Application Details

Manage Application: Textbook Transformation Grant

Award Cycle:	Round 3
Internal Submission Deadline:	Sunday, May 31, 2015

Application Title:	128
Submitter First Name:	Jennifer (Jenny)
Submitter Last Name:	Crisp
Submitter Title:	Assistant Professor of English and QEP Director
Submitter Email Address:	jcrisp@daltonstate.edu
Submitter Phone Number:	706-272-2513
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Jenny
Applicant Last Name:	Crisp
Co-Applicant Name(s):	Lydia Postell, Melissa Whitesell
Applicant Email Address:	jcrisp@daltonstate.edu
Applicant Phone Number:	706-272-2513
Primary Appointment Title:	Assistant Professor of English
Institution Name(s):	Dalton State College

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

Dr. Jenny Crisp, Assistant Professor of English and QEP Director, Department of English/ Academic Affairs

jcrisp@daltonstate.edu

Dr. Lydia Postell, Associate Professor of English and Reading, Department of English

lpostell@daltonstate.edu

Ms. Melissa Whitesell, Reference/Instructional Librarian, Derrell C. Roberts Library

mwhitesell@daltonstate.edu

Sponsor (Name, Title, Department, Institution):

Dr. Andy Meyer, Interim Vice President for Academic Affairs and Professor of Biology, Academic Affairs/ Department of Natural Sciences, Dalton State College

Proposal Title: 128

Course Names, Course Numbers and Semesters Offered:

Learning Support English, ENGL 0098, every fall and spring (through Spring 2017)

Foundations of English ENGL 0989, every fall and spring (beginning Fall 2017)

Corequisite Support in English, ENGL 0999, every fall, spring, and summer (beginning Fall 2017)

Final Semester of Instruction:	Spring 2017
Average Number of Students per Course Section:	18
Number of Course Sections Affected by Implementation in Academic Year:	9
Total Number of Students Affected by Implementation in Academic Year:	162
List the original course materials for students (including title, whether optional or required, & cost for each item):	Write 2, ISBN 0618642862 (required), $68.00
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	$15,800
Original per Student Cost:	$68
Post-Proposal Projected Student Cost:	$0
Projected Per Student Savings:	$68

Plan for Hosting Materials: LibGuides

Project Goals:

Reduce costs of college for the students who may be most at risk, those who come to us unprepared for college-level work.

Ensure that all such students have access to the course materials they need to succeed.

Ensure that all materials are as accessible to students with disabilities as to those without.

Statement of Transformation:

As an access institution, our mission statement opens with the assertion that our college "is dedicated to providing broad access to quality higher education for the population of [this area], thereby enhancing the region's economic vitality and quality of life." Students who enter the USG in need of Learning Support classes are already at risk. Although the cost of the textbook for this course is low compared to some classes because we have sought out low-cost resources, this is a group of students who often have very limited means. In many cases, open resources in this class will not mean just money savings for students, but will be the difference between having access to the class materials and not.

Because our previous technology solution was tied to an access card purchased with a textbook, we have tracked student ownership of the textbooks for this course. In Spring 2014, the last term for which the software was tied to the book and thus the last we have tracked, only 63.2% of students in the program purchased the textbook. In Fall 2014, students were able to use the software without a textbook purchase and so the disadvantage to students who lack a book was reduced, but faculty members still report a significant number never purchase a text and thus severely limit their ability to prepare for class and to study on their own.

A transformation to open educational resources will ensure all students have access to the basic course materials. A few of the more economically disadvantaged of our students will not have internet access at home, but our Learning Support student surveys over the last three years indicate that this group is less than 10% of students enrolled in English 0098 (0% of survey respondents in 2012-13, 6.4% in 2013-14, and 0% in 2014-2015), and a large portion of those without live on campus. We are fortunate on our campus to have adequate computer labs to give students access, and our Writing Lab is well-equipped with computers and is a required component of this course. We teach all sections of the course in a computer lab or with the use of a mobile cart of laptops dedicated exclusively to this program, so all course sections will have access to the materials online in class for each individual student as well as on a SmartBoard or projector screen for whole-class work.

Transformation Action Plan:

Dr. Crisp has created and identified extensive materials in writing and will collate and organize those, filling in gaps as needed; she will also assist Ms. Whitesell in assuring accessibility of materials in or linked from the LibGuide.

Dr. Postell, as a subject matter expert in reading, will identify or create materials in reading; Dr. Crisp and Dr. Postell will work together on integrating the two subjects where integration makes sense.

Ms. Whitesell will organize the materials in the LibGuide and will assume primary responsibility for checking the accessibility of external resources and for assuring that team-created resources are accessible.

Drs. Crisp and Postell will create interactive graded practice in D2L as needed.

As these courses are already taught in a computer lab or with the aid of a dedicated mobile laptop cart, logistical considerations in using online materials in the classroom will be mitigated. The courses use automated writing evaluation for guided revision of writing, and the computers are needed for that technology. We are using RevisionAssistant in a free pilot for this technology at the moment, and the software is scheduled to be integrated into Turnitin.com in Spring or Summer 2016.

Instruction will need to be completely redesigned by Fall 2017, when this institution's QEP comes to an end and we begin to transition to the overall USG transformation of Learning Support. The primary change at that time will be the incorporation of reading and writing into a single course; we will lay the groundwork now with this effort by emphasizing those areas where the two topics intersect (for example, a thesis statement from the point of view of writing identifies the main idea of a passage in terms of reading). We will also incorporate writing selections of the sort we want students to produce in the materials; analyzing these provides relevant practice in both reading and writing. Prior to Fall 2017, we will revisit our Student Learning Outcomes to add reading goals.

Ongoing redesign in this course is the responsibility of the QEP Action TEAM, comprised of all of the faculty members who teach Learning Support English at our institution. This group meets monthly in the fall and spring to discuss instructional issues, assessment, etc., and participates in separate monthly professional development such as book clubs, invited workshop presenters, and technology training as needed. The QEP Action TEAM will remain active at least through the end of this QEP at the end of Spring 2017.

Course materials, aside from the computer-grated practice materials housed in D2L/ Brightspace, will be housed in a LibGuide to facilitate access by multiple course sections and

to allow for use of the materials outside of the institution. The materials will also be duplicated in Dalton State's digital repository. We are also planning to publicize the materials at the Georgia Association of Developmental Educators conference in February as a way of encouraging broader use. Most institutions in the USG with significant populations of Learning Support students send someone to the conference, as do most of the institutions in the Technical College System of Georgia.

Quantitative & Qualitative Measures:

Quantitative measures:
We will track student success on our four student learning outcomes. The first three outcomes are measured by a baseline diagnostic essay and a holistically blind-graded exit essay; the final outcome is based on behavioral measures. We have baseline data from the three previous academic years; in Fall 2015, we will track the courses which pilot some of the open resources against this baseline and against sections during the same term which do not pilot portions of the open resources. In Spring 2016 and thereafter, we will measure student performance on the SLOs and track it against the baseline data and track overall change in success rates over time. This tracking in all sections of the course is part of Dr. Crisp's responsibilities as QEP director; she assesses the program in WEAVE each term and writes an annual report each summer.

The student learning outcomes and measures are as follows:

1) Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.
Measure: Benchmark 1 and Criterion 4 of the end-of-term essay rubric

2) Students will be able to write paragraphs with at least one appropriate, concrete example.
Measure: Criterion 3 of the end-of-term essay rubric.

3) Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.
Measure: Criteria 1 and 2 of the end-of-term rubric.

4) Students will exhibit the characteristics of self-directed learners.
Measures:
{C}{C}{C}{C}{C}{C}{C}{C}{C}{C}1. Students will use the services of the Writing Lab five or more times during the semester to focus on specific problems

2. Students will be enrolled in and will meet Outcome 1 of the First Year Experience Seminar. [The outcome indicates that students will apply self-directed academic

strategies to their courses and learning.]
3. Students will become self-directed learners by achieving four or more of the following, as determined by the instructor:
a. Regular class attendance
b. Completion of all major assignments
c. Participation in class work and/or discussions
d. Completion of journal, blog, or wiki entries
e. Use of Writers Resource, My Writing Lab, or other software in the Writing Lab
f. Others determined by instructor in consultation with QEP Action TEAM and the QEP director.

As part of our ongoing program assessment and efforts at continuous improvement, we will use these results to formulate at least one action plan each term and to inform our regular QEP meeting discussions and our selection of professional development activities for the team.
Qualitative measures
We will integrate a section of survey questions related to the open resources into the Learning Support English survey we give to all students in each course. This survey is scheduled either in the English class itself or (more often) in the linked sections of the First-year Experience Seminar which form learning communities for students in English 0098. Giving the survey in class with computers increases the response rate.

Survey questions will ask students to rate the materials on a Likert scale in terms of usability, readability, and sufficiency for their needs. We will solicit open-ended comments on the use of free materials and on using nonprint resources in general, and we will ask students how they access the materials outside of class. Finally, we will ask students if they encountered any difficulties using the materials, especially from a tablet or smartphone, so that we can work to make our materials accessible through mobile devices. Results of this survey section will be discussed in our regular QEP Action TEAM meetings and will be part of the grant report and the QEP annual report.

Timeline:

June 22 - July 13, 2015

Location of materials, design of LibGuide

July 13, 2015

ALG Kick-off

July 13 - July 31

Development of additional materials, student surveys, graded practice in D2L, and LibGuide

August 1 - August 17

Testing and adaptation of LibGuide and D2L materials for WCAG 2.0 accessibility standards

August 17 – 28

Collection of baseline data on SLOs

August 17 – October 16

Piloting of select LibGuide resources in 1-3 course sections, development of additional resources and revisions as needed

October 12-16

Student surveys (pilot)

October 19-November 6

Exit testing and SLO data collection

November 9-December 7

Assessment of exit data and survey responses, development of additional resources and revisions as needed

December 15, 2015

Status report on development and pilot

January 6, 2016

Launch of textbook transformation at scale

January 6-20

Collection of baseline data on SLOs

January 6 – March 16

Use of LibGuide resources and D2L interactive quizzes in multiple course sections

March 10-16

Student surveys

March 17-April 7

Exit testing and SLO data collection

April 11-May 7

Assessment of exit data and survey responses

May 15, 2016

Final report on first semester of implementation

Summer 2016

Development of additional resources and revisions as needed, integration of assessment of OER into QEP annual report

Fall 2016

Continuation of use of open resources in multiple class sections, data collection and assessment, updates to resources on an as-needed basis, discussion of open resources in QEP Action Team meetings (involving all faculty who teach the course)

December 15, 2016

Status report

Spring 2017

Continuation of use of open resources in multiple class sections, data collection and assessment, updates to resources on an as-needed basis, discussion of open resources in QEP Action Team meetings (involving all faculty who teach the course)

May 15, 2017

Status report

Summer 2017

Development of additional resources and revisions as needed, integration of assessment of

OER into QEP Impact Report

Budget:

Dr. Jenny Crisp

Writing materials, accessibility (secondary responsibility), data collection and assessment, course materials pilot, course materials use in full rollout courses

$5,000 (overload)

Dr. Lydia Postell

Reading materials, data collection, course materials pilot, course materials use in full rollout courses

$5,000 (overload)

Ms. Melissa Whitesell

LibGuide, accessibility (primary responsibility), repository

$5,000 (salary/release time)

Project expenses

Travel to kickoff

Mileage 338 miles x $0.23

$77.74

Travel to kickoff

Hotel ($106.13 x 2)

$212.26

GADE conference registration

2 x $110

$220.00

Travel to GADE

Mileage 338 miles x $0.23

$77.74

Travel to GADE

Hotel ($106.13 x 2)

$212.26

Sustainability Plan:

Because Dalton State's Quality Enhancement Plan focuses on Learning Support English, through the end of this QEP cycle at the end of spring 2017, the course and its transformation enjoy considerable institutional support. In her role as QEP director, Dr. Crisp, who has just been awarded tenure effective fall 2015, will take the primary responsibility for keeping materials up-to-date through that time.

However, the eight instructors who teach this course, the QEP Action Team, have all demonstrated an abiding commitment to our students who come to college not yet ready for college-level English. This commitment and the bonding as a team that we have developed over the last four years as we designed and implemented the QEP have created a local culture emphasizing student success in Learning Support English and will carry forward; in fact, one of the SACS requirements for a QEP is that to demonstrate that the Plan has become a part of the institutional culture and will be sustained beyond the five-year review cycle.

Furthermore, the dean of the School of Liberal Arts and the chair of the English department have indicated that they value activities in support of the redesign of Learning Support English and students in that program, and they will be considering them as high achievements in the annual review process. Also, our library director strongly supports our collaborating librarian, Melissa Whitesell, and her involvement in the project.

Finally, Dalton State has a college-wide commitment to assessment and evaluation of courses and of ongoing projects such as this one. We will continue to collect data on our students' success using these transformed materials and to reevaluate as needed.

Within the USG, we are designing this textbook transformation to support the system-wide transformation of Learning Support that is to begin rollout this fall. In that system-wide

transformation, Learning Support reading and writing are combined into a single course rather than the two separate courses that have been offered in the past. Because we are halfway through what is proving to be a very successful QEP, Dalton State will make this shift once we have completed our plan review with SACS, in Fall 2017. However, we do not wish to abandon the transformed textbook at that time, and we do not want to create something that other USG institutions could not use. So, drawing on Dr. Postell's expertise as professor of both English and reading, we are designing a set of materials that can be used for writing alone or for an integrated reading and writing course. Drs. Postell and Crisp plan to propose a presentation on the project at the Georgia Association for Developmental Educators in February 2016 to share the material with other USG institutions, who will be teaching combined reading and writing, and with colleagues from the TCSG, who teach separate courses in the two subjects.

References & attachments

Reference:
Accessibility: http://webaim.org/intro/

May 27, 2015

Dear ALG Committee:

Dr. Jenny Crisp, Dr. Lydia Postell, and Ms. Melissa Whitesell have asked me to write a letter of support on their behalf with regards to their Affordable Learning Grant Proposal, and I am glad to support their efforts. This well-formed team plans to create appropriate no cost to student learning materials for students who are in the need of Learning Support English.

Through their research and implementation of no-cost-to-student learning materials they will be able to deliver our SACSCOC QEP focused Learning Support English course at a great savings to students. This will also lay the groundwork for the upcoming combined English and Reading Learning Support classes recommended by the USG. Dalton State is one of the lowest priced institutions in the nation and our students are financially challenged. Many of our most challenged students face both financial and academic difficulties. Adopting a no-cost-to-student solution will give all students free access to course materials. Implementation of these resources should help both student success and retention. Dr. Crisp has also included plans for assessing both student outcomes and satisfaction. This information will be invaluable as we attempt to adopt more open resources across campus.

Finally, I am excited to see the results this team's work. I believe they have a good plan and will be able to develop a model for other institutions to follow. I think that coupled with their assessment plan that this is a great project.

Thank you for your consideration.

Sincerely,

Andy S. Meyer, Ph.D.
Interim Vice President for Academic Affairs
ameyer@daltonstate.edu
706-272-4421

DALTON
STATE

May 26, 2015

Affordable Learning Georgia
Textbook Transformation Grant Program
University System of Georgia

Dear Reviewers:

I am very pleased to support the Affordable Learning Georgia Textbook proposal that has been developed by Dr. Jenny Crisp, Dr. Lydia Postell, and Ms. Melissa Whitesell. Their plan to develop an alternative to high cost textbooks for students in Learning Support English will be highly beneficial to our students as well as students throughout the university system.

Students who are enrolled in learning support are among the most at-risk for success, and they also tend to be the students who are in the greatest financial need, often having only minimal resources to purchase textbooks. Our own studies have found that approximately 40% of students in this population do not purchase textbooks because of the high costs of textbooks in general; consequently, providing free high-quality text materials will eliminate one obstacle to their success.

Dr. Crisp's proposal supports both the College's Strategic Plan and its Complete College Georgia Plan with their objectives to "initiate new services and expand/enhance existing ones to better assist high-risk students in being successful." Dalton State is committed to the success of learning support students, having selected this population for its Quality Enhancement Plan for accreditation, and the School of Liberal Arts is fully supportive of course redesign efforts.

Dr. Crisp and Dr. Postell are campus leaders in the development and teaching of online courses, Dr. Crisp has recently attended an Accessible Future workshop sponsored by the NEH, both Dr. Crisp and Ms. Whitesell have the training to ensure that the course materials will be accessible to all students, and Drs. Crisp and Postell have extensive and on-going experience with assessment. With the inclusion of materials that focus on learning support reading as well, the proposal will benefit students throughout the university system as it merges learning support English and reading into a single course. The project will have the continued support of the College, the School of Liberal Arts, and the Department of English. We are committed to continuous improvement, course redesign, and success of our learning support students, and Dr. Crisp and Dr. Postell have the expertise to keep the online materials current and relevant to students.

Thank you for your consideration.

Sincerely,

Mary T. Nielsen, Ph.D.
Professor of English and Reading
Dean, School of Liberal Arts
706-272-4407

DALTON STATE

May 27, 2015

To the ALG Grant Committee:

It is my pleasure to write a letter of support for the proposal, Learning Support English Textbook Transformation, submitted by Dr. Jenny Crisp at Dalton State College. While the office of the Vice President of Academic Affairs will be responsible for the receipt and distribution of the funding, Roberts Library will provide support through various means, including the person of our librarian, Melissa Whitesell.

Roberts Library provides access to many full-text databases via GALILEO which will be used to locate scholarly articles and materials for course content. Additionally, the library will offer support through the ongoing subscription and maintenance of LibGuides and an Institutional Repository.

Ms. Whitesell's role in supporting this project will include researching GALILEO, organizing materials in the LibGuide, checking the accessibility of external resources and team-created resources, and including all materials in the Dalton State Repository. Ms. Whitesell will aid Dr. Jenny Crisp and Dr. Lydia Postell in any additional needs they have during this project.

Sincerely,

Lydia F. Knight, Library Director
Derrell C. Roberts Library
Dalton State College
lknight@daltonstate.edu