

Summer 2017

Music Appreciation (GGC)

Elizabeth Whittenburg Ozment
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Grants Collection

Georgia Gwinnett College



UNIVERSITY SYSTEM
OF GEORGIA

Elizabeth Whittenberg Ozment, Todd Mueller, Irina
Escalante-Chernova, Marc Gilley, Catherine
Kilroe-Smith, Rachael Fischer

Music

Appreciation





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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Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants Round Five

Award Cycle: Round 5

Internal Submission Deadline: Tuesday, December 15, 2015

Application Title: 196

Submitter First Name: Cathy

Submitter Last Name: Hakes

Submitter Title: Director for the Office of Research,
Sponsored Programs, Accreditation and
Certification Activities

Submitter Email Address: chakes@ggc.edu

Submitter Phone Number: 678-407-5875

Submitter Campus Role: Sponsored Programs Office

Applicant First Name: Elizabeth Whittenburg

Applicant Last Name: Ozment

Applicant Email Address: eozment@ggc.edu

Applicant Phone Number: 404-450-7597

Primary Appointment Title: Assistant Professor of Music

Institution Name(s): Georgia Gwinnett College

Team Members (Name, Title, Department, Institutions if different, and email address for each. Include the applicant in this list.):

Dr. Elizabeth Whittenburg Ozment, Assistant Professor of Music, School of Liberal Arts,
eozment@ggc.edu

Dr. Irina Escalante-Chernova, Assistant Professor of Music, School of Liberal Arts,
iescalan@ggc.edu

Dr. Catherine Kilroe-Smith, Assistant Professor of Music, School of Liberal Arts,
ckilroes@ggc.edu

Dr. Todd Mueller, Assistant Professor of Music, School of Liberal Arts, tmueller@ggc.edu

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

Dr. Adolfo Santos, Dean of the School of Liberal Arts, Georgia Gwinnett College

Proposal Title: 196

Course Names, Course Numbers, and Semesters Offered:

Music Appreciation (International), MUSC 1100, Offered every semester, up to 26 sections per semester

Final Semester of Instruction (This is your final semester of the project): Spring 2017

Average Number of Students per Course Section: 28

Number of Course Sections Affected by Implementation in Academic Year: 20

Total Number of Students Affected by Implementation in Academic Year: 560

List the original course materials for students (including title, whether optional or required, & cost for each item): Music faculty at Georgia Gwinnett College have the freedom to select and/or combine MUSC1100 textbooks from the following options (at least one of the following textbooks are required, and faculty are currently allowed to assign multiple textbooks). All three textbooks were in use by MUSC1100 instructors during the 2015-2016 academic year:
Wade, Bonnie. Thinking Musically. Oxford University Press, 2013. Price: \$43.35
Kilroe-Smith, Catherine. Musical Journeys. Kendall Hunt, 2013. Price: \$49.13
Shelemay, Kay Kaufman. Soundscapes: Exploring Music in a Changing World, 3rd ed. Norton, 2015. Price: \$142.85

Proposal Categories: Specific Top 50 Lower Division Courses

Requested Amount of Funding: \$20,800

Original per Student Cost: \$43.35 to \$142.85

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$43.35 to \$142.85

Plan for Hosting Materials: D2L

Project Goals:

The primary goals for this project are:

1. Decrease the financial burden on students enrolled in MUSC 1100.
2. Increase student retention and completion rates in MUSC 1100.
3. Provide a no-cost-to-students model that can be adopted by other MUSC 1100 faculty.

Statement of Transformation:

Problem Statement:

The costs of higher education have risen steadily over the past two decades, creating an increasing financial burden on undergraduate students whose course materials now average over \$1,200 per semester (College Board, 2013). The situation has escalated to the point that a Federal advisory committee has tasked colleges and universities must make short- and long-term efforts to improve textbook affordability, including experiments to assess the costs and benefits of alternative approaches (ACSFA, 2007).

The cost of textbooks is especially vital to students who attend open-access institutions such as Georgia Gwinnet College (GGC) with its mission to make higher education accessible to all motivated individuals, regardless of their college preparation. Despite the fact that GGC is the cheapest tuition rate of any four-year degree-granting institution in the state with in-state tuition capped at \$1,774 for 15 or more credits per semester, many of our students struggle to pay for college (Georgia Gwinnet College, 2015). Most recently released data shows that approximately 90% full-time undergraduates applied for need-based financial aid, and approximately 76% received enough aid to cover full-time tuition, but not all student financial aid needs are met. (Georgia Gwinnet College 2014; US News, 2015). The prospect of paying an additional \$1,200 a year for textbooks presents a major hardship for many GGC students, and may impact their decision of whether or not to remain enrolled in their courses. Many students compromise by not purchasing required course materials, a decision that can result in a dramatically lower course grade. College affordability is on practically everyone's minds at GGC, but music professors wrestle with a discipline-specific textbook challenge: that our courses require high-quality audio-visual materials for our classes to study. Music textbooks are expensive because they contain CDs and online supplemental materials, and in most cases, the copyright costs for these materials are passed down to the students in the form of higher textbook prices. Transitioning to a no-cost-to-student format is particularly challenging for music professors and their students who necessitate guaranteed access to a stable repository of audio examples that complement course texts.

Transformation Description:

If awarded one of the Affordable Learning Grants, this proposal would specifically target 20 sections of MUSC 1100 that will be offered at Georgia Gwinnet College during the 2016-2017 academic year. This initial proposal will require the identification, evaluation, and implementation of music materials available through GALILEO and other existing subscriptions through the GGC campus library in order to eliminate student textbook costs for MUSC 1100. This project will serve as the development and initiation of a pilot program that will be evaluated and could lead to implementation of the no-cost model to all 48 sections of MUSC 1100 courses that are offered at GGC each year.

The MUSC 1100 course offered at Georgia Gwinnett College differs from all other institutions in the University System of Georgia in that it is an “Internationalized” globally-focused course, and not a traditional Western European-focused music appreciation class. For this reason, specialized materials must be selected in order for the course to continue to meet GGC’s Quality Enhancement Plan (QEP) goals for an internationalized curriculum that contains “substantial breadth and depth of international content, which provides them with broader global awareness and perspectives.”

Stakeholders affected by the transformation.

GGC students are the primary stakeholders affected by the problem of rising music appreciation textbook costs. MUSC 1100 is one of the Top 50 USG Lower-Division Courses and fulfills the Area C fine-arts humanities requirement in the state’s core curriculum. Approximately 10% of the undergraduate student body at GGC has enrolled in MUSC 1100, making it one of the most popular courses at this institution. On average, the 55 sections of MUSC 1100 that are offered each academic year impact 1,500 students annually.

Impact of this transformation on stakeholders and course success.

The average cost of the required textbooks used at GGC are \$78.44, so the potential cost savings to GGC students would be approximately \$117,660 annually. The risk implied here is that if students are not able to afford the required course materials for music classes, those students are less likely to enroll in or complete those courses. Additional stakeholders include student’s families, course faculty, and Georgia Gwinnett College.

Transformative impact on the course, program, department, institutions, access institution, and/or multiple courses.

It cannot be denied that the financial struggles and sacrifices made by college students extend to their families, and this is especially true at GGC where many of our students are supporting children and spouses. When students do not purchase the required course materials, it negatively impacts the instructor’s ability to deliver course content and meet the required learning outcomes. Should this occur, it negatively affects the college’s ability to meet its institutional goals. Our transformation will include cost savings as well as improved learning for music students at GGC. Our greater goal of for this project is to inspire all music faculty at Georgia Gwinnett College, and across the University System of Georgia to adopt similar materials for music appreciation and world music courses, and therefore this course transformation could have a greater long-term impact on thousands of students across the University System of Georgia.

Transformation Action Plan:

The intent of the project is to eliminate the need for a MUSC 1100 textbook. Unlike typical textbooks, music appreciation textbooks focus on listening to audio examples of music genres. In place of the textbook, the project team plans to substitute: (1) the audio materials with streaming audio from music databases to which the College subscribes; and (2) the reading assignments with Galileo journal and encyclopedia articles. Our transformation action plan includes the following milestones in the identification, review, selection, and adoption/adaptation/creation of the new MUSC 1100 course materials.

Syllabus Evaluation: During the initial phase of development in February 2016, all team members will formulate a common set of course objectives and goals that are aligned with the college-wide Integrated Educational Experience (IEE) Student Learning Outcomes, and the Student Learning Outcomes (SLO) that are outlined in GGC's Quality Enhancement Plan (QEP) to "Internationalize the Curriculum." The team will meet in February to compile a syllabus template for all MUSC 1100 courses where objectives and goals are shared. Redesign of current syllabi will reflect an increased use of shared no-cost online resources, and will allow cohesion between courses.

Compilation of Materials: In this phase, each team member will collect, evaluate, compile, and organize learning materials taken from a variety of no-cost online sources available to students through Galileo, Films on Demand, Alexander Street, Oxford Music Online, and other existing library resources. Each faculty member will be delegated tasks during March and April 2016 that reflect his/her content expertise. The content will reflect different units within the course. For example, Dr. Mueller will be responsible for content related to musical instruments, Dr. Kilroe-Smith will be responsible for content related to industry and performance practices, Dr. Escalante-Chernova will be responsible for content related to music theory and composition, Dr. Ozment will be responsible for content related to music history. Learning materials may include open-access textbooks, musical examples (audio and video), bibliographies, test banks, practice quizzes, study guides, video lectures, assignments, activities, and PowerPoint slide shows. The project team will be creating a D2L course shell, learning modules, and database of hyperlinked materials (e.g., reading materials, audio, video, and photographs), which are novel.

Creation of Course Platform: Dr. Mueller, Dr. Ozment, Dr. Escalante Chernova, and Dr. Kilroe-Smith will consult with staff from the Center for Teaching Excellence (CTE), GGC's Learning Management Systems (LMS) Administrators, and Library representatives, and will work May-July to create a D2L Brightspace course shell that can be visible and usable by all instructors. The intention is to create a course shell that could eventually be used by all music faculty teaching MUSC 1100 at GGC. The database of learning material compiled in phase two of the project will provide faculty with a choice of materials to be used in lieu of a textbook.

Pilot Course: In Fall 2016 Dr. Ozment will pilot 4 sections of the open-source course. All other sections taught by Drs. Escalante, Kilroe-Smith, and Mueller will act as control groups. Surveys will address the effectiveness and value of sources and methods. Data will be used to refine the course.

Course Refinement and Implementation: Dr. Mueller, Dr. Ozment, Dr. Escalante-Chernova, and Dr. Kilroe-Smtih will adopt material into their classes in 16 sections of MUSC 1100, both traditional and hybrid formats. At the end of the semester, a survey will be conducted across all sections of MUSC 1100 to provide quantitative and qualitative assessment of the material.

Open access to Created Materials: The resulting catalog of online materials will be made available to students through D2L. The team will also work under the guidance of the GGC Library Services to place our course materials in such open source locations as LibGuides platform, an online library database for open educational resources, to which Georgia Gwinnett College already subscribes. We will also use the repository that will be made accessible by Affordable Learning Georgia.

Final Report: At the end of Spring 2017, a final report of the analysis of the effectiveness of implementation will be shared with others in the School of Liberal Arts and with ALG.

Quantitative & Qualitative Measures: During the implementation of the no-cost-to-student MUSC 1100 sections, the music faculty will work closely with the Center for Teaching Excellence and the GGC Library in order to ensure successful course delivery, and to address any instructional challenges as they occur. Additionally, five evaluative measures will be employed by Dr. Ozment, Dr. Escalante, Dr. Kilroe-Smith, and Dr. Mueller to measure the impact of the resulting course:

Quantitative Measures:

- Analysis of enrollment data, including rates of enrollment, drop, fail, and withdrawal from previous semesters taught by the same professors will be compared to the results from the first two semesters taught using the new material.
- Students enrolled in the no-cost-to-student sections of MUSC 1100 during Spring 2016, Fall 2016, and Spring 2017 will be surveyed via Qualtrics (<http://www.qualtrics.com/>), with Likert-type scale response questions that will provide substantiate data about their attitudes toward the new learning materials, as well as course satisfaction in general.
- Examination grades across sections will provide additional comparative data that will be used to assess whether students are meeting course goals.

Qualitative Measures:

- Focus groups consisting of 4-6 representatives enrolled in each of the no-cost-to-student sections will be conducted by Music faculty in order to determine perceived quality, and the student experience of the resulting course.
- Dr. Ozment, Dr. Mueller, Dr. Kilroe-Smith, and Dr. Escalante-Chernova will maintain teaching journals during the semesters in which they teach the no-cost-to-students course pilot, and will use the journals to reflect upon their implementation experiences, and will brainstorm ideas for future improvement.

Timeline:

Four pilot courses will be taught in Fall 2016 with implementation in 16 sections in Spring 2017. The transformation action plan for this project is as follows:

Spring 2016: Planning

January 16, 2016: Notification.

January 2016: Meet with Learning Management Systems Administrator and Library staff to discuss course available resources and shell development in D2L Brightspace.

February 8, 2016: Dr. Ozment and Dr. Mueller attend required Kickoff Meeting.

March 2016: Create and conduct a survey for all MUSC 1100 students currently paying for textbooks about perceived textbook value before transition. Analysis to be completed in April.

March-May 2016: Development phase. Final list of no cost materials for D2L Brightspace course shell to be completed in May. Develop surveys on Qualtrics.

Summer 2016: Redesign

Begin structuring of Course Platform in D2L and create online course repository.

Fall 2016: Course Implementation

August 2016: All GGC Music Faculty will be invited to participate in a focus group that evaluates the new D2L common site. Revise materials and site based on faculty feedback.

August-December 2016: Pilot 4 sections of MUSC 1100 using the newly created D2L common site. Meet bi-monthly to evaluate and revise materials. Administer and evaluate survey data, as well as enrollment, drop, fail, and withdrawal. Conduct comparison study. Submit interim status report to the School of Liberal Arts and ALG.

Spring 2017: Continued Course Implementation

January-May 2017: Implement transformed courses to 16 sections. Survey students at end of course. Data to be collected include qualitative and quantitative data, such as instructors' anecdotes, course pass rates/withdrawal, and collections usage statistics. Compile and review results. Create LibGuides online repository of all created products. Submit the Final Report and Sustainability Plan to the School of Liberal Arts and ALG.

Budget:

Budget: \$20,800

Itemized Expenses

\$5,000.00 Elizabeth Whittenburg Ozment

\$5,000.00 Irina Escalante-Chernova

\$5,000.00 Catherine Kilroe-Smith

\$5,000.00 Todd Mueller

\$ 800.00 Travel for Elizabeth Whittenburg Ozment and Todd Mueller to kick-off meeting

Total: \$20,800

Sustainability Plan:

Rapid enrollment increases at Georgia Gwinnett College has resulted in great increases in the number of MUSC1100 sections offered, and the number of music faculty who teach these classes. We have every reason to believe that enrollment in MUSC 1100 will increase dramatically over the next several years as GGC continues to grow. Thus, we believe the impact of this grant and the potential savings for students will also increase markedly in the near future.

One of the goals of the music faculty has been to allow our instructors freedom to individualize Music Appreciation using content and methods that optimizes their expertise. The result is that music faculty at GGC currently teach from three different textbooks that impose significantly different costs to students, depending upon the section/instructor. The D2L Brightspace common course shell that will result from this grant will contain no-cost-to-student resources that all professors of MUSC 1100 can utilize, and can be augmented and amended per instructor preference, thus freeing them from the need to adopt a traditional textbook.

The GGC Library and the School of Liberal Arts have demonstrated their commitment to aiding the music faculty in sustaining this grant. Library staff will continue to aid the music faculty in identifying no-cost resources, and have promised to update the music faculty when new resources become available. The music faculty and the curriculum committee in the School of Liberal Arts will be able to oversee the implementation and future development of these materials for the benefit of our students as GGC's curriculum continues to evolve. The products from this grant will prove to be a valuable resource for Georgia Gwinnett College that can be adopted by future faculty as our institution inevitably continues to grow.

REFERENCES & ATTACHMENTS

Federal Advisory Committee on Student financial Assistance. (2007). *Turning the Page: Making College Textbooks More Affordable: A report of the Advisory Committee on Student Financial Assistance*. Washington DC.

Georgia Gwinnett College. (2015). *Georgia Gwinnett College: College Enrollment and Student Information*. http://www.ggc.edu/about-ggc/plans-policies-and-analysis/office-of-institutional-research/ggc-by-the-numbers/STUDENT_ENROLLMENT_14-15UPDATED.pdf (accessed 30 September 2015).

Georgia Gwinnett College (2014). *Georgia Gwinnett College: College Enrollment and Student Information*. http://www.ggc.edu/about-ggc/plans-policies-and-analysis/office-of-institutional-research/ggc-by-the-numbers/STUDENT_ENROLLMENT_13-14UPDATED.pdf (accessed 30 September 2015).

Qualtrics. *The World's Leading Enterprise Survey Platform*. Web. <http://www.qualtrics.com/> (accessed 30 September 2015).

The College Board. (2013). *Trends in college pricing 2013*. Washington, DC. <http://trends.collegeboard.org/sites/default/files/college-pricing-2013-full-report.pdf> (accessed 30 September 2015).

US News and World Report. (2015) *Georgia Gwinnett College: Cost and Financial Aid*. <http://colleges.usnews.rankingsandreviews.com/best-colleges/georgia-gwinnett-college-41429> (accessed 30 September 2015).



November 23, 2015

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

Dear Review Committee:

It is my pleasure to write this letter in support of the proposal, "MUSC 1101 No-Cost-To-Students Learning Materials," submitted by Drs. Elizabeth Whittenburg Ozment, Todd Mueller, Catherine Kilroe-Smith, and Irina Escalante-Chernova from Georgia Gwinnett College's (GGC) School of Liberal Arts.

This Lower Top 50 grant proposal will transform our MUSI1100 Music Appreciation courses into no-cost-to student classes, resulting in a significant amount of student savings without compromising the quality of instruction or our commitment to an internationalized general education curriculum. The new course material will be accessed online through a D2L course shell that will direct students and instructors to pre-existing GALILEO materials, including full-text magazines, journals, encyclopedias, e-books, audio recordings, films, and other electronic resources. The faculty who are proposing this grant all have significant experience teaching the course that is targeted in the proposal. I believe the effort of this project to be sustainable over the long term, and am excited at the potential financial savings our students would experience.

The GGC Office of Research and 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, GGC will act accordingly to institutionalize the project to lower costs to students. If you have any questions regarding this proposal please contact the primary investigator, Dr. Elizabeth Whittenburg Ozment, at 404-450-7597.

Thank you for this opportunity to assist our students and others in obtaining an affordable quality learning opportunity through participation in the ALGTT grant program.

Sincerely,

Lois C. Richardson, Ph.D.

Interim Senior Vice President for Academic and Student Affairs/Provost



School of Liberal Arts
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
Phone: 678.407.5601
www.ggc.edu

Dr. Adolfo Santos
Dean of the School of Liberal Arts
Professional Leave
November 9, 2015
Adolfo Santos
Dean of the School of Liberal Arts

Georgia Board of Regents
Affordable Learning Georgia
Textbook Transformation Grant

RE: Proposal Entitled "Textbook Transformation: MUSC 1100-I Music
Appreciation"

To the Evaluation Committee,

As Dean of the School of Liberal Arts, I support the efforts of our music faculty (Dr. Elizabeth Whittenburg Ozment, Dr. Catherine Kilroe-Smith, Dr. Irina Escalante Chernova and Dr. Todd Mueller) in their attempt to eliminate the textbook costs for GGC students taking MUSC-1100-I (Music Appreciation). This course is offered in fulfillment of the USG core curriculum's Area C fine-arts humanity. As such, a large percentage of GGC students will benefit from the elimination of textbook costs. I support their detailed plan to research and compile materials with the support of our technical staff and the library. I support the timeline presented as well as the long-range goal of sustaining this low cost option for future Music Appreciation students at GGC. I hope that the evidence of positive impact on our students will set an example that will be followed by other SLA faculty teaching high enrollment courses at GGC.

Please feel free to contact me with any further questions about the School of Liberal Art's support of this proposal. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adolfo Santos'.

Dean of the School of Liberal Arts



November 12, 2015

To the evaluation committee:

This is in support of an application for an Affordable Learning Georgia Textbook Transformation Grant to support the formation of the course Transforming MUSC1100 Music Appreciation at Georgia Gwinnett College (GGC). The GGC Library has the full capability to provide support and resources for this course. The Library is ready to partner with the Music faculty in any way that will help bring this innovative course into fruition.

Please do not hesitate to contact me should you need further information.

Sincerely,

Gene Ruffin
Dean of Library Services
Georgia Gwinnett College Library
Lawrenceville, GA
678-407-5178
fruffin@ggc.edu

cc:file

Proposal Form and Narrative

Submitter Name	Cathy Hakes				
Submitter Title	Director for the Office of Research, Sponsored Programs, Accreditation and Certification Activities				
Submitter Email	chakes@ggc.edu				
Submitter Phone Number	678.407.5875				
Submitter Campus Role	Office of Research and Sponsored Programs				
Applicant Name	Elizabeth Whittenburg Ozment, Ph.D.				
Applicant Email	eozment@ggc.edu				
Applicant Phone Number	(404) 450-7597				
Primary Appointment Title	Assistant Professor of Music				
Institution Name(s)	Georgia Gwinnett College				
Team Members	<p>Dr. Irina Escalante-Chernova, Assistant Professor of Music, School of Liberal Arts, iescalan@ggc.edu</p> <p>Dr. Catherine Kilroe-Smith, Assistant Professor of Music, School of Liberal Arts, ckilroes@ggc.edu</p> <p>Dr. Todd Mueller, Assistant Professor of Music, School of Liberal Arts, tmueller@ggc.edu</p>				
Sponsor, Title, Department, Institution	Dr. Adolfo Santos, Dean of the School of Liberal Arts Georgia Gwinnett College				
Proposal Title	MUSC 1100 No-Cost-To-Students Learning Materials				
Course Names, Course Numbers and Semesters Offered	MUSC 1100 – Music Appreciation (International), Offered every semester, up to 26 sections per semester				
Final Semester of Instruction	Spring 2017				
Average Number of Students Per Course Section	28	Number of Course Sections Affected by Implementation in Academic Year	20	Total Number of Students Affected by Implementation in Academic Year	560

Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input checked="" type="checkbox"/> Specific Top 50 Lower Division Courses
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>Music faculty at Georgia Gwinnett College have the freedom to select and/or combine MUSC1100 textbooks from the following options (at least one of the following textbooks are required, and faculty are currently allowed to assign multiple textbooks). All three textbooks were in use by MUSC1100 instructors during the 2015-2016 academic year:</p> <p>Wade, Bonnie. Thinking Musically. Oxford University Press, 2013. Price: \$43.35</p> <p>Kilroe-Smith, Catherine. Musical Journeys. Kendall Hunt, 2013. Price: \$49.13</p> <p>Shelemay, Kay Kaufman. Soundscapes: Exploring Music in a Changing World, 3rd ed. Norton, 2015. Price: \$142.85</p>
Original Per Student Cost	\$43.35-\$142.85
Post-Proposal Projected Per Student Cost	\$0.00
Projected Per Student Savings	\$43.35-\$142.85
Plan for Hosting Materials	<input type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input type="checkbox"/> LibGuides <input type="checkbox"/> Other _____
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NARRATIVE

1. PROJECT GOALS

The primary goals for this project are:

1. Decrease the financial burden on students enrolled in MUSC 1100.
2. Increase student retention and completion rates in MUSC 1100.
3. Provide a no-cost-to-students model that can be adopted by other MUSC 1100 faculty.

1.1 STATEMENT OF TRANSFORMATION

Problem Statement:

The costs of higher education have risen steadily over the past two decades, creating an increasing financial burden on undergraduate students whose course materials now average over \$1,200 per semester (College Board, 2013). The situation has escalated to the point that a Federal advisory committee has tasked colleges and universities must make short- and long-term efforts to improve textbook affordability, including experiments to assess the costs and benefits of alternative approaches (ACSF, 2007).

The cost of textbooks is especially vital to students who attend open-access institutions such as Georgia Gwinnet College (GGC) with its mission to make higher education accessible to all motivated individuals, regardless of their college preparation. Despite the fact that GGC is the cheapest tuition rate of any four-year degree-granting institution in the state with in-state tuition capped at \$1,774 for 15 or more credits per semester, many of our students struggle to pay for college (Georgia Gwinnet College, 2015). Most recently released data shows that approximately 90% full-time undergraduates applied for need-based financial aid, and approximately 76% received enough aid to cover full-time tuition, but not all student financial aid needs are met. (Georgia Gwinnet College 2014; US News, 2015). The prospect of paying an additional \$1,200 a year for textbooks presents a major hardship for many GGC students, and may impact their decision of whether or not to remain enrolled in their courses. Many students compromise by not purchasing required course materials, a decision that can result in a dramatically lower course grade. College affordability is on practically everyone's minds at GGC, but music professors wrestle with a discipline-specific textbook challenge: that our courses require high-quality audio-visual materials for our classes to study. Music textbooks are expensive because they contain CDs and online supplemental materials, and in most cases, the copyright costs for these materials are passed down to the students in the form of higher textbook prices. Transitioning to a no-cost-to-student format is particularly challenging for music professors and their students who necessitate guaranteed access to a stable repository of audio examples that complement course texts.

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It cannot be denied that the financial struggles and sacrifices made by college students extend to their families, and this is especially true at GGC where many of our students are supporting children and spouses. When students do not purchase the required course materials, it negatively impacts the instructor's ability to deliver course content and meet the required learning outcomes. Should this occur, it negatively affects the college's ability to meet its institutional goals. Our transformation will include cost savings as well as improved learning for music students at GGC. Our greater goal of for this project is to inspire all music faculty at Georgia Gwinnett College, and across the University System of Georgia to adopt similar materials for music appreciation and world music courses, and therefore this course transformation could have a greater long-term impact on thousands of students across the University System of Georgia.

1.2 TRANSFORMATION ACTION PLAN

The intent of the project is to eliminate the need for a MUSC 1100 textbook. Unlike typical textbooks, music appreciation textbooks focus on listening to audio examples of music genres. In place of the textbook, the project team plans to substitute: (1) the audio materials with streaming audio from music databases to which the College subscribes; and (2) the reading assignments with Galileo journal and encyclopedia articles. Our transformation action plan includes the following milestones in the identification, review, selection, and adoption/adaptation/creation of the new MUSC 1100 course materials.

Syllabus Evaluation: During the initial phase of development in February 2016, all team members will formulate a common set of course objectives and goals that are aligned with the college-wide Integrated Educational Experience (IEE) Student Learning Outcomes, and the Student Learning Outcomes (SLO) that are outlined in GGC's Quality Enhancement Plan (QEP) to "Internationalize the Curriculum." The team will meet in February to compile a syllabus template for all MUSC 1100 courses where objectives and goals are shared. Redesign of current syllabi will reflect an increased use of shared no-cost online resources, and will allow cohesion between courses.

Compilation of Materials: In this phase, each team member will collect, evaluate, compile, and organize learning materials taken from a variety of no-cost online sources available to students through Galileo, Films on Demand, Alexander Street, Oxford Music Online, and other existing library resources. Each faculty member will be delegated tasks during March and April 2016 that reflect his/her content expertise. The content will reflect different units within the course. For example, Dr. Mueller will be responsible for content related to musical instruments, Dr. Kilroe-Smith will be responsible for content related to industry and performance practices, Dr. Escalante-Chernova will be responsible for content related to music theory and composition, Dr. Ozment will be responsible for content related to music history. Learning materials may include open-access textbooks, musical examples (audio and video), bibliographies, test banks, practice quizzes, study guides, video lectures, assignments, activities, and PowerPoint slide shows. The project team will be creating a D2L course shell, learning modules, and database of hyperlinked materials (e.g., reading materials, audio, video, and photographs), which are novel.

Creation of Course Platform: Dr. Mueller, Dr. Ozment, Dr. Escalante Chernova, and Dr. Kilroe-Smith will consult with staff from the Center for Teaching Excellence (CTE), GGC's Learning Management Systems (LMS) Administrators, and Library representatives, and will work May-July to create a D2L Brightspace course shell that can be visible and usable by all instructors. The intention is to create a course shell that could eventually be used by all music faculty teaching MUSC 1100 at GGC. The database of learning material compiled in phase two of the project will provide faculty with a choice of materials to be used in lieu of a textbook.

Pilot Course: In Fall 2016 Dr. Ozment will pilot 4 sections of the open-source course. All other sections taught by Drs. Escalante, Kilroe-Smith, and Mueller will act as control groups. Surveys will address the effectiveness and value of sources and methods. Data will be used to refine the course.

Course Refinement and Implementation: Dr. Mueller, Dr. Ozment, Dr. Escalante-Chernova, and Dr. Kilroe-Smtih will adopt material into their classes in 16 sections of MUSC 1100, both traditional and hybrid formats. At the end of the semester, a survey will be conducted across all sections of MUSC 1100 to provide quantitative and qualitative assessment of the material.

Open access to Created Materials: The resulting catalog of online materials will be made available to students through D2L. The team will also work under the guidance of the GGC Library Services to place our course materials in such open source locations as LibGuides platform, an online library database for open educational resources, to which Georgia Gwinnett College already subscribes. We will also use the repository that will be made accessible by Affordable Learning Georgia.

Final Report: At the end of Spring 2017, a final report of the analysis of the effectiveness of implementation will be shared with others in the School of Liberal Arts and with ALG.

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

During the implementation of the no-cost-to-student MUSC 1100 sections, the music faculty will work closely with the Center for Teaching Excellence and the GGC Library in order to ensure successful course delivery, and to address any instructional challenges as they occur.

Additionally, five evaluative measures will be employed by Dr. Ozment, Dr. Escalante, Dr. Kilroe-Smith, and Dr. Mueller to measure the impact of the resulting course:

Quantitative Measures:

- Analysis of enrollment data, including rates of enrollment, drop, fail, and withdrawal from previous semesters taught by the same professors will be compared to the results from the first two semesters taught using the new material.
- Students enrolled in the no-cost-to-student sections of MUSC 1100 during Spring 2016, Fall 2016, and Spring 2017 will be surveyed via Qualtrics (<http://www.qualtrics.com/>), with Likert-type scale response questions that will provide substantiate data about their attitudes toward the new learning materials, as well as course satisfaction in general.
- Examination grades across sections will provide additional comparative data that will be used to assess whether students are meeting course goals.

Qualitative Measures:

- Focus groups consisting of 4-6 representatives enrolled in each of the no-cost-to-student sections will be conducted by Music faculty in order to determine perceived quality, and the student experience of the resulting course.
- Dr. Ozment, Dr. Mueller, Dr. Kilroe-Smith, and Dr. Escalante-Chernova will maintain teaching journals during the semesters in which they teach the no-cost-to-students course pilot, and will use the journals to reflect upon their implementation experiences, and will brainstorm ideas for future improvement.

1.4 TIMELINE

Four pilot courses will be taught in Fall 2016 with implementation in 16 sections in Spring 2017. The transformation action plan for this project is as follows:

Spring 2016: Planning

January 16, 2016: Notification.

January 2016: Meet with Learning Management Systems Administrator and Library staff to discuss course available resources and shell development in D2L Brightspace.

February 8, 2016: Dr. Ozment and Dr. Mueller attend required Kickoff Meeting.

March 2016: Create and conduct a survey for all MUSC 1100 students currently paying for textbooks about perceived textbook value before transition. Analysis to be completed in April.

March-May 2016: Development phase. Final list of no cost materials for D2L Brightspace course shell to be completed in May. Develop surveys on Qualtrics.

Summer 2016: Redesign

Begin structuring of Course Platform in D2L and create online course repository.

Fall 2016: Course Implementation

August 2016: All GGC Music Faculty will be invited to participate in a focus group that evaluates the new D2L common site. Revise materials and site based on faculty feedback.

August-December 2016: Pilot 4 sections of MUSC 1100 using the newly created D2L common site. Meet bi-monthly to evaluate and revise materials. Administer and evaluate survey data, as well as enrollment, drop, fail, and withdrawal. Conduct comparison study. Submit interim status report to the School of Liberal Arts and ALG.

Spring 2017: Continued Course Implementation

January-May 2017: Implement transformed courses to 16 sections. Survey students at end of course. Data to be collected include qualitative and quantitative data, such as instructors' anecdotes, course pass rates/withdrawal, and collections usage statistics. Compile and review results. Create LibGuides online repository of all created products. Submit the Final Report and Sustainability Plan to the School of Liberal Arts and ALG.

1.5 BUDGET

Budget: \$20,800

Itemized Expenses

\$5,000.00	Elizabeth Whittenburg Ozment
\$5,000.00	Irina Escalante-Chernova
\$5,000.00	Catherine Kilroe-Smith
\$5,000.00	Todd Mueller
\$ 800.00	Travel for Elizabeth Whittenburg Ozment and Todd Mueller to kick-off meeting

Total: \$20,800

1.6 SUSTAINABILITY PLAN

Rapid enrollment increases at Georgia Gwinnett College has resulted in great increases in the number of MUSC1100 sections offered, and the number of music faculty who teach these classes. We have every reason to believe that enrollment in MUSC 1100 will increase dramatically over the next several years as GGC continues to grow. Thus, we believe the impact of this grant and the potential savings for students will also increase markedly in the near future.

One of the goals of the music faculty has been to allow our instructors freedom to individualize Music Appreciation using content and methods that optimizes their expertise. The result is that music faculty at GGC currently teach from three different textbooks that impose significantly different costs to students, depending upon the section/instructor. The D2L Brightspace common course shell that will result from this grant will contain no-cost-to-student resources that all professors of MUSC 1100 can utilize, and can be augmented and amended per instructor preference, thus freeing them from the need to adopt a traditional textbook.

The GGC Library and the School of Liberal Arts have demonstrated their commitment to aiding the music faculty in sustaining this grant. Library staff will continue to aid the music faculty in identifying no-cost resources, and have promised to update the music faculty when new resources become available. The music faculty and the curriculum committee in the School of Liberal Arts will be able to oversee the implementation and future development of these materials for the benefit of our students as GGC's curriculum continues to evolve. The products from this grant will prove to be a valuable resource for Georgia Gwinnett College that can be adopted by future faculty as our institution inevitably continues to grow.

Syllabus

Spring 2017 Sample Schedule

Modules 1-5 can be accessed at: <http://hdl.handle.net/10675.3/610743>

This contains the textbook used for each section of the course.

The Spotify playlist for this course can be accessed here:

<https://open.spotify.com/user/1259544280/playlist/1XVmjoI8Z4aB9TOBLvwAcN>

Dates	Assignments	Wednesday	Friday
	Monday	Wednesday	Friday
Week 1	Syllabus Analysis and Discussion. Introduction to the Course. Module 1. Music Makers, Listeners. http://learner.org/resources/series105.html# 1. Sound, Music, and the Environment 2. The Transformative Power of Music 11. Composers and Improvisers		

Dates	Assignments	Wednesday	Friday
Week 2	<p>Module 1 (Cont.) Aesthetic Values in Music, Use and Transmission. http://learner.org/resources/series105.html#</p> <p>3. Music and Memory 4. Transmission: Learning Music</p> <p>Pythagoras: Music and Space http://www.aboutscotland.com/harmony/prop.html</p> <p>Module 1 Text: http://hdl.handle.net/10675.3/610743</p>		<p>Homework 1 Objectives and learning goals for this homework 1: To promote a deeper understanding of the relationships between music and science, to increase audience awareness of and enthusiasm for the broadcast program and its accompanying resources and to foster meaningful, inquiry-based learning experiences based on program content for music appreciation students. Watch the Video: The Music Instinct - Science: Song Watch Documentaries Online and answer the following questions:</p> <p>https://www.youtube.com/watch?v=m5pwSMDTD4M</p>
Week 3	<p>Module 1 (Cont.) Aesthetic Values in Music, Use and Transmission.</p>		

Dates	Assignments	Wednesday	Friday
Week 4	<p>Module 1 (Cont.) Aesthetic Values in Music, Use and Transmission. Module 2. About Musical Instruments. http://learner.org/resources/series105.html# 7. Timbre: The Color of Music 12. Music and Technology Module 2 - Musical Instruments What are instruments? (Written by Todd Mueller, 2016) http://hdl.handle.net/10675.3/610743</p>		<p><u>Objectives and learning goals for this homework 2:</u> To promote a deeper understanding of the relationships between musical instruments, history and technology. Ethnomusicologist Mark Slobin and composer Gerald Shapiro explain about Technology and why it has become very important for music and music making. Watch the video and complete the following questions based on its content. This is the link to the video: http://learner.org/resources/series105.html# Once there, scroll down and click next to: 12. Music and Technology</p>
Week 5	<p>Module 2 (Cont.) About Musical Instruments. https://www.youtube.com/playlist?list=PLlkjlOrbx_vYrdvJ7sGFJ8zb8FgELKxuC -Young Persons Guide to the Orchestra (Appreciating the Orchestra Part 1) -Prokofiev's Peter and the Wolf (Appreciating the Orchestra Part 2)</p>		

Dates	Assignments	Wednesday	Friday
Week 6	Module 2 (Cont.) About Musical Instruments. https://www.youtube.com/playlist?list=PLkjlOrbx_vYrdvJ7sGFJ8zb8FgELKxuC -Stringed Instruments (Instruments of the Symphony Orchestra Part 1) -Woodwind Instruments (Instruments of the Symphony Orchestra Part 2)	Listening Quiz (In Class Review)	Listening Quiz Due in Class. <u>Objectives and learning goals:</u> to develop tools for listening, to understand the basic elements of music, to develop a vocabulary of musical understanding. Music examples are excerpts taken from original compositions by Irina Escalante-Chernova.
Week 7	Module 2 (Cont.) About Musical Instruments. https://www.youtube.com/playlist?list=PLkjlOrbx_vYrdvJ7sGFJ8zb8FgELKxuC -Brass Instruments (Instruments of the Symphony Orchestra Part 3) -Percussion Instruments (Instruments of the Symphony Orchestra Part 4) -Melodious Percussion Instruments (Instruments of the Symphony Orchestra Part 5) -The Orchestra (Instruments of the Symphony Orchestra Part 6)	Mid-Term Exam (In Class Review)	Mid-Term Exam Due in Class. Review: Modules 1 and 2.
Week 8	Module 3 About Time in Music. Rhythm. Module 3 = Rhythm		

Dates	Assignments	Wednesday	Friday
Week 9	Module 3 (Cont.) About Time in Music Module three text: http://hdl.handle.net/10675.3/610743		<u>Objectives and learning goals for this homework 3:</u> To motivate students start thinking about their favorite music and the song essay assignment. To promote a deeper understanding of the importance of listening to music critically and describe elements of music employing correct musical terminology. Select one recording in your collection/playlist that you really like. Articulate the reasons (no less than five reasons in complete sentences) for your aesthetic judgment. Vocal quality? Something else? You can use your answers to these questions to guide your written discussion of the song.
Week 10	Module 3 (Cont.) About Time in Music	Essay Song and Presentations Due.	

Dates	Assignments	Wednesday	Friday
Week 11	<p>Module 4 About Musical Pitch</p> <p>http://learner.org/resources/series105.html#</p> <p>6. Melody 7. Timbre: The Color of Music 8. Texture</p> <p>Module 4 text: http://hdl.handle.net/10675.3/610743</p>	Essay Song and Presentations Due.	<p><u>Objectives and learning goals about homework 4:</u> To promote a deeper understanding of the importance of having a personal opinion regarding a particular topic using the correct musical terminology.</p> <p>Agree or disagree with the following statement. Be prepared to give five reasons for your opinion in complete sentences. (4 points each, total of 20 points.) You can add examples drawn from personal experiences or observations to illustrate and explain your opinion.</p> <p><i>Statement: Why bother to see a band live? After all, the recordings will present a more polished sound. And they are error free.</i></p>
Week 12	Module 4 (Cont.) About Musical Pitch	Essay Song and Presentations Due.	

Dates	Assignments	Wednesday	Friday
Week 13	Module 5 About Structure in Music http://learner.org/resources/series105.html#10 . Form: The Shape of Music Module 5 text: http://hdl.handle.net/10675.3/610743	Essay Song and Presentations Due.	Homework 5 Goal and Learning Objectives: This last homework will assist student to review some important terms related to Module 3 (Rhythm) and Module 4 (Musical Pitch or Pitch in Music). These terms will be part of final exam vocabulary. Please refer to the lesson plans that were covered in class from week 10, 11 and 12 or Final Exam Study Guide.
Week 14	Module 5 (Cont.) About Structure in Music.	Essay Song and Presentations Due. Concert Report Due	
Week 15	Module 5 (Cont.) About Structure in Music.	Final Exam Review (In Class Review)	Final Exam

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: 5/26/17

Grant Number: 196

Institution Name(s): Georgia Gwinnett College (GGC)

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

Todd Mueller, Assoc. Professor of Performing and Visual Arts- tmueller@ggc.edu

Irina Escalante-Chernova, Assist. Professor of Performing and Visual Arts- iescalan@ggc.edu

Marc Gilley, Assoc. Professor of Performing and Visual Arts- mgilley@ggc.edu

Catherine Kilroe-Smith, former faculty at GGC. Resigned during grant implementation- cathykilroesmith@gmail.com

Rachael Fischer, Assist. Professor of Performing and Visual Arts, rfischer@ggc.edu

Elizabeth Whittenberg Ozment, Assist. Prof. of Music and Assist. Dean, University of Virginia College and Graduate School of Arts and Sciences, ewo5n@virginia.edu, former faculty at GGC, wrote the initial grant application and organized the initial team but was not involved in implementation

Project Lead: Began as Dr. Ozment, finished with Dr. Todd Mueller

Course Name(s) and Course Numbers: Music Appreciation- MUSC 1100 International

Semester Project Began: Spring 2016

Semester(s) of Implementation: Fall 2016, Spring 2017

Average Number of Students Per Course Section:

Number of Course Sections Affected by Implementation:

Total Number of Students Affected by Implementation:

1. Narrative

Implementation of this grant was not carried out specifically following the guidelines of the proposal. Regardless; the goals were met and the results included new expertise, utilization of several new resources, and creation of new open-source content.

Two professors who left the college shortly after winning the grant in Spring 2016 led our initial research team. The first action plan, guided by their leadership/expertise, was to begin by compiling existing open-source resources. In Summer 2016 the remaining grant team executed this task. The result of this work was a list of resources that was primarily made up of subscription based content made available through the GGC library. Most of this content was not open-source.

We learned in this stage was that there are several open-source “Music Appreciation” textbooks available. The problem that we encountered is that these texts were all primarily based upon European art (“classical”) music. In an effort to prepare our students for the globalized culture of the 21st century GGC has implemented a Quality Enhancement Plan (QEP) that is focused on “Internationalization of the Curriculum”. For GGC Music Appreciation courses this goal manifests in a focus on content that is not limited to music of European or “Western” traditions. Instead, we teach with an ethno-musicological focus on the music traditions of many varied world cultures. Our research revealed no open-source text with similar content. The open source text that we did find was either not scholarly or too dissimilar from the content focus that we teach.

Because Music Appreciation textbooks include audio files we were also focused on finding listening examples that we could use in the classroom. Our research led us to several open-source resources that we initially compiled and utilized. These resources included tracks made available on Smithsonian Folkways, the National Archives, and older recordings that have become public domain. In Fall-semester 2016 incorporating these examples presented many problems ranging from technological limitations of websites resulting in inconsistent playback to having them disappear during the semester. To combat these issues some team members composed their own musical examples with which to teach students the elements of music.

Our two main issues; 1: lack of appropriate open-source texts available and 2: lack of usable open-source audio files, led us to change our action plan. Instead of compiling existing open-source text we resolved to write our own text and use existing library subscription resources in combination with free online streaming services to provide the students with audio files.

During Fall Semester 2016 (edited Spring 2017) Todd Mueller wrote a new text for use in the classroom (<http://hdl.handle.net/10675.3/610743>). This text was written in five modules/chapters. For GGC courses the text was made available to all students using the D2L Brightspace course shell for each section. We created a parent template containing the five modules in D2L. Each teacher can access the template and import the structure and content when building their sections of the course. Team members could utilize the files as they existed, add to them, or use alternate texts. The text was written largely without reference to specific examples of music. Instead, it offers an overview of concepts and ideas that instructors can use to support their own musical examples. The final result was that the text offered basic

content for each section while teachers individually customized their classes. This approach offers both a foundation and flexibility that is optimal for GGC.

In late Summer through the Fall 2016 (revised in Spring 2017) we also compiled a listening example module that could be shared within our D2L course management system. This was time consuming. We wanted to make sure that we did not violate any copyright. Our first step was to learn more about copyright in the classroom. Two of our team members became more knowledgeable about copyright issues by taking online courses on the subject that were recommended on the ALG website. After doing this it was determined that we wanted to use a majority of listening examples that were not open-source. For our audio files we utilized two different sources. Our primary source was Alexander Street, a password protected subscription service made available to all of our students through the GGC library. In our playlist module we included the links to forty-one audio files along with annotations and links to open source information about the music.

In addition we created a Spotify playlist of the forty-one audio files. This allowed the students to interface with the music in a way that is free and common to their experience. What we learned is that we could use this process to include varied and more listening examples than traditional textbooks offer. We can also use newer music that is copyright protected. This has become essential in teaching students how to analyze the music that they listen to in their own cultures. It has also created a relevance in the students' minds that helps them to engage in the content.

The primary goals of this project proposal were to:

1. Decrease the financial burden on students enrolled in MUSC 1100.
2. Increase student retention and completion rates in MUSC 1100.
3. Provide a no-cost-to-students model that can be adopted by other MUSC 1100 faculty.

This grant enabled us to offer 26 sections of MUSC 1100 with no student expense for textbooks. We were able to do this with no perceptible drop in retention and completion rates (over the short period of study). Most importantly we now have a no-cost-to-students model that allows GGC professors to teach to their expertise while adhering to the guidelines set for Music Appreciation content. We estimate that this will have long lasting positive effects on student engagement and therefore retention.

Despite all of the challenges that resulted from the personnel changes during this grants implementation the final team considered this grant implementation to be successful. The primary change that we would make if given the opportunity to repeat this process would be in our data collection and analysis.

2. Quotes-

“By using Spotify to study instead of a CD with pre-selected pieces on it, I was able to branch out and listen to music that I was learning about in class. I wasn't limited to only listening to what I was being tested on.”

“Brilliant Idea! Saved us money, and study guides were very user friendly.”

“I am glad I didn't have to waste money for a textbook, because I learned so much through open sources about music.”

-All student quotes came from the open-ended post survey.

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

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

Total number of students affected in this project: 899

- Positive: 87% of 175 number of respondents
- Neutral: 10 % of 175 number of respondents
- Negative: 3% of 175 number of respondents

Student Learning Outcomes and Grades

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

Choose One:

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

Student Drop/Fail/Withdraw (DFW) Rates

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

Drop/Fail/Withdraw Rate:

16% of students, out of a total 308 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

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

3b. Narrative

Enrollment, drop, and failure data was gathered from the grade book for each section taught as part of the grant implementation. The same data was gathered from the semester previous to the first one in which each individual professor implemented the no-cost-to students model. The courses did not always occur in the same semester because of the change in personnel on the grant team. The compiled data is included in Appendix A. The data was analyzed by team members to see if there was any affective changes in student failure rates and average grades that could be linked to the changed content. While the data suggests an overall increase in failures from 12% to 16% the team concluded that this is negligible and probably the result of external factors. We do not deny that there were “growing pains” in the first semester of implementation. These could also have resulted in the higher fail rates.

Comparison of final grades averages gathered at the end of the study revealed no significant change in performance by the students who remained engaged. Two team members

recorded no change at all in the average GPA (see Appendix A) while two team-members recorded slight decreases in average GPA.

The team implemented Likert-type surveys to gauge student interest and to gather feedback. There were three versions of the survey. The first was given to students in classes taught using textbooks purchased by the students. The survey was implemented to gauge student satisfaction with the textbooks as well as interest in no-cost options (see Appendix p 4). The second survey was offered to all students who took the class during the grant implementation. It was given on paper and asked the same questions as the third survey that was given using Google forms (see Appendix p 5-). These surveys revealed the positive response of the students to the no-cost course content. We also included an open comment section in which students were able to write specific feedback.

Based on student written responses a vast majority of students appreciate avoiding the expense of textbooks. In music appreciation textbooks the listening examples tend to drive up cost. The average cost of the required textbooks used at GGC is \$78.44. If we calculate that as a saved expense for the 899 students who took our class during this project than that means we have already saved GGC students over \$70,500. This is a substantial number that only looks to increase as we move teach future sections with the no-cost-to students materials. It is no wonder that the majority of student responses were supportive of this effort.

Other factors:

While there was a slightly higher percentage of student failures in the courses taught utilizing the no-cost-to student models there were many extraneous factors that could have led to the increase. Of note is that in the Fall 2016 semester several sections were part of block scheduling that grouped many students who were also enrolled in learning support classes. While this does not always equal lower classroom grades anecdotal observations show that sometimes sections tend to earn lower grades on average. Another factor to consider is that several sections were taught as overloads for the professors. GGC is a dynamic institution that is currently changing with each year. For this reason, it is hard to make definitive observations about general student performance without considering factors related to the growth.

Because we did not have a clear understanding/vision for how we would report the results of this study we were not thorough or consistent with data analysis and collection. This is the primary way in which we would improve this effort if given the opportunity to repeat. This has been a valuable learning experience for several team members.

4. Sustainability Plan

In the future, all resources will be available to GGC faculty teaching MUSC 1100 through our Brightspace template and through links provided on our Library Research Guides page.

<http://libguides.ggc.edu/MUSIC1101-Mueller>

These resources can be continually updated with the addition of supplemental literature and music.

The four professors who were involved in the implementation of the grant all plan to continue offering MUSC 1100 sections without textbooks. Moving forward we will train others and eventually we hope that all GGC Music Appreciation students will take the course without paying for the textbook.

The textbook written by Mueller is available on GGC's General Space. It is the hope of the author that it will be reviewed. Continual editing is possible and inevitable.

<http://hdl.handle.net/10675.3/610743>

The spotify playlist for the course can be accessed at this link:

<https://open.spotify.com/user/1259544280/playlist/1XVmjoI8Z4aB9TOBLvwAcN>

5. Future Plans

The world of a textbook with accompanying compact disc is going away. For this project our team has created a way to function in the new technological environment without sacrificing quality and at no cost to students. Through this process we have rebuilt our classes and have each learned to use new delivery methods. This has resulted in a system at GGC in which professors teaching music appreciation can teach to their strengths while conforming to the necessary content.

This new system can easily be utilized in future sections at GGC. We plan on offering the option to new faculty teaching our MUSC 1100 courses. Our hope is that each person will help us revise and expand the content. By creating the content we have learned new ways to connect with students. This will help us to engage a new generation of students who are used to accessing music for free.

We foresee that the methods we used will be transferrable to other similar courses taught at GGC.

6. Description of Photograph

Photograph- team members from left to right: Marc Gilley, Rachael Fischer, Irina Escalante-Chernova, Todd Mueller (project leader)