- * An online resource environment via LibGuides for instructors.
- * D2L master template courses (traditional and online) for Clayton State faculty members.

Launch (Fall 2016)

Team members will train adjunct faculty members, launch the new course in all sections of Music Appreciation, and assess improvements in student learning.

Through achievement of the above project goals, the team intends to:

- * Provide significant savings for Clayton State students enrolled in Music Appreciation
- * Ensure that all students have access to high quality learning materials, regardless of cost
- * Improve learning outcomes in MUSC 2101
- * Contribute to an increase in graduation and retention rates
- * Encourage music instructors at other USG institutions to adopt a no-cost learning materials strategy for Music Appreciation

Statement of Transformation:

Students of Clayton State University act as the main stakeholders in this transformation. Through this project, they will gain access to free, high quality learning materials curated by instructors who are aware of the specific needs of the students of this university. Through cost-saving alone, the transition to a no-cost learning environment could save students as much as \$53,996.40 each year ($\149.99×360 students).

Our team predicts an improvement in learning outcomes for MUSC 2101. With the move toward no-cost materials, students will have equal access to the same learning materials on the first day regardless of financial situation. Students currently elect to delay purchase of the textbook for the class, or forego it entirely due to financial considerations. A lack of learning materials can be devastating to student grades. Access to no-cost learning materials allows students to engage with materials first and instructors to guide and facilitate the understanding of materials. Existing research shows an increase in student retention and an improvement in student performance associated with the adoption of free instructional materials which leads our team to expect noticeable improvements in student learning due to this transformation (Bryan and Miller, 2013).

An additional beneficiary of this project, Clayton State University will see noticeable savings in its own budget due to the adoption of no-cost learning materials. In Fall 2015, under the "Move on When Ready Act" (O.C.G.A. § 20-2-161.3) the university began shouldering responsibility for the cost of textbooks for dual-enrollment students. Clayton State enjoys a large cohort of

dual-enrollment students who primarily enroll in core classes. If only 10% of the 550 dual enrollment students register for Music Appreciation in the fall of 2016, the potential savings to the university reaches \$8250 for one semester.

Another important beneficiary of this project will be the Division of Music within the Department of Visual and Performing Arts. Assessing curricular goals and creating high quality educational materials for Music Appreciation provides the opportunity to focus our instruction on the learning outcomes which best support the University's Core Curriculum. It will allow us the opportunity to share high quality materials with other instructors within the department and throughout the university system. Most importantly, the project will allow us to enhance the effectiveness of our teaching while making high quality education more accessible and affordable to our students.

Transformation Action Plan:

The proposed transformation will affect approximately 7 faculty members (full-time and adjunct), and approximately 12 sections of MUSC 2101 each year. This transformation will be implemented in four stages.

In stage one (Fall 2015) all team members will assess and revise the specific learning goals and topics for MUSC 2101. This curricular assessment and revision is necessary to provide specific direction and purpose to the collection and development of no-cost learning materials. The Clayton State University Area Core Curriculum Goal C states, "Students will demonstrate the ability to communicate critically on cultural concepts, artifacts or expressions in either English or a foreign language" (Clayton State University Catalogue, 2015-2016). This broad curricular goal allows for a variety of approaches to Music Appreciation. The transition to a new course format with no-cost learning materials allows the department an opportunity to reevaluate how to best meet the curricular goal stated above while also enhancing student learning and achievement. During this stage, Michael Fuchs and Christina Howell will develop and distribute a survey to current sections of MUSC 2101 to gather baseline data for assessing the transformative impact of the project (discussed below).

In stage two (Spring 2016) all team members will begin collecting, assessing, and organizing existing no-cost primary and secondary learning materials to support the learning goals developed in stage one. Team members will also create additional no-cost materials as needed for specific learning goals. Learning materials may include open-access textbooks, musical examples (audio and video), bibliographies, test banks, practice quizzes, study guides, video lectures, assignments, activities, and PowerPoint slide shows. Team members will also create instructor resources that will help adjunct faculty members transition to the new format and ensure that the proposed transformation is sustainable.

In stage three (Summer 2016) all team members will participate in the hosting of learning materials. Team members will develop an open access learning environment via LibGuides with the assistance of Clayton State University Library staff, including librarian Kara Mullen. This environment will be available to the public (although it may contain links to GALILEO or other restricted resources available only to USG students, faculty, and staff). Team members will also develop a second, restricted LibGuide site for instructor resources such as test banks, assignments, and PowerPoint slide show templates. Finally, team members will develop two

D2L master courses (traditional and online) for Clayton State faculty members. These sites will contain the teaching and learning resources necessary for successful implementation of the new course format.

Team members will share these resources with colleagues, particularly those in the USG system. Team members can easily publicize new resources and share them with other Music Appreciation instructors in the university system by using built-in social media resources in LibGuides. Team members will also export our D2L master courses to instructors at other USG institutions upon request. These steps will help us to achieve a wider transformative impact in the USG system and beyond, encouraging colleagues to transition to no-cost learning materials for Music Appreciation courses.

In stage four (Fall 2016) team members will launch the new course. Team members will conduct a half-day training workshop for adjunct instructors in August of 2016 to ensure a smooth transition to the new course. Full adoption in all sections of MUSC 2101 will occur in the fall of 2016. Quantitative and qualitative data will be collected (discussed below), and the final report will be published in December 2016.

Nancy Conley, Michael Fuchs, and Christina Howell are instructors of record for MUSC 2101 and subject matter experts in music.

Quantitative & Qualitative Measures: Team members will survey Music Appreciation students in Fall 2015 (under the current textbook) and Fall 2016 (under new no-cost learning materials) to measure access to, use of, and attitudes toward learning materials as well as course satisfaction in general. Administered via Qualtrics, the surveys will ask questions with Likert-type scale responses, providing quantitative data. Additionally, the surveys will include questions for open-ended responses, providing qualitative data. Team members will compare Drop/Fail/Withdraw (DFW) rates and course grades under the old and new formats. Writing assignments and examination grades will provide additional quantitative measures of impact. Although these assignments cannot be identical under old and new course formats and materials, the format of these assignments and much of the content/learning objective will be duplicated. Team members will administer a questionnaire to adjunct faculty to determine their sense of the students' interaction with and perceived benefit from the new learning materials.

Timeline:

October 12, 2015: Professors Fuchs and Howell attend the kick-off meeting at Middle Georgia State College.

Fall 2015: assess and revise curricular goals and topics for MUSC 2101; survey students for baseline data. (December)

Spring 2016: assess, collect, produce, and organize primary and secondary learning materials to match revised curricular goals and topics (May)

Summer 2016: develop LibGuide sites for students and instructors; host primary and secondary materials on D2L (August)

Fall 2016: full adoption of new course; survey students for quantitative and qualitative measures of impact; publish final report (December)

Budget:

- Nancy Conley contract overload: \$5,000
- Michael Fuchs contract overload: \$5,000
- Christina Howell contract overload: \$5,000
- Travel to kick-off meeting: \$800
- \$100 for adjunct faculty members (x4) attending training workshop \$400

Total - \$16,200

Sustainability Plan:

Multiple sections of Music Appreciation (MUSC 2101) are taught every fall, spring, and summer semester. This course serves approximately 360 students per year and is a popular offering at the university due to high quality teaching, unique course content, and the fulfillment of the Area C2 Core Curriculum Requirement. Team members anticipate that moving to no-cost learning materials will only increase the popularity and demand for the course. The need and popularity of MUSC 2101 thus ensures its sustainability. All faculty who teach MUSC 2101 already use the same textbook and materials to ensure consistent and quality instruction throughout sections. Beginning in the fall of 2016, all sections of MUSC 2101 will adopt no-cost primary and secondary learning materials. These materials will be available every semester, for all instructors.

The Division of Music is committed to using no-cost learning materials for Music Appreciation (MUSC 2101) and views this transformation as a long-term commitment. Adjustments and additions to primary and secondary materials and course design will be made as necessary in order to ensure that students continue to benefit from high quality, no-cost learning materials.

August 25, 2015

Dr. Michael Fuchs
Visual and Performing Arts
2000 Clayton State Blvd.
Morrow, GA 30260

Dear Dr. Fuchs:

We are pleased to support you and your team's efforts to submit a proposal to offer Clayton State students no-cost learning materials as part of the University System of Georgia's initiative, Affordable Learning Georgia Textbook Transformation, to eliminate a substantial and growing part of the rising cost of higher education: the often prohibitive expense of class materials.

In addition to its multiple major and minor programs, the Department of Visual and Performing Arts serves the entire campus student population with numerous courses in the Core Curriculum, including several sections of MUSC 2101, Music Appreciation, which reaches some 350-400 students each year. Replacing the expensive textbook and recorded music package that are traditionally used for this course will greatly benefit Clayton State's students. As you are aware, many students attempt to complete courses without purchasing textbooks. A no-cost course curriculum will, of course, eliminate this problem and may, in fact, encourage a greater number of students will be to enroll in MUSC 2101 to satisfy the Area C2 requirement in the common core. Clearly, our ultimate goal of student success is served by this proposal.

The scope of work and timeline associated with replacing the current textbook with a no-cost text is both reasonable and achievable from a course administration standpoint. Continuous evaluation of course effectiveness will inform revisions of the new text for future semesters.

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 faculty team are dedicated and experienced instructors with a documented record of success both as teachers and as educational innovators. We are, therefore, assured of the success of this project both from the departmental and student perspectives.

Sincerely,



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



Susan Tusing, D.M.A.
Chair, Visual & Performing Arts

ALG Clayton State University: Transforming Music Appreciation

References

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