English Grants Collections   English

Spring 2016

Learning Support English

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UNIVERSITY SYSTEM
OF GEORGIA

Jenny Crisp, Lydia Postell, Melissa Whitesell

Learning Support English

Affordable Learning Georgia

Georgia's Virtual Library
GALILEO
An Initiative of the University System of Georgia

Affordable Learning Georgia

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.

Syllabus

English 0098

Weekly Schedule

Week 1
- Syllabus/Writing Lab Preview
- Textbook website http://libguides.daltonstate.edu/ENGL0098
- Type I Errors http://libguides.daltonstate.edu/c.php?g=267539&p=1849748
- Intro. Paragraph http://libguides.daltonstate.edu/c.php?g=267539&p=1849744
- **Diagnostic Essay**
- Fragments; http://libguides.daltonstate.edu/c.php?g=267539&p=1849748#s-lg-box-wrapper-10234673
- Essay structure http://libguides.daltonstate.edu/c.php?g=267539&p=1849736

Week 2
- **Writing Lab Orientation**
- Fragment practice and quiz http://libguides.daltonstate.edu/c.php?g=267539&p=2457894
- Comma splice/run-on sentences http://libguides.daltonstate.edu/c.php?g=267539&p=1849748#s-lg-box-wrapper-10233865
- Comma splice/run-on sentences practice http://libguides.daltonstate.edu/c.php?g=267539&p=2457889
- **Essay 1 (Revision Assistant Essay)**
- Subject-verb agreement http://libguides.daltonstate.edu/c.php?g=267539&p=1849748#s-lg-box-wrapper-7654829

Week 3
- **CS/RO Quiz,**
- Thesis sentences http://libguides.daltonstate.edu/c.php?g=267539&p=1849742
- Review Subject-verb Agreement http://libguides.daltonstate.edu/c.php?g=267539&p=2457886
- **Subject-verb agreement quiz,**
- Discuss Essay 1/Revise

Week 4
- Thesis Sentences review,
- Essay Structure and Introductory paragraphs review,
- Concluding paragraphs http://libguides.daltonstate.edu/c.php?g=267539&p=1849744
- **Revision Assistant Essay**

Week 5
- Supporting details http://libguides.daltonstate.edu/c.php?g=267539&p=1849745
- **In-class paragraph,**
- Pronoun case http://libguides.daltonstate.edu/c.php?g=267539&p=1849750#s-lg-box-wrapper-10360700
- Practice on computer w/pronoun case http://libguides.daltonstate.edu/c.php?g=267539&p=2457897
- **Essay 2**

Week 6
- Pronoun agreement http://libguides.daltonstate.edu/c.php?g=267539&p=1849750#s-lg-box-wrapper-10360700
- Practice on computer w/pronoun agreement http://libguides.daltonstate.edu/c.php?g=267539&p=2457896
- Discuss Essay 2**,**
- **Pronoun quiz (case and agreement),**
- Review thesis sentences and supporting details

Week 7
- Discuss pronoun quiz
- Verbs- tense http://libguides.daltonstate.edu/c.php?g=267539&p=1849750#s-lg-box-wrapper-10360837
- Computer practice w/verbs
- **Essay 3**

Week 8
- **Early Exit (for those with a 75 or greater essay average), Essay 4 for those who do not qualify,**
- Writing Lab visit and verb practice,
- **Early Exit Results,**
- Verb practice and quiz http://libguides.daltonstate.edu/c.php?g=267539&p=2457886

Week 9
- Commas and semicolons and review of errors http://libguides.daltonstate.edu/c.php?g=267539&p=1849751#s-lg-box-wrapper-10364133
- Continue commas and semicolons http://libguides.daltonstate.edu/c.php?g=267539&p=1849751
- Review punctuation on computer http://libguides.daltonstate.edu/c.php?g=267539&p=2457898
- **Essay 5**

Week 10
- **Comma and semicolon quiz;**
- Review of Essay 5**,**
- Results of quiz and **Essay 6?**

Week 11
- **Last day of class – Be here to receive your average**
- **Write End-of-Term Essay (for those with an average of 70 or greater)**

Week 12
- **Results- Be in class!**
- **Retest (for those with an 80 average or greater)**

Initial Proposal

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

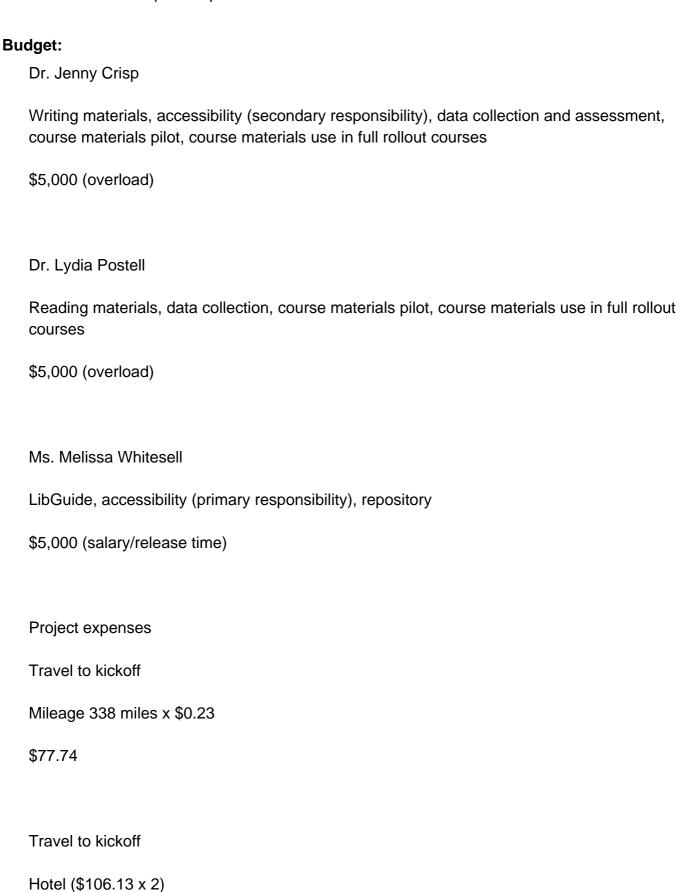March 17-April 7

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

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

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date:

19 May 2016

Grant Number:

128

Institution Name(s):

Dalton State College

Team Members:

- Dr. Jenny Crisp, Department of English, **jcrisp@daltonstate.edu**
- Dr. Lydia Postell, Department of English, **lpostell@daltonstate.edu**
- Ms. Melissa Whitesell, Derrell C. Roberts Library, **mwhitesell@daltonstate.edu**

Project Lead:

- Dr. Jenny Crisp, Department of English, **jcrisp@daltonstate.edu**

Course Name(s) and Course Numbers:

- Learning Support English, ENGL 0098 (current)
- Foundations of English, ENGL 0998 (Fall 2017 and thereafter)
- Co-curricular Support for English, ENGL 0999 (Fall 2017 and thereafter)

Semester Project Began:

Summer 2015

Semester(s) of Implementation:

Spring 2016

Average Number of Students Per Course Section:

18

Number of Course Sections Affected by Implementation:

4 (spring semesters), 10 (fall semesters)

Total Number of Students Affected by Implementation:

An estimated 252 annually, 63 actual in first semester of implementation

1. Narrative

A. Key Outcomes

The transformative impact of having an open-access textbook was easy to see: Students did not need to buy the textbook, so they had no excuses for not using it. They were able to see the book both in class, since all sections are taught in computer labs, and outside of class, and they took advantage of having easy access to the book. Students liked being able to have practice exercises that were easily accessible, along with explanations that were crafted specifically for them.

Perhaps the greatest challenge is that some students do not look at the book as much as they should because, as one student stated, it's more "out of sight, out of mind" since it is online and not an object they are carrying. While that student made a valid point, the majority of students enjoyed having a free textbook written just for them.

An additional challenge for us is that for the first time this academic year, we had a marked change in the population in this course as the college's admissions standards changed. In the spring term, the first semester of implementation, of our 63 students enrolled, 30, or 48%, would not have been admitted at all last year due to low placement test scores or to their need for remediation in three of three areas (mathematics, reading and English). While this group did not do as well as our students have done in previous semesters, still 64% of those who would not have been admitted last year (or previous years of this QEP) were successful in the course. When we compare this to the roughly 50% of students who succeeded in the course in the three years prior to the course redesign that constitutes our QEP, we are quite proud of our students and of the work we have done to help them be successful. Of the 33 students (52% of enrolled) who would have been admitted to the college last year, 30 students, or 90.9%, successfully exited the course, so we feel we are serving most of that group well.

One event that we believe increased student buy-in for using an open online textbook was a student contest we held to name the textbook, which the team had forgotten to do prior to full implementation. Students suggested names through Google forms and then voted for their favorites; the faculty team and the dean of the School of Liberal Arts donated gift cards as prizes for ten runners-up and the final winner. Students chose *The Roadrunner's Guide to English* in honor of Dalton State's Roadrunner mascot. Future plans include a student art contest to illustrate the book, partly in response to student comments requesting more illustrations. We are seeking funding or donations for prizes for such a contest, which we plan to open to the full campus in order to increase the pool of artists and to advertise the availability of open textbooks.

On the question of accomplishments, one member of the QEP Action TEAM wrote: "The book made my job as instructor much easier. Since it was designed specifically for our students, there were no chapters that were extraneous and no shortage of the exercises my students needed to improve their writing performance. Having the textbooks was a win-win for me as an instructor, and the results showed in the number of students who passed my class: Of 11 students, 9 passed the class. One of the 2 who did not pass stopped attending class just before the final essay. The other student worked very hard and will probably pass the next time she takes the class. Considering that over the majority of my students would not have been admitted last year, I was very pleased with the results and have to believe that having the textbook boosted their performance. Usually, spring term is a time when many students do not

pass because they are repeating the course, or they are just weaker students. Having so many pass was just amazing!"

B. Lessons learned and changes planned

One of our instructors writes: "The next time I teach English 0098, which will be in the fall, I plan to spend more time on punctuation and on pronouns, if these skills are needed. With English 0098, the same course is never taught twice because all depends on the skills of the students. If they need certain skills, then we cover them, but if not, we don't; however, I would like to expand our review of punctuation and pronouns in general."

In addition to these sorts of pedagogical decisions, we are actively seeking more accessible online practice games as a response to student comments. Also, some students expressed a preference for printed books, and a few lack Internet access at home. We are planning to make a version of the text available through either our campus auxillary services or Amazon for a small fee to students who would prefer a printed reference. Such a reference cannot, of course, include the extensive interactive components of our online textbook, but it would provide a resource for those with limited access and those with a preference for print.

2. Quotes

Additional student quotes are included in the supplementary data

- I like how simple it is to look up what I'm searching for.
- One thing I like about the textbook is that it seems very helpful. I personally feel like textbooks help me more. I know it's online, but if you teach a point in the textbook online, you can quickly take notes from it.
- [In response to a question about what could be improved] Games, send you an email of what we need help on/ are working on.

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

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

The overall response was positive, but ten percent of the respondents (survey and solicited comments) were overall dissatisfied. Separately, some students expressed a preference for printed materials, and some of this student population does not have Internet access at home, so one of the goals going forward is to make the text-only portions of the book available in printed form for a low cost.

Total number of students affected in this project: 63

- Positive: 75 % (15 of 20 respondents)
- Neutral: 15 % (3 of 20 respondents)

- Negative: 10 % (2 of 20 respondents**)**

Student Learning Outcomes and Grades

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

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

Student Drop/Fail/Withdraw (DFW) Rates

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

Drop/Fail/Withdraw Rate:

Choose One:

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

3b. Narrative

Student Learning Outcomes

Success on our Student Learning Outcomes, unlike our DFW rate, is down since the previous year's and the previous semester's data. This seeming discrepancy can be explained by the way the SLOs are measured in these courses, measurement methods that are set by our institution's Quality Enhancement Plan. DFW rates are based on overall enrollment, whereas three of the four SLOs are measured by an exit essay, blind graded by all faculty members who teach developmental writing. The SLO numbers reflect only those students who succeed in the course to a level that qualifies them to sit for the exit essay, and the DFW rates reflect all students enrolled. The difference this semester is that virtually all students stayed in the course and qualified to attempt the exit essay, something that has never happened in our program during the spring semester. Not everyone who qualified passed the exit essay or succeeded on the individual measures on the rubric. However, almost all students stayed with the course, and every student progressed between our diagnostic essay and the exit essay. Perhaps because of the removal of the economic barrier presented by the purchase of a textbook, almost all students persisted in the course and made the attempt, and this persistence made a difference for enough of them that our DFW rate dropped. This persistence also meant that some weaker writers attempted this exit essay than have in the past, and that change accounts for the reduction in SLO

success rates. Finally, because of the change in student population discussed above, many students came into our program less prepared for college-level writing than in previous years.

We tracked student success on our four student learning outcomes. The first three outcomes are measured by a baseline diagnostic essay and the holistically blind-graded exit essay; the final outcome is based on behavioral measures. We have baseline data from the three previous academic years. In Spring 2016, we measured student performance on the SLOs and tracked it against the baseline data; we will continue to track overall change in success rates over the 2016-2017 academic year. 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, measures, and results are as follows:

1. Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.
   a. Measure: Benchmark 1 and Criterion 4 of the end-of-term essay rubric
      i. **The success rate in Spring 2016, the semester of implementation of the open textbook in all sections, was 81.6%; this is down from 89.1% in Fall 2015 and 89.3% in spring 2015.**
2. Students will be able to write paragraphs with at least one appropriate, concrete example.
   a. Measure: Criterion 3 of the end-of-term essay rubric.
      i. **The success rate in Spring 2016, the semester of implementation of the open textbook in all sections, was 93.3%; this is up slightly from 92.5% in Fall 2015.**
3. Students will be able to write essays with clear theses, introductory paragraphs, body paragraphs, and conclusions.
   a. Measure: Criteria 1 and 2 of the end-of-term rubric.
      i. **The success rate in Spring 2016, the semester of implementation of the open textbook in all sections, was 91.7%; this is down from 97.3% in Fall 2015 and 96.4% in spring 2015.**
4. Students will exhibit the characteristics of self-directed learners.
   a. Measures:
   b. Students will use the services of the Writing Lab five or more times during the semester to focus on specific problems
   c. 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 6 of 17 strategies to their courses and learning.]
   d. Students will become self-directed learners by achieving four or more of the following, as determined by the instructor:
      i. Regular class attendance
      ii. Completion of all major assignments
      iii. Participation in class work and/or discussions
      iv. Completion of journal, blog, or wiki entries
      v. Use of Writers Resource, My Writing Lab, or other software in the Writing Lab
      vi. Others determined by instructor in consultation with QEP Action TEAM and the QEP director.

1. **The success rate in Spring 2016, the semester of implementation of the open textbook in all sections, was 82.4%; this is down from 84.6% in Fall 2015 and 91.3% in spring 2015 but is up markedly from 63.2% in spring 2014, the semester in which we became aware that textbook costs were a real barrier for our students. During that term, students were required to purchase an access card for writing software bundled with a new textbook, and their self-direction was measured in part by their use of that software. The 36.8% of students who did not meet this measure during that term were students who did not purchase that textbook, or who purchased a used copy. We spent the 2014-2015 academic year implementing a no-cost-to-students software package (through an institutional account purchase), and in 2015-2016 we have taken this a step further by eliminating the textbook cost as well.**

DFW Rates

Despite the lower success rates on the SLOs, and even given our absolute-bar group graded exit essay, DFW rates improved markedly this term. 19.0% of students, 12 out of a total 63 students affected, dropped/failed/withdrew from the course in the final semester of implementation. By comparison. in Fall 2015, 30.9% of students dropped, failed, or withdrew from English 0098. This improvement in DFW rates in the first semester of implementation is truly remarkable and is a reversal of a multi-year trend in English 0098: students enrolled in the spring term are almost always repeating the course, and results in spring and have traditionally been much worse than results in the fall semester. For example, in the Fall of 2014, the DFW rate in all sections of this course across the college was 11.3%; whereas in Spring 2015, that rate was 17.9%. In Fall 2013, the DFW rate was 16.7%, while in Spring 2014, the DFW rate was 31.4%. The change in year-over-year student success most likely reflects the change in admissions standards for Dalton State – we are serving a different, less prepared, population of entering students this year than we have over the last several years, and while this has affected overall rates, still many of those less-prepared students are succeeding.

Summary of supporting data

- Spreadsheet with chart of pre- and post-tested SLO data this term and previous years (the SLOs and measures are listed in the narrative above)
- Holistic rubric used to measure the diagnostic essay and the blind-graded exit essay. To pass this essay and exit the class, a student must receive two passing votes from three faculty readers; no faculty member knows the identities of the student authors, and class sections are mixed to limit guessing.
- Spreadsheet with chart of exit (student success) data for this term and previous terms
- The full text of our Learning Support English survey conducted each semester, including the new section on the open textbook
- Student responses to the open textbook section of the Learning Support English survey
- Student comments on the textbook, solicited separately from the survey (prior to the early exit)
- Student title contest screenshots
- Slide deck from presentation at the Georgia Association for Developmental Education annual conference in February 2016

- Not included but available upon request once measurement is possible (December 2016 for the initial ALG cohort): cohort success in English 1101 for the semester of implementation, later semesters of open textbook use, and prior semesters as a baseline

4. 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, the primary investigator, will take responsibility for keeping materials up-to-date through that time. However, the nine 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 five 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 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 collaborating librarian, Melissa Whitesell, has been promoted to interim director of our library during this year and has indicated she, too, is committed to the ongoing success of this 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 began rollout in Fall 2015. 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 near completion of 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 have designed a set of materials that can be used for writing alone or for an integrated reading and writing course. This also makes the textbook useful for other institutions outside as well as inside the USG.

5. Future Plans

- We plan to use this text for all sections of ENGL 0098, and the text is the basis for next year's course design of the two new developmental reading/writing courses we will offer in Fall 2017 and thereafter. The QEP Action TEAM will be designing these courses in Fall 2016 and early Spring 2017. The primary investigator, at least, also uses an open textbook available through MERLOT for English 1101 and hopes to be able to adopt open textbooks for more courses in the future. Upper-division literature courses in particular pose a difficulty as the more modern works are still under copyright, but the PI does seek low-cost options whenever possible.

- The PI included information about the open textbook in her presentation on Dalton State's QEP at the 2015 SACSCOC annual meeting in December 2015, and she distributed business cards with book information and the URL to attendees.
- In February 2016, Dr. Crisp and Dr. Postell presented on the textbook at the Georgia Association for Developmental Education annual meeting; they distributed information, demonstrated the book, and provided business cards with the URL to attendees.
- Finally, Dr. Crisp has just had a new proposal accepted for a presentation at the 2016 annual meeting of SACSCOC; this presentation is to focus on the importance of tailoring a QEP topic to demonstrated student needs. One part of those student needs is financial, and she plans to devote a portion of that presentation to the idea of open textbooks in general and to *The Roadrunner's Guide to English* in particular. As the previous set of business cards was printed before the student textbook title contest, she plans to have new cards printed.

6. Description of Photograph

- (left-right) Dr. Jenny Crisp, team lead and subject matter expert in writing; Ms. Melissa Whitesell, interim library director; Dr. Lydia Postell, subject matter expert in writing and reading.