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Business Administration, Management, and
Economics

Fall 2015

Strategic Management

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Grants Collection

Columbus State University



UNIVERSITY SYSTEM
OF GEORGIA

Robin Snipes, Kirk Heriot, Laurence Marsh, Mark Flynn,
Amy Thornton

Strategic Management





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.



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Syllabus

Fall 2015: Strategic Management

Instructor Information

- Professor Name: Robin Snipes, Ph.D.
- E-mail: snipes_robin@columbusstate.edu
- Office Hours: CCT Room 342, Mondays/Wednesdays: 10:00-12:00 noon and 5:00-6:00 p.m.; and by appointment
- Office Phone: 706-507-8067 (Please note that if I don't answer the phone I will call you back as soon as possible, but I encourage you to send me an e-mail as well – I check my e-mails fairly frequently throughout the day.)

Course Information

Course name and CRN number: BUSA 4185 Strategic Management Capstone Course

Credit Hours: 3

Meeting Place & Time: CCT Room 205 Mondays and Wednesdays

Time: 12:00-1:15 (Day section) and 7:30-8:45 pm (Night section)

Course Description: The primary objective of BUSA 4185 is to serve as a capstone course for the BBA program. The course is designed to require students to utilize knowledge gained from previous courses in economics, marketing, management, accounting, finance, and statistics for the design and implementation of business strategy and policies. This course and should be taken in your last semester (or close to it). In this course you are expected to draw from all of the business courses that you've taken to analyze the firm's competitive position, develop strategies, and design a set of interdependent organizational systems to implement the strategy. The concept of competition is crucial in this course, and although we will focus on for-profit companies, the skills you learn in this course can be usefully applied in many non-profit situations as well. You may find that the standards for this course are more rigorous than for some of the introductory courses that you've taken. This is our intention – after all, you are seniors now and will be judged by an even more rigorous standard in the business world. **Most students find that they will have to work hard in this course to get a "B". There is no doubt that you will need to devote more time for outside work in this course than for most other courses.** Therefore, good organization and time

management are important to making a good grade in this course. Don't let the hours required for this class intimidate you. The workout *will* help build skills that will help you succeed in your business career.

Required/Recommended Textbooks and Materials

This semester we will be testing an online textbook so you will not have to pay for a textbook. However, there is an online software program required for this course. Every student will also need access to the the Business Strategy Game, which is an online simulation program. The cost to access this program is about \$43 and you will need to use a credit or debit card to pay for it. You can preview the simulation program at www.bsg-online.com, but you will need a code from me to register for it (I will give you the details later). We will sign up for it online after we have formed teams, which will be within the first few weeks of class.

Course Learning Outcomes:

By the end of this course students should be able to:

- (1) Explain the strategic management process; the nature of strategy formulation, implementation, and evaluation activities; and the key terms of strategic management.
- (2) Demonstrate knowledge of the nature and role of vision and mission statements in strategic management and be able to write good vision and mission statements.
- (3) Conduct an external analysis of the major external forces that affect organizations.
- (4) Conduct an internal analysis of a firm's culture and the functional areas to uncover the firm's key strengths and weaknesses.
- (5) Demonstrate knowledge of the different types of business strategies and be able to choose an appropriate strategy.
- (6) Demonstrate knowledge of the management, marketing, finance, accounting, R&D, and MIS issues and how they interact to affect strategy choice and implementation.
- (7) Demonstrate knowledge of the key issues of strategy review, evaluation, and control.
- (8) Be able to apply the above to an analysis of a real company case.

Turner College of Business BBA Program Goals

Mission Statement: The Turner College prepares business students to add value to their communities and to their employers in a globally competitive environment.

Our graduates will:

- be proficient in problem-solving and decision-making in a business context.
- demonstrate knowledge of key business disciplines and concepts.
- recognize and analyze ethical issues in a business context.
- demonstrate knowledge of global business concepts and cultural diversity in a business context.
- communicate effectively in a business context.
- be proficient in using information technology in a business context.

Program Assessment

Program-level assessment has become an important component of assuring program quality and in maintaining professional accreditations with organizations such as AACSB, International (AACSB), and the Southern Association of Colleges and Schools (SACS). Some of the assignments in this course may be used to assess student learning at the program level. When a course assignment is used in this manner, the college will follow Federal guidelines to protect the confidentiality of student information.

Course Assessment

Learning Activities

In-Class and Homework Assignments (Individual and Team-Based):

We will cover much of the textbook during the first half of the semester. This means that we will move pretty fast in our coverage of the course topics. Notice that 15% of your course grade is from in-class and homework assignments. This is because I would like you to come to class prepared to discuss the material. It gives everyone in the class a better learning experience. Your weekly assignments might include watching videos, answering end-of-chapter questions, analyzing cases, and/or other experiential activities. Some of them will be done individually, and some of them will be done in teams. I will try to post the upcoming assignments two weeks in advance on Cougarview so that you can plan ahead and get the work done ahead of time if needed. Again, time management is key here since you are expected to meet the deadlines for each assignment. **Please note that I do not accept late assignments. Keep track of the deadlines! Your grade for a late assignment will be 0.**

Team Assignment: The Business Strategy Simulation Project

We will use a computer simulation program called "The Business Strategy Game" to provide you with practice in the analysis and implementation of business decisions. This is a team project and you will make and implement decisions as a team. Your team's performance on this simulation program will count for 20% of your overall course grade. The simulation program emulates the strategic management process in a global

competitive environment. Each company (group) competes for sales, profits, and market share while students practice reading and understanding financial statements, allocating corporate resources, and balancing competing demands. You will need a credit or debit card to register on the Business Strategy Game website (www.bsg-online.com). **Everyone on the team will need to register (not just one per team!).** Registration will cost about \$43 per person, and you will be expected to register by the end of the 2nd week of class (I will provide you will more information on this very soon). As soon as I see the class roster I will determine how many teams we will run -- much depends upon how many people are on each team and how many students are still in the class. There are new class rules concerning the Business Strategy Simulation Game: In an effort to promote fair market competition in the strategy simulation game, I have enacted the following "anti-monopoly" and "anti-dumping" rules which will be enforced through hefty company fines (the amount of the fine will be based on a combination of the amount of revenues generated by the illegal act and the estimated negative impact on competition):

- (1) No team shall enter a bid that is more than 25% of the projected Private Label demand in any one geographic area ("anti-monopoly" rule); and
- (2) No team shall enter a bid that is below the variable (production) cost of a Private Label product for the purposes of knocking rivals out of the market ("anti-dumping" rule).

Team Assignment: Analyze a Corporation

One of your homework assignments will be to conduct a SWOT (situation analysis) on a real-world company. This is a team assignment. Your team will choose a company within the first few weeks of class. Each team will choose a different company to analyze -- I will allow you to choose within certain parameters, but it is first come, first-served. The company you choose will need to be a publicly-traded company so that you can easily collect financial information to conduct a financial analysis of the company as part of your SWOT analysis. Your team will present the results of your SWOT analysis at the end of the semester. We will discuss the specific details of this team project soon. The final draft will be due on Sunday night, November 15 and your team will present your findings to the class at the end of the semester (beginning the week of November 30).

The Team Oral Presentation

Each student is expected to participate in the formal end-of-semester team presentation of your SWOT analysis. You should act and dress the role of a business consultant. Emphasis will be given not only to the content but also to the effectiveness of the presentation. An objective of this exercise is to better prepare you to "sell" your ideas to upper management. You are expected to use charts, graphs, Powerpoint slides, etc., in these presentations to accomplish this goal. You will receive an individual grade for your part in the presentation which will count for 5% of your overall course grade. The entire presentation should take about 20 minutes with each team member contributing at least 5 minutes to the presentation. **Please note: Students who do not show up for their team's case presentation will not receive credit for any of the team assignments in this course, which together represent about 30% of the total course grade!**

Senior Capstone (ETS) Exam

The ETS Major Field Test is a national business program assessment exam that counts for 5% of your overall course grade. This is an individual test that you will complete in March (our Student Services Center will send you an e-mail about the date and time of the exam soon). The ETS exam contains questions related to material that you should have learned in your other business classes (Accounting, Finance, Operations Management, Marketing, etc.). We use this assessment to measure what our students have learned from the business program as a whole. You can read more about this exam and get sample questions from the following website:

http://www.ets.org/mft/about/content/bachelor_business

I will use the following scale to determine your grade for this portion of the course:

- ETS score > 169 = 100 (A+)
- ETS score 160-169 = 90-99 (A)
- ETS score 150-159 = 80-89 (B)
- ETS score 140-149 = 70-79 (C)
- ETS score 130-139 = 60-69 (D)
- ETS score below 130 = 0

Your individual scores on the senior capstone exam are based on national statistics. According to the information on the ETS website, more than 99% of all business graduates achieve a score above a 130 on the ETS exam. Therefore, scores below 130 will receive a 0 on this exam (no credit). Also, if you do well on the exam, I will give you extra credit on your midterm, so try your best. It is a challenging exam, but note that most of our business students score above the national average (the national average on this exam is about 152).

Grading

Graded Learning Activities and Exams	Percentage	Points
Exams #1 and #2 (worth 20% each)	40%	40
Final Exam (Comprehensive)	10%	10
Team Strategy Simulation Performance *	20%	20
Assignments (In-Class and Homework)	15%	15
Senior (ETS) Capstone Exam	5%	5
Class Attendance and Participation	5%	5
Team Presentation of SWOT Analysis *	5%	5
Total Possible	100%	100

Final Grade Calculation

Point Range	Percentage Range	Final Grade
90-100 points	90-100%	A
80-89 points	80-89%	B
70-79 points	70-79%	C **
60-69 points	60-69%	D
59 and below	59% and below	F

* Being able to work in teams is a vital part of this course. About one-third of your course grade will come from team efforts. You will be allowed to choose the members of your team, within certain parameters. At the end of the semester, your teammates will be asked to evaluate your contribution to the team. This evaluation will affect your grade.

** Remember that you need a C in this course to graduate. If your course score is at least 90, you have an A; at least 80, a B; and at least 70, a C. These grade cutoffs are absolute - - for example, a 69.4 is a D, not a C. Understand that your grades in this class are earned, not given. I will assign a grade based on your course performance and nothing else. When transforming total scores to letter grades, "close" does not count. Final grades are final -- no "extra credit" points are available to individual students after the final exam.

Peer Evaluations

Peer evaluations are very important in the learning and developmental process. We will have two peer evaluations during the semester. The first one is developmental and has no effect on your grade. The final peer evaluation will result in a re-allocation of your grade if appropriate. Note that about one-third of your final grade is subject to peer evaluations! Peer evaluations will be done on the BSG simulation website.

Course Communication

- Course communication outside of class will be via e-mail (*snipes_robin@columbusstate.edu*) and CougarView (News postings, Discussion Boards, etc.).
- There are a few discussion board assignments in this course. Discussion questions will be posted and will serve as the outlet to probe for more information. This is your voice, but remember, an important aspect of discussion it to remember proper conduct. You are responsible for abiding by the proper Netiquette guidelines.
- Use your official CSU account for all e-mail communication.
- Always identify yourself in the e-mail and let me know what class you attend. If you need clarification on an assignment, ask at least 24 hours before it is due, otherwise you may not get an answer in time to complete assignment successfully.

Course Policies

CSU Disability Policy

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that you contact the Office of Disability Services located in Schuster 221, 706-507-8755, as soon as possible. The Office of Disability Services can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations for your disability. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need. For more information, see [CSU Disability Services](#).

Course Attendance Policy

Regular attendance and participation are both important learning activities. Your class participation grade includes not only your class attendance, but it also includes the number of tardies and your actual participation in class discussions! That means you need to keep up with the textbook readings and come to class prepared to participate in our discussions. Obviously, if you are not physically present in class you cannot participate so I can't give you class participation points if you are not there (even if it is an excused absence). If you know you are going to have university-excused absences during the semester (due to athletic responsibilities, etc.), you will need to step up your participation in class discussions on those days that you are present. If you have to miss a class, it is up to you to get the material that we covered in class that day from another student (note that oftentimes I will cover material not found in your textbook but will be on the quizzes or the midterm/final exams). I am teaching two sections of this class and you may sit in on another time/section if you have to miss a class – otherwise you will need to get the information you missed from another student.

Academic Integrity

All students are expected to recognize and uphold standards of intellectual and academic integrity. As a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. Students are expected to comply with the provisions of Section III, "Student Responsibilities," of the Columbus State University Student Handbook. This specifically includes the sections on "Academic Irregularity," and "Conduct Irregularity." In particular, the Columbus State University Student Handbook states: *"No student shall give or receive assistance in the preparation of any assignment, essay, laboratory report, or examination to be submitted as a requirement for any academic course in such a way that the submitted work can no*

longer be considered the personal effort of the student submitting the work.” Plagiarism is defined as “the practice of taking someone else’s work and passing it off as one’s own.”

Note that the submission of any plagiarized work (which includes material copied from other sources, such as the internet, or from other students) will result in a 0 for the assignment, and possibly a 0 in the course as well. You should also know that most of the assignments that you will submit through Cougarview this semester will be automatically checked for plagiarism through a program called Turnitin.

Technical Requirements

Students should be able to:

- Use CougarView (discussion board, and uploading documents for assignments)
- Compose an email
- Attach a file
- Upload a file
- Download a file
- Save a file to computer or USB device
- Use Powerpoint and Excel software

Hardware requirements

[How do I know if my computer will work with CougarView?](#) CougarView is CSU's version of the "BrightSpace" learning management system.

Software requirements

- A office suite such as Microsoft Office or Open Office
- Microsoft Office 365 is available to all CSU students free of charge for use on their personal computers and devices. Click here to access [Microsoft Office 365 Student Portal](#).
- OpenOffice can be downloaded for free by going to <http://www.openoffice.org/>
- To open PDF files you might need [Acrobat Reader](#)
- Browser Plugins (Pdf files, QuickTime files, Mp4 files) can be usually be obtained at the browsers website.
- [Google Chrome](#)
- [Firefox](#)
- [Safari](#)
- [Internet Explorer](#) (Caution: IE is often problematic for D2L-CougarVIEW)
You can always learn more about CougarVIEW by clicking on the "HELP" icon located on the right-hand side of the CougarVIEW top navigation bar. If you need technical support or need assistance configuring your computer, you can refer to the link located in the "Technical Resources" widget located on your "My Home" and your "Course Home" pages. If you cannot solve your problem after reviewing the knowledge base help pages, you can call the BrightSpace Help Center 24-7 and talk to a Help Center agent. The number is 1-855-772-0423.

Course Schedule

Week	Meeting Date	Topic	Reading/HW
1	Week of Aug. 17	Course Overview and Requirements Lecture: What is Strategy? Lecture: The Process of Crafting and Executing Strategy Online Textbook Chapter 1: Mastering Strategy (lardbucket.org, Creative Commons License)	Assignment #1: "Introduce Yourself" Assignment and Syllabus Quiz
2	Week of Aug. 24	Lecture: Formation of Vision, Mission, and Strategic Goals Online Textbook Chapter 2: Leading Strategically (lardbucket.org, Creative Commons License)	Form Teams
3	Week of Aug. 31	Evaluating a Company's Competitive Position Porter's Forces Analysis Strategic Group Mapping Online Textbook Chapter 3: Evaluating the External Environment (lardbucket.org, Creative Commons License)	
	September 7	LABOR DAY HOLIDAY!	No Class
4	September 9	Internal Scanning/Organizational Analysis Online Textbook Chapter 4: Managing Firm Resources (lardbucket.org, Creative Commons License) Youtube Video: Southwest Airlines Case Study	
5	Week of Sept. 14	Workshop on Financial Analysis Class Handouts Online Article: "How to Analyze Financial Statements" (by Ben McClure, Investopedia.com)	
6	Mon., Sept. 21 Wed., Sept. 23	Exam #1 (Covers Modules 1-4) Lecture: Competitive Strategies Online Textbook Chapter 5: Business-level Strategies (lardbucket.org, Creative Commons License)	
7	Week of Sept. 28	Lecture: Competitive Strategies (Continued) Lecture: Selecting Corporate-Level Strategies Online Textbook Chapter 6: Supporting Business-level Strategies (lardbucket.org, Creative Commons License)	Register for simulation access on Business Simulation Website: http://www.bsg-online.com/
8	Week of Oct. 5	Lecture: Directional Strategies and Portfolio Analysis Lecture: Functional Strategies Online Textbook Chapter 8: Corporate-Level Strategies (lardbucket.org, Creative Commons License)	Read the Strategy Game Simulation Case Study and Guide on Business Simulation Website: http://www.bsg-online.com/
9	Week of Oct. 12	Lecture: Strategies to Avoid Lecture: Strategy Implementation and Executing Strategy Through Organizational Design Online Textbook Chapter 9: Executing Strategy Through Organizational Design (lardbucket.org, Creative Commons License)	Continue reading the Strategy Game Simulation Case Study and Guide on Business Simulation Website: http://www.bsg-online.com/
10	Mon., Oct. 19	Exam #2 (Covers Modules 5-8)	

	Wed., Oct. 21	Review Exam #2 Workshop on the Simulation project Trial Simulation #1 due by 10:00 pm Sunday Business Simulation Website: http://www.bsg-online.com/	Practice Simulation #1 Decisions Due by Sunday on Business Simulation Website: http://www.bsg-online.com/
11	Week of Oct. 28	Workshop on the Simulation project Trial Simulation #2 decisions due on Tuesday Lecture on Strategy Implementation (Chapter 9) 1st Period decisions due by 10:00 p.m. on Sunday Business Simulation Website: http://www.bsg-online.com/	Practice Simulation Round #2 1st Peer Evaluations Due 1st "Real" Period Simulation Decisions Due Sunday
12	Week of Nov. 2	2nd Period decisions due by 10:00 p.m. on Tuesday Workshop on Strategy Implementation 3rd Period decisions due by 10:00 p.m. on Sunday Business Simulation Website: http://www.bsg-online.com/	Simulation Decisions Due Work on Company Report (SWOT Analysis)
13	Week of Nov. 9	4th Period decisions due by 10:00 p.m. on Tuesday 5th Period decisions due by 10:00 p.m. on Sunday Lecture: Evaluation and Control (Module 9) Lecture: Leading an Ethical Organization Online Textbook Chapter 9, Section 3: Creating Control Systems Online Textbook Chapter 10: Leading an Ethical Organization	Simulation Decisions Due Work on Group Presentations
14	Week of Nov. 16	6th Period decisions due by 10:00 p.m. on Tuesday 7th Period decisions due by 10:00 p.m. on Sunday Workshop on Group Presentations Business Simulation Website: http://www.bsg-online.com/	Simulation Decisions Due
	Week of Nov. 23	THANKSGIVING BREAK ALL WEEK!	NO CLASSES
15	Week of Nov. 30	8th Period decisions due by 10:00 p.m. on Tuesday 9th Period decisions due by 10:00 p.m. on Sunday Business Simulation Website: http://www.bsg-online.com/ Group Presentations Begin!	Simulation Decisions Due
16	December 7	Group Presentations Conclude Review for Final Exam (Comprehensive)	Final Peer Evaluations Study for Final Exam

Initial Proposal

**Affordable Learning Georgia Textbook Transformation Grants
Round 2 (Category 4: Transformations-At-Scale)
Proposal Form**

Institution Name	Columbus State University (Turner College of Business)				
Team Members (Name, Title, Department, Institutions if different, and email address for each)	(1) Dr. Robin Snipes, Professor of Management, CSU's Turner College of Business, snipes_robin@columbusstate.edu (2) Dr. Laurence Marsh, Assistant Professor of Management, CSU's Turner College of Business, marsh_laurence@columbusstate.edu (3) Dr. Kirk Heriot, Ray and Evelyn Endowed Chair of Entrepreneurship and Professor of Management, CSU's Turner College of Business, heriot_kirk@columbusstate.edu (4) Ms. Amy Thornton, Director of CSU's Center for Online Learning, thornton_amy@columbusstate.edu and Mr. Mark Flynn, Dean of CSU Libraries, flynn_mark@columbusstate.edu				
Sponsor, Title, Department	Dr. Tom Hackett, Provost and Vice President for Academic Affairs, Columbus State University				
Course Names, Course Numbers and Semesters	BUSA 4185: Strategic Management (Business capstone course) Fall 2015 (<i>course is offered every semester but the new format will be tested in the Fall of 2015</i>)				
Average Number of Students Per Course Section	30	Number of Course Sections Affected by Implementation in AY 2016	6	Total Number of Students Affected by Implementation in AY 2016	180
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input checked="" type="checkbox"/> Transformations-at-Scale				
List the original course materials for students (including title, whether optional or required, & cost for each item)	<i>Required Textbook: <u>Concepts in Strategic Management and Business Policy, 14/E</u>, by Wheelen, Hunger, Hoffman, Bamford, (Pearson, ISBN: 9780133126129)</i> <i>The Business Strategy Game Online Simulation Program (bsg-online.com)</i>			\$180.60 \$42.95 (for online access)	
Plan for Hosting Materials	<input type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input checked="" type="checkbox"/> LibGuides <input checked="" type="checkbox"/> Other: New course material to shared in MERLOT (merlot.org)				
Projected Per Student Cost	\$42.95		Projected Per Student Savings (%)	\$180.60 (81%) Annual = \$32,508	

1. PROJECT GOALS

All CSU undergraduate business students are required to take the BUSA 4185 "Strategic Management" capstone course in their last semester before graduation. This capstone course experience is required at most business schools across the USG system and across the country. The course integrates the major fields of business and focuses on applying the knowledge students have gained in their junior/senior level business courses. At CSU, normally about 170 to 200 students take this course every year, but the impact on the University System of Georgia as a whole could be much larger since thousands of business students across the state take this course every year. From the experiences of the CSU instructors teaching the course (and from student feedback), it is apparent that students learn more from "real world" material, case studies, computer simulations, and other experiential exercises done in class and as homework assignments. Therefore, professors who teach this course focus more on the application of the knowledge that students have gained in their prior coursework. The instructors of this undergraduate course believe that new course content can be developed in an open access online format, which will save students the cost of a new textbook (currently \$180).

Therefore, the three main goals of this project/grant proposal are as follows:

- (1) Identify and develop original online course content for Strategic Management (BUSA 4185) that is useful and readily available in D2L;
- (2) Improve student learning by increasing students' willingness to read course material through the inclusion of more student-oriented, relevant, and affordable course content in BUSA 4185; and
- (3) Share the course content with other USG business schools (in MERLOT) to decrease student costs and improve student retention and learning throughout the USG system.

1.1 STATEMENT OF TRANSFORMATION (STATEMENT OF THE PROBLEM)

The textbooks for the "Strategic Management" undergraduate capstone course are expensive and inefficiently used. Additionally, since the course focuses on the application of knowledge rather than just the acquisition of knowledge, instructors normally use case studies and other experiential exercises to affect student learning in this course. Furthermore, many of the textbooks for this subject area are very complex, making them more appropriate for graduate-level courses. There are some online resources that are useful, but there is a gap in the online course content available at no cost.

Along with recent published studies on the subject, reports from business college instructors indicate that approximately 10% to 25% of students do not buy books required for many business courses. Past studies have shown that some students will opt out of buying a required textbook *even if they believe that it may negatively affect their course performance* (Boyd, 2014). According to a 2011 analysis printed in the Chronicle of Higher Education, "textbook costs are typically comparable to 26% of tuition at state universities," and business textbooks typically cost significantly more than those required for liberal arts courses. Therefore, business majors would especially benefit from no-cost online solutions to course textbooks.

Stakeholders and Impact of the Problem: CSU business students are the primary stakeholders affected by the issue of expensive textbooks. Every business student is required to take the BUSA 4185 capstone course (170 to 200 CSU students enrolled annually). The current edition of the required course textbook costs \$180, so the potential cost savings to CSU students would be between \$30,600 and \$36,000 annually. Additional stakeholders include students' families and the course instructors. Many families are impacted by the increasing costs of higher education and make personal and financial sacrifices to enable students to attend college. Instructors want to ensure that students have relevant and usable low-cost resources that enable them to succeed in their coursework and in their business careers. When students are unable to purchase course materials, it also affects the instructor's ability to deliver the course learning outcomes. At a college and institutional level, students unable to afford course materials may perform poorly or drop out altogether, which could affect university graduation rates and funding.

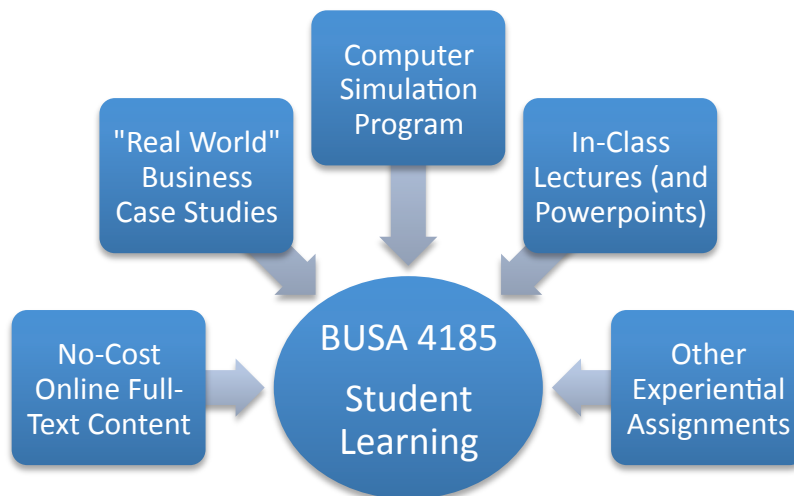
Students across the USG system stand to gain cost savings from an alternative to expensive business textbooks that few undergraduate students actually read. Undergraduate students find much of the material in Strategy textbooks intimidating and irrelevant. Consequently, faculty teaching the capstone course currently face challenges motivating students to read these textbooks. Instructors and students alike could benefit from a fresh pedagogical approach that incorporates a wide range of open access online course material as well as "real world" case studies and experiential exercises. This change would offer faculty and students a potential solution to a pedagogical problem that instructors have been unable or unwilling to address for years.

The stakeholders affected by this transformation would initially include both faculty and students in CSU's Turner College of Business. In the long term, however, this online material could be shared with other USG institutions, so the transformation could impact many business schools and thousands of business students throughout the USG system. The underlying theories for Strategic Management are universal to most of the leading textbooks that are used in this course. Thus, we expect the content of our modules to be consistent with what any faculty member would teach in a similar undergraduate course. The transformative impact would include cost savings as well as improved learning for thousands of business students across the USG system.

1.2 TRANSFORMATION ACTION PLAN

This project seeks to replace the current textbook for BUSA 4185 Strategic Management with no-cost, online materials. As necessary background for creating new no-cost online course materials, team members will acquire a relevant understanding of copyright law related to the use of online course materials. With over 60 years of combined teaching experience, Drs. Snipes, Marsh, and Heriot will use their experience to develop and/or search for new full-text online material to fill in the gap in relevant, student-oriented online course content for BUSA 4185. Course content will include new full-text textbook chapters or articles, along with "real world" case studies, a business strategy computer simulation program, homework assignments, and other experiential exercises to improve student learning. The team will assess the sustainability of the resources (to include the projected stability of online sites), and will assess the relevance and suitability of the new material in terms of appropriateness and usability.

Course student learning outcomes will be achieved in the following ways:



As an initial project step, the team members will work with the campus librarian to explore available online and open access textbooks, case studies, journal articles, and other materials suitable for undergraduate business students. Expected transformation project activities, including syllabus and course redesign, are detailed in the timeline below.

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative measures of success will be collected through student course performance measures including average test grades (compared to past semesters) and the Business Strategy Simulation scores (compared to past semesters and compared to the national student population). The Business Strategy Game simulation program (www.bsg-online.com) provides student assessments with national comparison data. Currently, over 600 business schools across the country use this simulation program. These measurements will be collected initially at the end of the Fall (2015) semester, and will be repeated Spring and Summer of 2016. **Qualitative** measures include evaluations of student satisfaction using student focus groups, the end-of-term student evaluations of instructional material, and instructor feedback. Small focus groups will include questions that address student expectations of textbooks and overall satisfaction of the online course material.

1.4 TIMELINE

Task	Responsibility	Milestone/Date To Be Completed
Identification of no-cost online textbook chapters, journal articles, case studies, and other material useful and relevant to undergraduate business students.	Drs. Snipes, Heriot, Marsh, Ms. Thornton, and CSU librarian	May 1, 2015
Review of possible copyright issues and online course content usability/sustainability	Drs. Snipes, Heriot, and Marsh, and CSU Libraries (Mr. Flynn)	July 1, 2015
Design and development of new online course (course structure, online activities, assessments, etc.)	Drs. Snipes, Heriot, Marsh, Ms. Thornton	July 31, 2015
Completion of revised syllabus with new online content and assignments	Drs. Snipes, Heriot, and Marsh	August 7, 2015
Implementation of new course in Fall 2015 sections	Dr. Snipes	December 1, 2015
Student success measures analyzed	Drs. Snipes, Heriot, and Marsh	December 15, 2015

1.5 BUDGET: TOTAL REQUEST = \$25,800

Dr. Robin Snipes: \$5,000 compensation for additional work; \$400 for grant kick-off meeting travel
Dr. Laurence Marsh: \$5,000 compensation for additional work; \$400 for grant kick-off meeting travel
Dr. Kirk Heriot: \$5,000 compensation for additional work
Ms. Amy Thornton: \$5,000 for additional resources necessary in CSU's Center for Online Learning
Mr. Mark Flynn: \$5,000 for additional resources necessary in CSU's libraries (research and copyright issues involved in the development of online content)

1.6 SUSTAINABILITY PLAN

Drs. Snipes, Marsh, and Heriot each teach BUSA 4185 on an annual basis, usually more than once. The course is offered at CSU at least six times a year. The frequency of the course offering will ensure regular review of the online resources. As potential material for inclusion in the course is identified, the team will continue to assess the relevancy, usability, and stability of the course content.

REFERENCES

Boyd, Denise (2014). *Teaching Tips: Using Textbooks Effectively and Getting Students to Read Them*, Association for Psychological Science: <http://www.psychologicalscience.org/teaching/tips>.

Reden, Molly (2011). *7 in 10 Students Have Skipped Buying a Textbook Because of Its Cost, Survey Finds*, printed in the Chronicle of Higher Education (August 23 edition).

ATTACHMENTS

- (1) Letter of support from Dr. Tom Hackett, Provost and Vice President for Academic Affairs, Columbus State University
- (2) Letter of support from Mr. Mark Flynn, Dean of Libraries, Columbus State University



December 5, 2014

Affordable Learning Georgia Textbook Transformation Grants
GALILEO
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

Dear Committee:

Columbus State University (CSU) is excited to submit an application to the Affordable Learning Georgia Textbook Transformation Grant Program. This proposal is submitted by Drs. Robin Snipes, Laurence Marsh, and Kirk Heriot, faculty members within CSU's Turner College of Business, along with Ms. Amy Thornton, Director of CSU's Center for Online Learning and Mr. Mark Flynn, Dean of CSU Libraries. This is a "Transformation-At-Scale" grant proposal that focuses on transforming the business capstone course required for all undergraduate business majors to significantly lower the cost to students and to make the course material more relevant, usable, and student-friendly. The new course material will be accessed online and will include "real world" business case studies, full-text articles, up-to-date news articles, and other experiential exercises to increase student engagement and learning.

The CSU Office of Sponsored Programs will be responsible for the receipt and distribution of any award funds based upon the proposal budget. If the proposed project is successful CSU will act accordingly to institutionalize the project to lower costs to students.

If you have any questions regarding this proposal please contact Robin Snipes at 706-507-8067 or via email at snipes_robin@columbusstate.edu. I may be contacted at 706-507-8968 or at hackett_tom@columbusstate.edu.

Sincerely,

Tom Hackett, Professor
Provost and Vice President for Academic Affairs



TO: Affordable Learning Georgia Grant Program
FROM: Mark W. Flynn, Dean of Libraries
DATE: December 4, 2014

Dear ALG Colleagues,

I am writing in support of the Textbook Transformations at Scale grant prepared by Professors Robin Snipes, Laurence Marsh, and Kirk Heriot from the Turner College of Business at Columbus State University. This grant will seek to replace an expensive text book used in the College of Business Capstone course with open access and no cost alternatives including the development of new course materials as well as use of GALILEO licensed content.

The faculty of the College of Business will partner with our Center of Online Learning to establish a common course instructional design to be used across all sections of the Capstone Course. In addition, librarians from CSU Libraries will use this opportunity to assist faculty in discovery of licensed GALILEO resources for "coursepacks" as well as provide training in copyright policy as applied to delivery of licensed content in the context of online learning. We will use the course to develop a modular approach to copyright instruction that can be used for all faculty throughout the University.

Having this grant will allow CSU to demonstrate the benefit for use of open access texts to other faculty and courses throughout the College of Business. I fully support this application to the Affordable Learning Georgia Grant program knowing the dedication and commitment of Dr. Robin Snipes and her colleagues to sustaining an open access approach to course text adoption.

Sincerely,

Mark W. Flynn
Dean of Libraries

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: December 18, 2015

Grant Number: 107

Institution Name(s): Columbus State University

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

Dr. Robin Snipes (Lead), Professor of Management, Turner College of Business, Columbus State University, snipes_robin@columbusstate.edu

Dr. Kirk Heriot, Evelyn and Ray Crowley Endowed Chair of Entrepreneurship, Turner College of Business, Columbus State University, heriot_kirk@columbusstate.edu

Dr. Laurence Marsh, Assistant Professor of Management, Turner College of Business, Columbus State University, marsh_laurence@columbusstate.edu

Mr. Mark Flynn, Dean of Libraries, Columbus State University, flynn_mark@columbusstate.edu

Ms. Amy Thornton, Director of the Center of Online Learning, Columbus State University, thornton_amy1@columbusstate.edu

Project Lead: Dr. Robin Snipes

Course Name(s) and Course Numbers:

Names	Course Numbers	Number of Students	Instructors
BUSA 4185 Strategic Management	BUSA 4185 CRN #80178	31	Robin Snipes
BUSA 4185 Strategic Management	BUSA 4185 CRN #80191	31	Robin Snipes
Total		62	

Semester Project Began: Spring, 2015

Semester of Implementation: Fall, 2015

Average Number of Students Per Course Section: 31

Number of Course Sections Affected by Implementation: 2

Total Number of Students Affected by Implementation: 62

1. List of Resources Used in the Textbook Transformation

Title	Author	Creative Commons	URL
Strategic Management: Evaluation and Execution (Course Primary Textbook)	David Ketchen Jeremy Short	<i>Strategic Management: Evaluation and Execution</i> is offered through 2012books.lardbucket.org and is licensed for open access under Creative Commons	http://2012books.lardbucket.org/books/strategic-management-evaluation-and-execution/index.html
Guy Kawasaki: "Know Thyself and Niche Thyself"	Guy Kawasaki	Youtube Video	https://youtu.be/PHhfDkLrOpA
"Southwest Pride"	Southwest Airlines Promotional Video	Youtube Video	https://youtu.be/Z79p7Ue78Dc
"How to Analyze a Company's Financial Position"	Ben McClure	Investopedia Publicly Shared Article	http://www.investopedia.com/articles/fundamental/04/063004.asp
"Introduction to Fundamental Analysis"	Investopedia	Shared	http://www.investopedia.com/university/fundamentalanalysis/
"Formulation of Functional Strategy"	ICAI Knowledge Gateway	Creative common	http://www.icaiknowledgegateway.org/littledms/folder1/chapter-5-formulation-of-functional-strategy.pdf
"Long Rise and Fall of Volkswagan"	Bloomberg Business Video	Youtube Video	https://youtu.be/SX_XKD_fhRk
"The Volkswagan Scandal Explained"	Wall Street Journal Video	Youtube Video	https://youtu.be/VJjqIQ_pvRE

2. Narrative

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

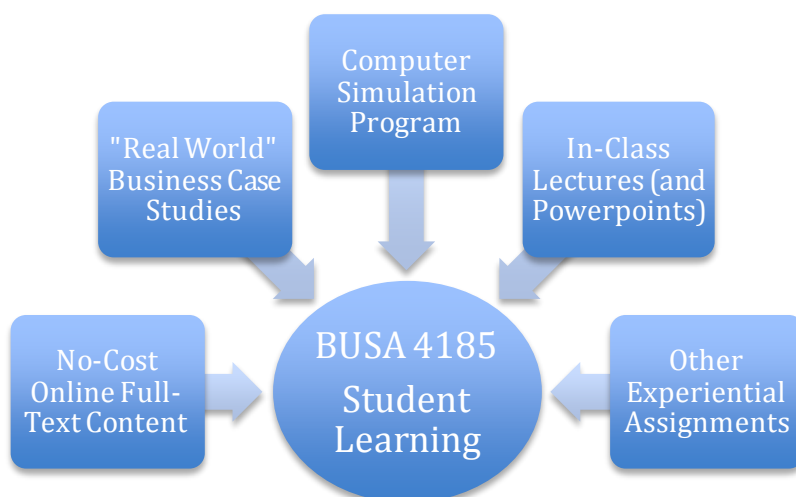
Include:

A. Summary of your transformation experience, including challenges and accomplishments

- **Overview**

All Columbus State University ("CSU") undergraduate business students are required to take the BUSA 4185 "Strategic Management" capstone course in their last

semester before graduation. This capstone course experience is required at most business schools across the USG system and across the country. The course integrates the major fields of business and focuses on applying the knowledge students have gained in their junior/senior level business courses. At CSU, normally about 170 to 200 students take this course every year, but the impact on the University System of Georgia as a whole could be much larger since thousands of business students across the state take this course every year. From the experiences of the CSU instructors teaching the course (and from student feedback), it is apparent that students learn more from "real world" material, case studies, computer simulations, and other experiential exercises done in class and as homework assignments. Therefore, professors who teach this course focus more on the application of the knowledge that students have gained in their prior coursework. In addition to the textbook, there is also an online Business Strategy simulation project. The cost of access to this online simulation is \$45. Course student learning outcomes are achieved in the following ways:



The instructors of this undergraduate course believed that much of the course content could be developed in an open access format, savings students the cost of a new textbook (currently \$180). Eliminating the cost of the textbook would mean that students' total cost for course materials would be limited to the \$45 required for access to the online simulation program.

Therefore, the three main goals of this project/grant proposal were as follows:

- (1) Identify and develop useful online textbook content for Strategic Management (BUSA 4185) that is readily available to students;

(2) Improve student learning by increasing students' willingness to read course material through the inclusion of more student-oriented, relevant, and affordable course content in BUSA 4185; and

(3) Share the course content with other USG business schools to decrease student costs and improve student retention and learning throughout the USG system.

The following information provided will describe how the transformation experience was successful in achieving these project goals.

- **Transformation experience**

Overall, the transformation experience was good. We were able to accomplish our goal of realizing an estimated cost savings for book expenses of about \$11,160 for the 62 students enrolled in two sections in the Fall semester of 2015 (\$180 textbook cost per student).

In the Spring and Summers semesters of 2015, the textbook transformation team met several times to share relevant course-related open access material. A course "sandbox" was created in the D2L ("CougarView") learning management system that enabled the team to post and share material throughout the semester.

In the Fall semester of 2015, two course sections of BUSA 4185 participated in the implementation of the textbook transformation process. The course sections were taught by the project lead, Dr. Robin Snipes, in a traditional, face-to-face learning environment. The initial course was set up in the institution's learning management system first, and then, after use and testing of the material, it was transferred to the institution's LibGuide website so that it could be shared with other institutions (see <http://columbusstate.libguides.com>).

The phases of the textbook transformation are shown below in the table. The data collection phase will be discussed later in the report.

Task	Responsibility	Date Completed
Identification of no-cost online textbook chapters, journal articles, case studies, and other material useful and relevant to undergraduate business students.	Drs. Snipes, Heriot, Marsh, Ms. Thornton, and CSU librarian	August 1, 2015

Design and development of new online course (course structure, online activities, assessments, etc.)	Drs, Snipes, Heriot, Marsh, Ms. Thornton	July 31, 2015
Completion of revised syllabus with new online content and assignments	Drs. Snipes, Heriot, and Marsh	August 7, 2015
Implementation of new course in Fall 2015 sections	Dr. Snipes	December 1, 2015
Review of possible copyright issues and online course content usability/sustainability	CSU Libraries (Mr. Flynn)	December 15, 2015
Data collection and student success measures analyzed	Drs. Snipes, Heriot, and Marsh	December 15, 2015

The adoption of the new course materials and assignments by Dr. Snipes occurred in varying degrees. Drs. Snipes, Heriot, and Marsh made the new materials available in the D2L course "sandbox" so that all team members could review the new material as soon as it was selection for inclusion. Dr. Snipes then incorporated the material and other assignments from the D2L sandbox into the BUSA 4185 course learning management site (called "CougarView" at Columbus State) in the Fall of 2015.

Throughout the transformation experience, the instruction was supported by Ms. Amy Thornton, Director of the school's Center of Online Learning. She provided the technical assistance to ensure the technology infrastructure was available for D2L. Her assistance provides a much-needed layer of support that makes the use of new technology less challenging by CSU faculty and students.

At the end of the semester, the students in the two face-to-face classes were surveyed.

- **Challenges**

There were three major challenges related to the transformation experience. The first challenge that was identified by the instructional team members focused on convincing students to use the online materials (versus printed material). Some students complained that they would rather have a printed version of the book, but the ink and paper cost made printing the book more costly than expected. A solution to this issue was to offer a hardcopy of the textbook at the school's printshop for a small fee (\$20). About 20% of the students took advantage of this

option. Another challenge was that some students had already borrowed or purchased used copies of the course textbook used in previous semesters from friends and classmates, but this is not expected to be an issue in the future since future students will be aware of this textbook change. Lastly, a third challenge was the amount of time required to develop the material and then set up the information sharing website (in CSU's LibGuides) for sharing with other USG institutions.

- **Accomplishments (Outcomes)**

The three goals of the project as presented on Page 3 of this report were accomplished. The success of the transformation experience provides a good baseline for future use of free, open-access materials for other courses in the Turner College of Business.

Goal 1: Identify and develop useful online textbook content for Strategic Management (BUSA 4185) that is readily available to students.

This first goal was accomplished. The textbook transformation team was able to find a useful open-access textbook for this course. The textbook did lack some content that the team felt was integral to the course learning objectives, but the team was able to find other appropriate material to "fill in the missing gaps."

Goal 2: Improve student learning by increasing students' willingness to read course material through the inclusion of more student-oriented, relevant, and affordable course content in BUSA 4185.

All three faculty members shared material through a D2L "sandbox" course set up in February of 2015. The course material was developed by the team in the Spring and Summer semesters of 2015, so it was available to students at the beginning of the Fall, 2015 semester (the implementation semester). Getting a strong start to the semester is essential for student success. Thus, the availability of the materials for students on the first day of class was critically important for this project. The new course material saved most students as much as \$180 on course material. Based on student test scores and other feedback from students, Goal #2 was met.

An estimated 62 students enrolled in the course did not have to purchase a new textbook. The potential combined savings for this one cohort was an estimated \$11,160, and that number is expected to increase significantly for the Spring, 2016 cohort. The retention/completion rate was approximately 97% for the 62 students who participated in the transformation experience. Of the 62 students, only two

students did not complete the course: one student withdrew at the beginning of the semester, and one dropped out for personal reasons.

According to a Textbook Satisfaction Survey given to students at the end of the course, about 75% of students enrolled in the course found the open access textbook to be helpful in the course learning process. About 77% of the students enrolled in the course found the open access textbook easy to understand, and about 96% found the open access textbook about the same or better than other textbooks they have used during their college tenure. Additionally, when asked whether other courses should provide free, open-access textbooks, about 77% responded definitely, and another 27% responded that it might be useful for some courses but maybe not all of them.

Goal #3: Share the course content with other USG business schools to decrease student costs and improve student retention and learning throughout the USG system.

This goal has been accomplished. After the course was tested during the Fall, 2015 implementation phase of this project, it was transferred to CSU's LibGuides website for sharing throughout the University System of Georgia (see <http://columbusstate.libguides.com/>). This information sharing website is available and accessible to all system institutions. The URL for this course is <http://columbusstate.libguides.com/businessstrategy>.

- **Transformative Impacts on Individual Instruction**

Dr. Snipes found some positive transformation impacts on her instruction during the implementation phase (Fall of 2015). Dr. Snipes indicated that she felt the transformation process improved teaching and students' interest in the subject. All three faculty members on the team (Snipes, Heriot, Marsh) indicated that the process increased their knowledge of the availability of Open Education Resources (OER) to enhance coursework. Moreover, Dr. Snipes added that the transformation process also helped her to locate, develop, and understand the value of new "real world" content that could improve student interest and learning.

Another positive impact noted by Dr. Snipes was that she did not have to wait until a week or two into the semester to start textbook activities. With the open-access textbook available to students on the first day of the semester, she was able to start instruction immediately since enrolled students could immediately download the textbook and other course materials.

- **Transformative impacts on your students and their performance**

The impact of this textbook transformation was mainly on the cost savings to students, although student academic performance may have also improved slightly through this project.

Student test scores from the current semester (Fall, 2015) were compared to the Fall, 2014 cohort that used the traditional printed textbook. There are two main exams given in the course that cover material in the textbook. On the first exam, the Fall, 2015 (textbook transformation) cohort performed at a slightly higher level on average than the 2014 cohort (mean = 80 versus 75). On the second exam, the textbook transformation cohort performed about the same as the Fall, 2014 cohort (mean = 80 versus 81). Additionally, a comparison of the student retention and completion rates for the two cohorts -- 2015 versus 2014 -- showed that the 2015 rate remained very high with about a 97% successful completion rate (note that business students have to make a grade of "C" or better to pass this course). Therefore, it can be concluded that student performance was slightly better in the Fall, 2015 textbook transformation cohort.

A second impact noted by Dr. Snipes was that having the Open Stax textbook allowed everyone to be on equal footing when it came to starting the class. For example, sometimes the financial aid reimbursement is not available at the beginning of the semester for some students. The textbook transformation gives all students access to the textbook from the first day of class.

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

There were lessons learned from the perspective of the project lead. One of the lessons learned was the amount of time instructors will need to spend on this type of course transformation project. Team members need to meet several times prior to the beginning of the implementation semester. Additionally, the time spent on the course development, assessment, report writing, and course sharing consumed more time than expected.

Other, more important, lessons were learned about student learning during this process. Based on student responses to the Textbook Satisfaction Survey (see Appendix), for traditional, face-to-face lecture courses, many students seem to prefer to use Powerpoints over textbooks for studying purposes. About 78% of students responded that they found the Powerpoints posted by the course instructor to be more useful than the course textbook in supporting learning outside of class. However, it is

highly likely that this finding will be different for online courses in which students have to rely more on the textbook to learn course material. Additionally, courses that use the "flipped" classroom technique -- where the typical lecture and homework elements are reversed and in-class time is devoted to exercises, projects, and/or discussion -- might find that textbooks are more important to student learning.

From the Textbook Satisfaction Survey, it was discovered that about 48% of students in the course indicated that they read very little or none of the textbook at all during the semester. Note that this is not because students found the textbook to be difficult to read, since 87% indicated that the textbook was "easy to understand." In order to motivate more students to read the textbook, in future classes the team will assign more problems/questions and assignments directly from the textbook and work towards incorporating more of a "flipped" classroom style. It is clear that instructors need to provide different learning materials/tools to accommodate the different learning styles and preferences of this generation of students.

3. Quotes

- **Provide three quotes from students evaluating their experience with the no-cost learning materials.**

Student #1: "The online material is helpful. It gives us the ability to have access to the text from the first day of class and it is free!"

Student #2: "Free textbooks allow access and learning without a budget for a \$200 textbook. This textbook was very easy to understand and I enjoyed reading the material."

Student #3: "As a disabled veteran with a herniated lumbar disk, I really appreciated not having to carry the weight of one more textbook in my backpack."

4. Quantitative and Qualitative Measures

The success of the transformation experience was measured by both quantitative and qualitative measures for the project. The quantitative measures for this project involved textbook cost savings, retention in course, and the overall academic success of students completing the course. Based on an analysis of the data, it is apparent that the textbook transformation was a success in at least three ways: (1) it saved students money on textbook costs; (2) it provided a learning tool for students to begin using on the first day of class; and (3) it was a satisfactory replacement for the expensive, printed textbook

students normally use in other business courses (as indicated by the Textbook Satisfaction Survey).

The cost savings for the project is estimated at \$11,160 for the Fall, 2015 semester. This figure was calculated by adding all the students in the two sections of the course (total = 62) at the beginning of the class, multiplied by the cost of the new edition of the Business Strategy textbook used in prior semesters (\$180). It should be noted that the Spring, 2016 semester savings will be higher since a significantly larger number of students take the capstone course in the Spring semester.

In regards to the academic rates, the drop rate was less than 3% (n=2), and the course retention and completion rates were 97%. The overall academic success of the transformation experience resulted in slightly higher test scores than in previous semesters. Student test scores from the current semester (Fall, 2015) were compared to the Fall, 2014 cohort that used the traditional printed textbook. There are two main exams given in the course that cover material in the textbook. On the first exam, the Fall, 2015 cohort performed at a slightly higher level on average than the Fall, 2014 cohort (mean = 80 versus 75). On the second exam, the Fall, 2015 cohort performed about the same as the Fall, 2014 cohort (mean = 80 versus 81). Additionally, a comparison of the student retention and completion rates for the two cohorts -- 2015 versus 2014 -- showed that the 2015 rate remained very high with about a 97% successful completion rate (note that a successful completion for business students is a grade of "C" or better in this course). Therefore, it can be concluded that student performance was slightly better in the Fall, 2015 textbook transformation cohort.

Qualitative data obtained from a survey given was also obtained for the project. There were 55 surveys completed by the students in Dr. Snipes' textbook transformation classes. In sum, the positive impact of the OER materials was shown from the student results. Responses to Question 9 on the survey indicated that at least 96% of the respondents thought the textbook was at least the same or better as other textbooks used in the past. Responses to Question 10 on the survey indicated that 100% of students think other courses should also have open-access textbooks available.

5. Sustainability Plan

The Turner College of Business offer the BUSA 4185 Strategic Management course every semester (Fall, Spring, and Summer). The selected course is a required class that is taken by all business students in their last semester prior to graduation. Now that the open-access textbook for this course has been selected, the team will continue to add resources and update the other materials used for instruction.

The team will be available to assist other faculty teaching different sections of this course. Further, this team of faculty will encourage the Department to enlist other

faculty members to participate in future textbook transformation grants. Results from this grant provide compelling evidence for the rationale to continue and expand open access materials for the Turner College of Business and other business colleges in the University System of Georgia.

6. Future Plans

The project has made the team aware that the traditional model of student learning is changing. The plan is for the team to present the findings to faculty in the Turner College of Business during the College's January faculty meetings with the goal of convincing other business faculty to apply for transformation grants. Now that the open-access textbook for this course has been selected, the team will continue to add resources and update the other materials used for instruction. Lastly, given the new data from the Textbook Satisfaction Survey on student use of textbooks versus other course material, the team will look for ways to motivate business students to read the textbook. In future classes, the team will assign more problems/questions and assignments directly from the textbook and work towards incorporating more of a "flipped" classroom style. Lastly, the team will look for publication outlets for these findings. It is highly likely that other business faculty across the country may be interested in the data presented in this report.

7. Description of Photograph

A group photo of the BUSA 4185 Textbook Transformation team is below. Shown in the picture is (from left to right):

- Ms. Amy Thornton, Director of CSU's Center of Online Learning
- Dr. Laurence Marsh, Assistant Professor of Management in CSU's Turner College of Business
- Dr. Kirk Heriot, Evelyn and Ray Crowley Endowed Chair of Entrepreneurship in CSU's Turner College of Business
- Mr. Mark Flynn, CSU's Dean of Libraries
- Dr. Robin Snipes, Project Lead, Professor of Management in CSU's Turner College of Business



APPENDIX A

BUSA 4185
Textbook Satisfaction Survey
Fall, 2015
(With Student Response Percentages)

Note that this survey is anonymous and confidential. We would like to have your feedback regarding the free, online open-access textbook that you used for the course. Compare your experiences in this course to other courses that required a traditional printed textbook. Then answer the following questions honestly and objectively.

- _____ During my college career, for most courses I normally:
- (38%)** a. Purchase a printed course textbook (new or used)
 - (44%)** b. Rent a printed course textbook (online or from the College bookstore)
 - (7%)** c. Rent an online course e-book
 - (11%)** d. None of the above -- I usually just borrow a textbook from one of my classmates to use for studying purposes
- _____ If/when you didn't purchase or rent a textbook for a course, what was the reason?
- (36%)** a. The instructor told me it wasn't necessary to do well in the course
 - (0%)** b. A student told me it wasn't necessary to do well in the course
 - (15%)** c. The textbook was too expensive
 - (29%)** d. All of the above
 - (20%)** e. I have always purchased a textbook for every course!
- _____ Assume that cost is NOT a factor. Which of the following course materials would you prefer to use?
- (84%)** a. Printed and bound textbooks
 - (13%)** b. Online course e-books
 - (4%)** c. Video and/or audio books (for example, Podcasts)
 - (0%)** d. None of the above -- I don't think I need them to do well in my coursework
- _____ How useful to your learning the course material was the free online textbook that was provided for this course?
- (35%)** a. Very helpful
 - (38%)** b. Somewhat helpful
 - (7%)** c. Not very helpful
 - (20%)** d. Not helpful at all -- I never used it
- _____ If a free textbook were not provided for this course, how likely is it that you would have purchased or rented a textbook this semester?
- (27%)** a. I would have definitely purchased or rented a textbook for this course
 - (35%)** b. There is a good chance that I would have purchased or rented a textbook
 - (25%)** c. There is a good chance that I wouldn't have purchased or rented a textbook
 - (13%)** d. I definitely wouldn't have purchased or rented a textbook for this course

_____ From the types of study aids listed below that were available to you during this semester, which did you find to be most useful to support your learning outside of class?

- (13%)** a. Free online course e-book
- (78%)** b. Powerpoints
- (2%)** c. YouTube videos (suggested by instructor)
- (7%)** d. Strategy Simulation Game (bsg-online)

_____ How much of the free online textbook did you actually read during this semester?

- (11%)** a. I read all of the chapters that we covered in class.
- (18%)** b. I read most of the chapters that we covered in class.
- (24%)** c. I read some of the chapters that we covered in class.
- (24%)** d. I read very little of the textbook.
- (24%)** e. I didn't read the textbook at all.

_____ How easy was the textbook to understand?

- (56%)** a. The textbook was very easy to understand and provided good examples of concepts.
- (31%)** b. The textbook was somewhat easy to understand.
- (11%)** c. The textbook was somewhat difficult to understand and the concepts were not clearly explained.
- (2%)** d. The textbook was challenging and difficult to understand and I did not find it useful to the learning process.

_____ How did the free online textbook used in this course compare to other business textbooks that you have used in other courses?

- (18%)** a. The textbook was much better than other textbooks that I have used.
- (27%)** b. The textbook was somewhat better than other textbooks that I have used.
- (51%)** c. The textbook was about the same as other textbooks that I have used.
- (4%)** d. The textbook was somewhat worse than other textbooks that I have used.
- (0%)** e. The textbook was much worse than other textbooks that I have used.

_____ Do you think more courses should provide free online textbooks?

- (73%)** a. Yes -- all of them!
- (27%)** b. It might be useful for some courses but not all of them
- (0%)** c. No -- I would rather buy or rent a traditional printed textbook

Please provide your comments about the value of free, open-access textbooks for students -- how is it helpful (if at all)?
