

Summer 2017

American Government (Dalton)

Matthew Hipps

Dalton State College, mhipps@daltonstate.edu

Ken Ellinger

Dalton State College, kellinger@daltonstate.edu

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Grants Collection

Dalton State College



UNIVERSITY SYSTEM
OF GEORGIA



Matthew Higgs & Ken Ellinger

American Government





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: 218

Submitter First Name: Matthew

Submitter Last Name: Hipps

Submitter Title: Associate Professor, Political Science

Submitter Email Address: mhipps@daltonstate.edu

Submitter Phone Number: 706-272-2676

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Ken

Applicant Last Name: Ellinger

Co-Applicant Name(s): Matthew Hipps

Applicant Email Address: kellinger@daltonstate.edu

Applicant Phone Number: 706-272-2677

Primary Appointment Title: Associate Professor, Political Science

Institution Name(s): Dalton State College

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

Mr. Matthew Hipps, Associate Professor, Political Science; Director, First Year Experience Program, Dalton State College, mhipps@daltonstate.edu

Dr. Ken Ellinger, Associate Professor, Political Science, Dalton State College, kellinger@daltonstate.edu

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

Dr. Andy Meyer, Interim Vice President for Academic Affairs, Dalton State College

Dr. Michael Hoff, Chair, Social Sciences Division, Dalton State College

Proposal Title: 218

Course Names, Course Numbers, and Semesters Offered:

American Government

POLS 1101

Offered in Fall, Spring and Summer Semesters

Final Semester of Instruction (This is your final semester of the project):	Spring 2017
Average Number of Students per Course Section:	41
Number of Course Sections Affected by Implementation in Academic Year:	16
Total Number of Students Affected by Implementation in Academic Year:	663
List the original course materials for students (including title, whether optional or required, & cost for each item):	Professor Hipps Democracy, ISBN: 9781259694936, \$117.50 (new). The book is REQUIRED. Professor Ellinger American Government (online text), Cengage Learning, \$60.47. The book is REQUIRED.
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	\$10, 800
Original per Student Cost:	\$88.99 (This is the numerical average cost of Professor Ellinger and Professor Hipps current American Government Textbooks)
Post-Proposal Projected Student Cost:	\$0.00
Projected Per Student Savings:	\$88.99 (\$59,000.37 total savings to students)
Plan for Hosting Materials:	D2L

Project Goals:

The purpose of the proposed project is to develop appropriate no-cost-to-student materials(NCTSM) for an American Government course without compromising the rigor of the current course format. DSC currently offers an average of 18 sections of POLS 1101 each fall

semester, 15 sections each spring semester, and 4 sections in each summer term. With an average of 34 students for all POLS 1101 sections in the 6 semesters of calendar years 2014 and 2015, DSC taught an average of 612 students per fall semester, 510 students per spring semester, and 128 students per summer term for a grand total of 1,250 POLS 1101 students per year. *[Note: The applicants teach approximately 50% of students enrolled during the academic year, making transformation at scale a true possibility if this proposal works as expected].* All POLS 1101 instructors currently use different textbooks, but if our project is successful all instructors in the Fall of 2016 and beyond will have the option to use the same NCTSMs that are adopted by this proposal. So, this implementation could ultimately affect as many as 1,250 students per year.

Dalton State College prides itself on being one of the most affordable colleges in the United States, but this promise of affordability seems contradictory when students are having to spend hundreds of dollars on textbooks each semester. Our intent is to provide students relief from worrying about the cost of course materials and instead enable them to focus on their educational goals.

We intend to assess both student performance and student satisfaction using open educational resource (OER) learning materials compared to traditional textbooks. We will look at performance in terms of actual student grades as well as DFW rates. We will collect data on student satisfaction and experience with the materials by administering surveys both before the course begins (to measure initial perceptions) and after the course has ended (to measure perceptions after having used the OER materials). If we find that students are satisfied and performance is at least comparable to past semesters when traditional textbooks have been used, we will continue to implement OER materials in future semesters so that impact goes beyond what is proposed for this grant.

Statement of Transformation:

This project involves replacing the currently-required POLS 1101 textbooks with NCTSMs in the 17 sections of POLS 1101 that will be taught by Professors Ken Ellinger and Matthew Hipps during the 2016-17 academic year. POLS 1101 is a general education requirement and thus a graduation requirement for all Associate's and Bachelor's degree students in the University System of Georgia (USG). As such, this textbook transformation proposal has the potential to impact thousands of students at DSC. At the very least, the change to NCSTMs from this proposed grant will positively impact the approximately 675 students who will be taught by Professors Ellinger and Hipps in the 2016-17 academic year.

Many of our students fall in the lowest level of socioeconomic status in the University system, so the high cost of traditional textbooks has been a source of contention within our student population for the last several years. In fact, more and more students are choosing not to purchase a textbook (which statistics and anecdotal evidence show decreases their chances of successfully completing the course). In addition, they are missing out on valuable course material and exam preparation materials.

Given that the average cost of the current textbooks used by Professors Ellinger and Hipps is \$88.98 (new) at the campus bookstore, the textbook cost savings that our approximately 675 students would see during the two-semester duration of this project would be more than

\$59,000. In addition, if successfully implemented, this proposal has the potential to transform the way that American Government is taught on the Dalton State Campus. The savings would continue in all subsequent years that the open educational resources were used. In addition, based on the fact that Professors Ellinger and Hipps teach approximately 50% of the students enrolled in POLS 1101, there is the potential that the remaining instructors would adopt these available resources resulting in a potential savings for students of over \$110,000.00 during the 2016-2017 academic year. [Note: This transformation at scale would occur after the applicants had analyzed student satisfaction data and made a recommendation to the Political Science faculty for department wide implementation].

The stakeholders affected by this transformation include the students enrolled in the no-cost-to-student courses, the faculty members involved in the project, the Division of Social Sciences, as well as the college in general. Each of these entities would be affected because if students are more engaged because of greater access to materials, instructors will be able to teach more effectively, and the division and college will see greater student retention. In addition, we believe that political science (along with other departments that have adopted OERs) could help usher in an era of open educational resources in the Social Sciences (and in the college at large).

Transformation Action Plan:

- Identify and review available OER materials for American Government. The specific focus will be on MIT's Open Educational Resources for Political Science. The applicants would work to adapt existing course materials (utilizing information from various courses) and create new materials.
- Revise and/or customize these resources to fit with current course learning objectives.
- Revise course syllabus, lectures, and in-class presentational materials based on selected materials.
- Revise assignments, activities, and assessments to align with the new course goals.
- Create surveys to assess student usage of electronic materials, course satisfaction, and their experience with traditional versus OER materials.
- Implement materials and collect data in Fall 2016 and Spring 2017.
- Analyze data relevant to proposed project.
- Prepare final report.

Both team members will contribute to the above activities as well as teach multiple sections of POLS 1101 in the Fall 2016 and Spring 2017 semesters.

Access to the chosen materials will be provided through the D2L course management system as well as made accessible on a public LibGuide created by the applicants in conjunction with our campus library staff.

Quantitative & Qualitative Measures: QUANTITATIVE MEASURES--

- * Comparative assessment of composite scores from both "traditional textbook" courses vs. No-Cost-to-Student Materials (NCTSM) to determine whether significant differences exist based on the type of course material used by the instructor.
- * Comparative assessment of performance on specific exam questions, DFW rates and final grades using NCTSMs versus rates and grades for the same instructors from previous semesters in order to determine whether significant differences exist.
- * Comparative assessment of pre/post course survey composite scores from students enrolled in courses utilizing NCTSMs to determine whether students' attitudes towards NCTSMs and/or courses utilizing NCTSMs have changed throughout the semester.

QUALITATIVE MEASURES--

- * Several items on the student surveys will allow students to provide free-response feedback regarding the NCTSMs. These data will be compiled in order to ascertain students overall impression of the NCTSMs versus a traditional textbook.
- * Focus groups with students enrolled in POLS 1101 in both OER and non-OER sections.

Timeline:

Proposed Dates for Action Plan

February 8, 2016: Training: In Person Meeting to Initiate Project

February 15- April 30, 2016

- Conduct Literature Review and Resource Material Examination
- Write IRB Application
- Begin a comprehensive review of available OER materials beginning with MIT Open Courseware materials
- Submit IRB materials for research project approval.

May 1-June 1, 2016

- Revise/Customize chosen OER textbook materials
- Begin course redesign (including syllabi, lectures, activities and assessments)
- Develop course surveys to assess student satisfaction of course and materials.

June-July 2016

- Create template course page on D2L and Libguides
- Finish selection of OER learning materials and course design
- Completion of Status Report

August 2016

- Administer pre-course survey on first day of Fall 2016 classes to assess student usage of electronic materials and perceptions of traditional textbooks versus OER learning materials.
- Implement the OER learning materials for POLS 1101

December 2016

- Administer post-course survey on the last day of Fall 2016 classes.
- Gather student data on final grades, assessment grades and DFW rates for instructors using OER's.
- Begin data analysis comparing Fall 2016 student performance to past semesters.

January 2017

- Administer pre-course survey on the first day of Spring 2017 classes to assess student usage of electronic materials and perceptions of traditional textbooks versus OER learning materials.
- Implement OER learning materials for POLS 1101.

May 2017

- Work on data analysis comparing Spring 2017 data with both the Fall 2016 data (the first semester using OER materials) as well as the Spring 2016 data (the last semester using a traditional textbook).
- Prepare final report

Budget:

Personnel

Dr. Ken Ellinger and Mr. Matthew Hipps

\$10,000: (\$5,000/per team member)- for salary for redesign of course materials, creation of surveys, implementation of course materials, data collection, data analysis, and preparation for final report.

\$800:(\$400/per team member)- for travel expenses and for each team member to attend training sessions and expenses related to professional development and consultation).

Sustainability Plan:

POLS 1101 is a general education course and a required course for University System of Georgia graduates with Associates and Bachelors degrees. This course is offered on average 37 times each year and it is offered every fall, spring, and summer semesters. Professor Higgs and I will commit to adopting the materials in the Fall of 2016 and Spring of 2017 with the option to adopt also available for other instructors of POLS 1101. If we find that these NCTSMs are just as effective (or hopefully even more effective!) than the current textbook, we will obviously continue to use these materials going forward. We would also expect to continue to add new material in future semesters to further improve the course content. If this project is successful, we will share these materials with all of the POLS 1101 instructors to implement in all sections. If that were to happen, this could grant could impact about 1,250 students per academic year--with a total savings to students of over \$110,000.00 per year.

Furthermore, if effective in POLS 1101, we would consider adopting OER learning materials for additional political science courses we teach such as POLS 2201 (State and Local Government) and POLS 3100 (Constitutional Law, Civil Rights, and Civil Liberties). These courses are electives and attract students from the general student population, but they are especially popular with students pursuing the Bachelor's Degree in Criminal Justice at DSC. We will also enthusiastically share our findings with other faculty across campus who may be contemplating adopting NCTSMs for some of their courses. If enough courses offered these types of resources, this could improve student retention rates because students would have to worry less about being able to afford required textbooks and could instead focus on their educational goals.

We plan on updating these course materials as needed, ensuring that resources stay up-to-date and relevant to the course. We will also update the D2L and LibGuide websites by adding new materials as they become available.



DALTON STATE COLLEGE

650 College Drive

Dalton, GA 30720

706-272-4436

800-829-4436

www.daltonstate.edu

December 14, 2015

Dear ALG Committee:

Dr. Ken Ellinger and Professor Matthew Hipps 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 team plans to replace the current textbook in use for our POLS 1101 American Government course. They are proposing to replace the current textbook at a significant savings per student. They will replace the current textbook with appropriate open educational resources and perform an assessment as to the effectiveness of the OER.

Through their implementation of open educational resources they will be able to provide the learning materials at no cost to students. At Dalton State, about 90% of students are from economically challenged backgrounds, therefore the availability of the free learning materials will support their ability to go to college, progress through the program, and graduate from college. This is especially important considering that the college is an access college our mission is to make college accessible and affordable to students.

The adoption of OER will allow this course to be more dynamic and engaging for both instructors and students alike. They also will be collecting the data and assessing the implementation of the OER from both student and faculty points of view. If successful, they will have data to convince other faculty to adopt the OER for the POLS 1101 course and result in more students benefiting from this project. I believe this to be a strong project and I look forward to its implementation. Thank you for your support.

Sincerely,

Andy Meyer, Ph.D.

Interim Vice President for Academic Affairs

ameyer@daltonstate.edu

706 272-2491



Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
650 College Dr.
Dalton, GA 30720

mhoff@daltonstate.edu
706.272.2694

Dec. 14, 2015

Dr. Ken Ellinger
Mr. Matt Hipps
Dalton State College
650 College Dr.
Dalton, GA 30720

Dear Dr. Ellinger and Mr. Hipps:

I am very pleased that you are applying for a grant for Round Five of the “Affordable Learning Georgia Textbook Transformation Grants” initiative.

I understand that you are proposing evaluating and choosing Open Educational Resource (OER) learning materials for the DSC Political Science 1101 classes and that this OER material will be available to students at no cost. This is a substantial financial benefit to our students, potentially saving students more than \$111,225 per year in textbook costs for Political Science 1101.

Your plan involves the identification and review of OER materials for Political Science 1101, and then engaging in a complete redo of the class (revising resources, assignments, activities and assessments). Further, you propose to assess student usage and satisfaction of the materials and make comparisons concerning student persistence and success in the OER vs. traditional textbook sections of the class. This project will involve a substantial amount of work beyond your assigned responsibilities as you identify and evaluate the OER materials and engage in the range of course revisions as detailed above.

I fully support your proposal and will do whatever I can to facilitate your ability to complete the project. I think this is a great benefit to our students and I’m grateful that you are willing to undertake this additional work for the benefit of our students.

Sincerely,

Michael P. Hoff Ph.D.
Chair, Dept. of Social Sciences
Dalton State College
650 College Dr.
Dalton, GA 30720
mhoff@daltonstate.edu
MH/mph

Affordable Learning Georgia Textbook Transformation Grants
Rounds Three, Four, and Five
For Implementations Beginning Summer Semester 2015
Running Through Spring Semester 2017

Proposal Form and Narrative

Submitter Name

Matthew Hipps

Submitter Title

Associate Professor of Political Science

Submitter Email

mhipps@daltonstate.edu

Submitter Phone Number

706-272-2676

Submitter Campus Role

Proposal Investigator

Applicant Name

Kenneth Ellinger, Team Lead

Applicant Email

kellinger@daltonstate.edu

Applicant Phone Number

706-272-2677

Primary Appointment Title

Associate Professor of Political Science

Institution Name(s)

Dalton State College

Team Members

Mr. Matthew Hipps, Associate Professor, Political Science; Director, First Year Experience Program, Dalton State College, mhipps@daltonstate.edu

Dr. Ken Ellinger, Associate Professor, Political Science, Dalton State College, kellinger@daltonstate.edu

Sponsor, Title, Department, Institution

Dr. Andy Meyer, Interim Vice President for Academic Affairs, Dalton State College

Dr. Michael Hoff, Chair, Social Sciences Division, Dalton State College

Proposal Title

Reimagining American Government: Utilizing OERs in the Teaching of American Government

Course Names, Course Numbers and Semesters Offered

American Government

POLS 1101

Offered in Fall, Spring and Summer Semesters

Final Semester of Instruction

Spring 2017

Average Number of Students Per Course Section

41

Number of Course Sections Affected by Implementation in Academic Year
16

Total Number of Students Affected by Implementation in Academic Year
663

Award Category
No-Cost-to-Students Learning Materials

List the original course materials for students (including title, whether optional or required, & cost for each item)

Professor Hipps

Democracy, ISBN: 9781259694936, \$117.50 (new). The book is REQUIRED.

Professor Ellinger

American Government (online text), Cengage Learning, \$60.47. The book is REQUIRED.

Original Per Student Cost

Professor Hipps- \$29,200.00

Professor Ellinger- \$ 29,800.00

Post-Proposal Projected Per Student Cost

\$0.00 (No Cost to Students)

Projected Per Student Savings

\$88.99 Per Student (\$88.99 is the numerical average of Professor Ellinger and Professor Hipps current American Government textbooks).

(\$59,000.37 total savings to students)

Plan for Hosting Materials

D2L

LibGuides

Requested Amount of Funding

\$10,800.00

NARRATIVE

1.1 PROJECT GOALS

The purpose of the proposed project is to develop appropriate no-cost-to-student materials(NCTSM) for an American Government course without compromising the rigor of the current course format. DSC currently offers an average of 18 sections of POLS 1101 each fall semester, 15 sections each spring semester, and 4 sections in each summer term. With an average of 34 students for all POLS 1101 sections in the 6 semesters of calendar years 2014 and 2015, DSC taught an average of 612 students per fall semester, 510 students per spring semester, and 128 students per summer term for a grand total of 1,250 POLS 1101 students per year. [Note: The applicants teach approximately 50% of students enrolled during the academic year, making transformation at scale a true possibility if this proposal works as expected]. All POLS 1101 instructors currently use different textbooks, but if our project is successful all instructors in the Fall of 2016 and beyond will have the option to use the same NCTSMs that are adopted by this proposal. So, this implementation could ultimately affect as many as 1,250 students per year.

Dalton State College prides itself on being one of the most affordable colleges in the United States, but this promise of affordability seems contradictory when students are having to spend hundreds of dollars on textbooks each semester. Our intent is to provide students relief from worrying about the cost of course materials and instead enable them to focus on their educational goals.

We intend to assess both student performance and student satisfaction using open educational resource (OER) learning materials compared to traditional textbooks. We will look at performance in terms of actual student grades as well as DFW rates. We will collect data on student satisfaction and experience with the materials by administering surveys both before the course begins (to measure initial perceptions) and after the course has ended (to measure perceptions after having used the OER materials). If we find that students are satisfied and performance is at least comparable to past semesters when traditional textbooks have been used, we will continue to implement OER materials in future semesters so that impact goes beyond what is proposed for this grant.

1.2 STATEMENT OF TRANSFORMATION

This project involves replacing the currently-required POLS 1101 textbooks with NCTSMs in the 17 sections of POLS 1101 that will be taught by Professors Ken Ellinger and Matthew Hipps during the 2016-17 academic year. POLS 1101 is a general education requirement and thus a graduation requirement for all Associate's and Bachelor's degree students in the University System of Georgia (USG). As such, this textbook transformation proposal has the potential to impact thousands of students at DSC. At the very least, the change to NCSTMs from this proposed grant will positively impact the approximately 675 students who will be taught by Professors Ellinger and Hipps in the 2016-17 academic year.

Many of our students fall in the lowest level of socioeconomic status in the University system, so the high cost of traditional textbooks has been a source of contention within our student population for the last several years. In fact, more and more students are choosing not to purchase a textbook (which statistics and anecdotal evidence show decreases their chances of successfully completing the course). In addition, they are missing out on valuable course material and exam preparation materials.

Given that the average cost of the current textbooks used by Professors Ellinger and Hipps is \$88.98 (new) at the campus bookstore, the textbook cost savings that our approximately 675 students would see during the two-semester duration of this project would be more than \$59,000. In addition, if successfully implemented, this proposal has the potential to transform the way that American Government is taught on the Dalton State Campus. The savings would continue in all subsequent years that the open educational resources were used. In addition, based on the fact that Professors Ellinger and Hipps teach approximately 50% of the students enrolled in POLS 1101, there is the potential that the remaining instructors would adopt these available resources resulting in a potential savings for students of over \$110,000.00 during the 2016-2017 academic year. [Note: This transformation at scale would occur after the applicants had analyzed student satisfaction data and made a recommendation to the Political Science faculty for department wide implementation].

The stakeholders affected by this transformation include the students enrolled in the no-cost-to-student courses, the faculty members involved in the project, the Division of Social Sciences, as well as the college in general. Each of these entities would be affected because if students are more engaged because of greater access to materials, instructors will be able to teach more effectively, and the division and college will see greater student retention. In addition, we believe that political science (along with other departments that have adopted OERs) could help usher in an era of open educational resources in the Social Sciences (and in the college at large).

1.3 TRANSFORMATION ACTION PLAN

Identify and review available OER materials for American Government. The specific focus will be on MIT's Open Educational Resources for Political Science. The applicants would work to adapt existing course materials (utilizing information from various courses) and create new materials.

Revise and/or customize these resources to fit with current course learning objectives.

Revise course syllabus, lectures, and in-class presentational materials based on selected materials.

Revise assignments, activities, and assessments to align with the new course goals.

Create surveys to assess student usage of electronic materials, course satisfaction, and their experience with traditional versus OER materials.

Implement materials and collect data in Fall 2016 and Spring 2017.

Analyze data relevant to proposed project.

Prepare final report.

Both team members will contribute to the above activities as well as teach multiple sections of POLS 1101 in the Fall 2016 and Spring 2017 semesters.

Access to the chosen materials will be provided through the D2L course management system as well as made accessible on a public LibGuide created by the applicants in conjunction with our campus library staff.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative Measures

Comparative assessment of composite scores from both "traditional textbook" courses vs. No-Cost-to-Student Materials (NCTSM) to determine whether significant differences exist based on the type of course material used by the instructor.

Comparative assessment of performance on specific exam questions, DFW rates and final grades using NCTSMs versus rates and grades for the same instructors from previous semesters in order to determine whether significant differences exist.

Comparative assessment of pre/post course survey composite scores from students enrolled in courses utilizing NCTSMs to determine whether students attitudes towards NCTSMs and/or courses utilizing NCTSMs have changed throughout the semester.

Qualitative Measures

Several items on the student surveys will allow students to provide free-response feedback regarding the NCTSMs. These data will be compiled in order to ascertain students overall impression of the NCTSMs versus a traditional textbook.

Focus groups with students enrolled in POLS 1101 in both OER and non-OER sections.

1.5 TIMELINE

Proposed Dates for Action Plan

February 8, 2016

Training: In Person Meeting to Initiate Project

February 15- April 30, 2016

Conduct Literature Review and Resource Material Examination

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May-June 2016

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Begin course redesign (including syllabi, lectures, activities and assessments)

Develop course surveys to assess student satisfaction of course and materials.

June-July 2016

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Finish selection of OER learning materials and course design

Completion of Status Report

August 2016

Administer pre-course survey on first day of Fall 2016 classes to assess student usage of electronic materials and perceptions of traditional textbooks versus OER learning materials.

Implement the OER learning materials for POLS 1101

December 2016

Administer post-course survey on the last day of Fall 2016 classes.

Gather student data on final grades, assessment grades and DFW rates for instructors using OERs.

Begin data analysis comparing Fall 2016 student performance to past semesters.

January 2017

Administer pre-course survey on the first day of Spring 2017 classes to assess student usage of electronic materials and perceptions of traditional textbooks versus OER learning materials.

Implement OER learning materials for POLS 1101.

May 2017

Work on data analysis comparing Spring 2017 data with both the Fall 2016 data (the first semester using OER materials) as well as the Spring 2016 data (the last semester using a traditional textbook).

Prepare final report

1.6 BUDGET

Personnel

Dr. Ken Ellinger and Mr. Matthew Hipps

\$10,000: (\$5,000/per team member)- for salary for redesign of course materials, creation of surveys, implementation of course materials, data collection, data analysis, and preparation for final report.

\$800:(\$400/per team member)- for travel expenses and for each team member to attend training sessions and expenses related to professional development and consultation).

1.7 SUSTAINABILITY PLAN

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Furthermore, if effective in POLS 1101, we would consider adopting OER learning materials for additional political science courses we teach such as POLS 2201 (State and Local Government) and POLS 3100 (Constitutional Law, Civil Rights, and Civil Liberties). These courses are electives and attract students from the general student population, but they are especially popular with students pursuing the Bachelor's Degree in Criminal Justice at DSC. We will also enthusiastically share our findings with other faculty across campus who may be contemplating adopting NCTSMs for some of their courses. If enough courses offered these types of resources, this could improve student retention rates because students would have to worry less about being able to afford required textbooks and could instead focus on their educational goals.

We plan on updating these course materials as needed, ensuring that resources stay up-to-date and relevant to the course. We will also update the D2L and LibGuide websites by adding new materials as they become available.

1.8 REFERENCES & ATTACHMENTS

Reference from Dr. Andy Meyer, Interim Vice President for Academic Affairs

Reference from Dr. Michael Hoff, Chair, Social Sciences Department

Syllabus

POLITICAL SCIENCE 1101—SPRING 2017

DALTON STATE COLLEGE

DR. KEN ELLINGER

Associate Professor of Political Science

Office: 240 Liberal Arts

Office phone: 706-272-2677

Office Fax: 706-272-2698

Office Hours: MW: 9:15-9:25 am; 10:40-11 am; 12-12:15 pm; 1:30-1:40 pm; 2:55-3:25 pm; 4:30-4:45; 6-7 pm.

TR: 9:10-9:25 am and 10:40-11 am (first half of semester ONLY); 12-12:15 am; 1:30-3:25 pm (all semester)

I am also available at other times by appointment—so don't hesitate to ask me for an appointment that fits your schedule!

E-mail Address: kellinger@daltonstate.edu (*I prefer e-mail over all other forms of communication*). If e-mail is not possible, you may of course call my office at the number listed above or leave a note in the box on my office door. If you call my office phone and fail to reach me, please leave a message and I will automatically receive it by e-mail. You may also call or preferably text me at home (before 11 pm) if it's urgent. My personal cell number is 706-280-0059.

Overall Structure of the Course:

I recently received a grant from the University System of Georgia to find course materials that are available *at no cost to students*. **Consequently, there is a FREE online OPEN STAX textbook required for this class!** We will also usually watch several 8-10 minute "Crash Course" videos over each topic covered in this course. I will also show a variety of brief YouTube-style videos, a few short segments of full-length DVD's that I own, plus a variety of short online articles that we will read in class and immediately discuss. These videos and articles cover a wide variety of political and governmental topics. I have a wide variety of resources that I will hold you responsible for this semester, and it does require a fair amount of time to become **familiar enough with all of this material** so that you can keep it all straight when taking my rather lengthy exams (typically 65-75 questions on the first 3 exams and around 90-100 questions on the final exam). Don't worry! The questions and answers are typically brief, so you should have plenty of time to take the exams in the allotted time. Also, I will talk about almost all of the test material in class—plus you can ask questions over ANY of it that you don't understand. I would estimate that 30%-40% of my students make A's and B's in any given class, and almost everyone else who completes the class makes a C. Final Grades of either "D" or "F" in my class are very rare! If you care and if you try hard, it is unlikely that you would make lower than a C in this course.

Course Description:

A survey of American national government--plus Georgia state and local government.

Course Objectives:

The successful completion of this course will satisfy the civic educational goal of that section of the Georgia code which requires that a minimum knowledge of government be obtained by all college students in state-supported institutions of higher learning before they can be awarded a degree. The instructional objectives to achieve this goal will involve use of the text, handouts, exams, videos, short papers, etc. It is my hope that you will realize the relevance of government to your life, and also identify your own self-interest in the laws and policies that are created by government officials.

Social Sciences Divisional Goal Statement:

The Division of Social Science assists students in developing an ability to acquire data, understand relationships, process information, draw conclusions, and critically evaluate issues related to the society and culture of the United States, both internally and externally.

Social Sciences Division Intended Student Learning Outcomes:

- 1) Students will be able to demonstrate an understanding of course content acquired through listening, reading, research, and use of electronic media.
- 2) Students will be able to utilize frameworks, models, and concepts appropriate to social science disciplines in order to analyze human behavior and social institutions.
- 3) Students will be able to comprehend major forces, events, influences, and ideas that have shaped society.
- 4) Students will be able to analyze and understand different perspectives on issues and recognize viewpoints other than their own.

Political Science 1101 Intended Student Learning Outcomes:

- 1) Students will articulate the constitutional principles and governmental processes fundamental to American democracy and political participation.
- 2) Students will be able to articulate and understanding of major forces and events, influences, or ideas that have shaped society and history.
- 3) Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments

Course Requirements/Expectations:

- 1) Successful performance on major exams and other graded work (short papers and quizzes, for example).

Attendance:

Attendance and participation is rewarded. Each student will start with 100 attendance points, but you will lose 5 points every time you miss class (no points are deducted for an "excused" absence when you provide documentation that you were ill, if you were absent because of a school-sponsored activity, or if you were absent for a legal court proceeding with documentation). Being in class will also definitely help most students do better on my exams. I spend a great deal of class time talking very specifically about the information you will need in order to answer specific test questions, so most students have found that attending class has a very strong tendency to improve their grades. Students with good reading comprehension and some previous familiarity and experience with American government will obviously not suffer as much from poor attendance as those who don't have those qualities and experiences. Finally, your comprehension of what I talk about in class will be greatly enhanced if you have read the review material that I e-mail to everyone **BEFORE** coming to class.

I also conduct multiple (usually three or four) out-of-class review sessions before every exam (a schedule for these review sessions will be e-mailed to all students at your MyDaltonState e-mail account at least one week prior to that exam's first review session). Ask any student who has ever attended one of my review sessions—I make it well worth your time to show up! In other words, your attendance at these sessions will significantly help your test grade in my class without any question!!

Emergency Instructional Plan:

If the college is closed due to inclement weather or other conditions, please consult your DSC e-mail account for messages regarding assigned readings and other possible assignments to be turned in upon your return to class. It is possible that I will send PowerPoint presentations, YouTube videos, or the like as e-mail attachments so check your DSC e-mail account every day for assignments and due dates while the college is closed. Class days may have to be made up if the total number of days lost exceeds the equivalent of one week of class time.

Grading/Evaluation System and Assignments:

A=	90%, or more of all points available in the course (approx. 700 points are typically available in the course.)
B=	80% or more of all points available in the course
C=	65% or more of all points available in the course
D=	50% or more of all points available in the course
F=	Less than 50% of all points available in the course

There will be **FOUR** major exams in the semester, and these exams will be given every three to four weeks. The final exam is **not** comprehensive, so it will only cover the material found in the last two chapters. The first 3 exams are typically worth between 110 and 140 points--with the final usually worth 170-190 pts.--for a total of approx. 525--575 exam points overall.

Short opinion papers are also written in class immediately after any major video is shown in class. There are usually at least a dozen of these videos in a semester, and if you are present and turn in a paper you will typically get all of the 5-7 points available. Sometimes, instead of a short paper, we will have a 3-5 point quiz over a short article or a very brief video that we read or see in class the that day. This is essentially an attendance quiz that rewards those who came to class that day, and virtually everyone makes a perfect score on these quizzes (they are easy and I give hints!). These video papers and in-class quizzes usually **CANNOT** be made up (unless you are sick and show me a doctor's note, involved in a court proceeding, or absent for a school activity), and they are designed to give a grade boost to those who attend class faithfully. You can also do a movie review for up to 5 bonus points on EVERY exam. There are about two dozen or so classic political movies that I keep on reserve under my name at the Roberts Library Circulation Desk (located immediately on your left as you walk into the Library). You have to actually go to the Library to get a copy of the movie list (this will be useful for those who have never been to the Library before!). These reserve videos can only be watched in the viewing room at the Library. However, some of these movies are also available on

Netflix or Amazon Prime (you can get a free trial subscription to Netflix for one month, which is more than enough time to watch a movie for every test!) These movie reviews should be double-spaced, typed, and about two pages in length. The first page of the review must be a detailed plot summary of the movie (convince me that you watched it), and the second page is simply your opinion about what the movie meant to you, whether or not you liked it and why, and finally tell me why you think I put that movie on the list. The extra credit movie reviews are always turned in on the day of an exam—and they will **not** be accepted late.

Access Statement for Students with Disabilities:

Students with disabilities or special needs are encouraged to contact the Disability Access office. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Access Library Guide at <http://libguides.daltonstate.edu/c.php?g=24716&p=149667> or contact the Disability Access office. Contact information:

Andrea Roberson, Assoc. Director of Disability Access & Student Support Services, Pope Student Center—upper level
Office Phone: 706/272-2524 E-mail address: aroberson@daltonstate.edu

Sex Discrimination, Harassment, & Assault

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone's ability to participate in or benefit from the college's educational program and/or activities, and is based on power differential (*quid pro quo*), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability." Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

Call 911 if you are in an emergency situation. Dalton State Public Safety (this report is confidential):
Room 300 Health Professions Building (Upper Level facing the Liberal Arts Building). Phone: 706-272-4461

Online Sexual Assault Report form:

<https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51>

If you would like to report to Dalton State Administration: (this report is not confidential) Report Title IX complaint online:
http://daltonstate.edu/campus_life/student-conduct-about.cms

Report Student-on-Student Title IX complaint in person: Brittnee Lee, Office of Student Life Coordinator for Student Responsibility & Service/ Deputy Title IX Coordinator, Pope Center room 113, balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person: Faith Miller, Human Resources Director/ Title IX Coordinator Memorial 122, fmiller@daltonstate.edu 706- 272-2034

If you would like to talk with someone confidentially: Dalton State Counseling & Career Services, Academic Resources, Lower Pope Center 706-272-4429, e-mail: counseling@daltonstate.edu <http://libguides.daltonstate.edu/Counseling>

Student Behavior:

Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms. "I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them."

Class Withdrawal:

The deadline to drop this class is **Friday, March 24, 2017**. If you drop this class by this date you will receive a grade of "W." After this date, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice-President for Academic Affairs; otherwise a grade of "WF" will be issued. Students who wish to drop this class or withdraw from all classes should go to the Enrollment Services Office in Westcott Hall to complete the necessary form. Students who do not complete their course work and who fail to complete the official drop/withdrawal procedure before the deadline will receive a grade of F. ***Withdrawal from class is a student responsibility.*** Before dropping any class, the College ***strongly advises*** that students meet with their advisor and their instructor to discuss the impact of a withdrawal on their graduation plans. The college also strongly advises students who are receiving financial aid to visit the Financial Aid Office in Pope Student Center to discuss the impact a drop or withdrawal may have on their financial aid status. The grade of "W" counts as hours attempted for the purposes of financial aid.

Late Work:

Major exams are made up only for legitimate and verifiable reasons (see attendance policy above), and they will always be taken in the Testing Center in Room 103 of the Liberal Arts Building. Those who take make-up exams without an excused absence will never receive any extra credit--and non-excused make-up exams potentially include an additional essay component not found on the regular exam that is taken by the rest of the class. In order to take any make-up exam in the Testing Center, you must first call the Center at **272-2606** at least the day **BEFORE** you want to take it and set up an appointment. My expectation is that you will make up the test **on the very first day that you return to school.** Making up exams quickly is **VERY** important to me. It is also your responsibility to notify me the moment you realize that you are going to miss the test! ***This is also very important to me, so do not fail to do it!!*** If you know in advance that you will be absent on a test day, it is always in your best interest to take the exam early to avoid the possibility of essay questions and to get a chance to earn extra credit points. Allow me to repeat myself: **You are expected to contact me via phone or e-mail immediately once you realize that you will miss--or have missed--the test. It is very unprofessional for a student to be an unexplained "no-show" for an exam unless there are emergency circumstances.**

Cheating/Plagiarism:

Cheating on any test or other assignment will result in a zero for that grade. On the second offense it will result in failure for the entire course. Plagiarism, which is defined as copying the written work of another without acknowledgment, will also result in zero credit for that assignment. A second offense will result in failure for the entire course.

POLS 1101 Course Schedule: Exams are given approximately every 3--4 weeks (the exact exam date will always be announced at least 10 days prior to the exam--and usually earlier!)

Exam 1: The Constitution and Federalism

Exam 2: The Presidency, political parties, and interest groups

Exam 3: Civil Rights and Civil Liberties

Final Exam: Congress and the Court System

Instructor: Matthew Hipps
Email: mhipps@daltonstate.edu

Office: LIA 242

Phone: 706-272-2676

Office Hours: MWF 8:50-9:20, 10:20-10:50; TR 10:40-12:10 and By Appointment

**POLS 1101
AMERICAN GOVERNMENT
MONDAY/WEDNESDAY/FRIDAY**

Course Location: MEM 130

Course Time: 9:25-10:15 AM

Course Description

Government is not reason; it is not eloquent; it is force. Like fire, it is a dangerous servant and a fearful master.

George Washington

Welcome to American Government! In this course, we will explore government and the political world around us. Have no fear; you do not need to be a political expert to do well in this class. In fact, most students have very little background in politics, and still manage to do very well in this course. This type of class is one where asking questions and being curious is a good thing. If you don't know, ask! The only way that we can make the world make sense is to ask questions and think critically about the answers. Discussion, conversation and debate is expected and encouraged. I want you to understand, I am not the absolute truth on politics and government. Many of these issues will require you to think critically about a subject and then draw your own conclusions as to what is correct and what is incorrect.

SOCIAL SCIENCES DIVISIONAL GOAL STATEMENT

The Division of Social Science assists students in developing an ability to acquire data, understand relationships, process information, draw conclusions, and critically evaluate issues related to the society and culture of the United States, both internally and externally.

POLITICAL SCIENCE PROGRAM OUTCOMES

Graduates of Associates degree programs in the School of Liberal Arts will....

- Demonstrate competence in written communication
- Think critically
- Read critically
- Demonstrate competence in the social sciences.

POLITICAL SCIENCE 1101 INTENDED STUDENT LEARNING OUTCOMES:

Instructor: Matthew Higgs
Email: mhiggs@daltonstate.edu

Office: LIA 242

Phone: 706-272-2676

Office Hours: MWF 8:50-9:20, 10:20-10:50; TR 10:40-12:10 and By Appointment


Students will...

- Articulate the constitutional principles of governmental processes fundamental to American democracy and political participation.
- Articulate an understanding of major forces and events, influences, or ideas that have shaped history and society within the framework of a federal system of government.
- Analyze, evaluate and provide convincing arguments regarding issues pertaining to the structure and operation of American government.

REQUIRED TEXTBOOK

I have explored cost reducing options for students and have decided to use an open textbook this semester. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open text for this course allows students to read, download, and/or print the book at no cost. The textbook is embedded by chapter in the course material and the modules that constitute the course, but the full version can be accessed below.

Title	<i>American Government</i>
Authors	Timothy O. Lenz & Mirya Holman
Publisher	University Press of Florida
Edition/Year	2013
Access	A PDF version of the text is embedded within the course content; however, you can download the full-text or purchase a printed copy of the text by accessing the following link: http://ufdc.ufl.edu/AA00016298/00001
	Click HERE to download the full-text version.
Type (Required/Optional)	Required
License	 CC BY-NC-ND 3.0 http://creativecommons.org/licenses/by-nc-nd/3.0/legalcode

COURSE FORMAT & STRUCTURE

This is a survey level course and therefore we will cover a wide breadth of material dealing with American Government. This means that we might not go into great detail on all things government, but we will explore a lot of important ideas in American government over the course of the semester. The course will be broken into five “units” that will give you a good

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overview of the landscape of American government. There will be an examination at the end of each "unit". The units are as follows:

Unit 1: The Basics of American Government (Ch. 1 & 2)

Unit 2: Institutions of Government (Ch. 3-5)

Unit 3: Mass Politics (Ch. 8-11)

Unit 4: Fundamental Rights of Americans (Ch. 18)

Unit 5: Media & Public Policy (Ch. 7)

COURSE PREPARATION

The class is a combination of lecture and discussion. Because discussion is often tangential we will not go over every page in the book during class time. Lectures are intended to go over the major themes of the chapters in that particular unit. These lectures will simply highlight the major focus of each of the chapters and I will answer any questions that you have regarding the chapter. We will discuss a major idea from the chapters during each class period. Though there will be some summarization of the chapters, **we will not simply go over the textbook during class time. At times it may seem as if we are not covering the textbook. Please know that my in-class lectures/conversations are intended to compliment the book. [This means that if you are reading the book and listening in class you should get a complete picture of American government].** We will engage in in-class discussions regarding current events regularly, and will conclude each module with an examination covering the chapters related to that particular module.

During class you may be asked to reflect on the discussion or to work with your classmates and come up with a solution to a real world political problem. This work will be collected at the end of each class session it is assigned. Work collected in class cannot be made up. If absent, you will simply miss the opportunity for that day (assuming, of course, we had that opportunity arise).

ATTENDANCE & LATE WORK

Simply put, showing up matters. I care about your attendance and therefore expect you to be in class. I will take attendance every day (by passing around a sign in sheet). It is your job to ensure that you sign the attendance sheet. If you fail to sign in to the class, you will be marked absent (regardless of your actual attendance in the class). Before I collect the attendance sheet I will ask if everyone had a chance to sign the attendance sheet. If you arrive after the attendance sheet has been collected, you will not be permitted to sign in for that day. As a general rule, you are not permitted to arrive late or leave early.

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Please note: **Students who miss more than 6 classes with unexcused absences (excused absences include military service, documented illness, DSC sponsored events) will receive a "F" for their attendance grade (F= 0 points). On your 9th absence, regardless of your grade in the course at the time, you will receive an "F" in the class.**

Late Work

No in-class assignments that are missed can be made up. No late assignments or work will be accepted without written permission from the instructor.

THE CLASSROOM ENVIRONMENT

Mutual Respect: RESPECT is the only ground rule we have in this course. I will treat you with respect, and expect you to treat me and your fellow students with respect. In discussing controversial issues it is important that students feel comfortable expressing their opinion, yet it is imperative that you refrain from using derogatory or offensive language.

Conversation: The learning environment is social environment that we should all contribute to in a positive way. Therefore, conversation should be related to the discussion at hand and comments should not be directed toward specific individuals. Private conversations or any other activities which might distract class members are non-productive to the learning environment so please be courteous and avoid them.

ACCESS STATEMENT FOR STUDENTS WITH DISABILITIES

If you have disabilities or special needs are encouraged to contact Disability Support Services in Academic Resources. In order to make an appointment to obtain information on the process of qualifying for accommodations, it is **your** responsibility to contact Disability Support Specialist. Contact information:

Andrea Roberson
Pope Student Center, Lower Level
706-272-2524
aroberson@daltonstate.edu

WORKFORCE DEVELOPMENT

If a student receiving aid administered by the DSC Workforce Development Department drops this class or completely withdraws from the College, the Schedule Adjustment Form must be

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Email: mhipps@daltonstate.edu

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taken to the Workforce Development Office located in Room 112 of the Technical Education Building. The Office is open on the following schedule:

Monday/Tuesday/Thursday: 9:00 a.m.-12:15 p.m. and 1:30 p.m. - 5:00 p.m.

Friday: 8:00 a.m.- 12:00 p.m.

The office phone number is 272-2635.

DROP/WITHDRAWAL STATEMENT

The last day to drop this class without penalty is **Thursday, March 17, 2016**. You will be assigned a grade of **WP**. After this date, withdrawal without penalty is permitted only in cases

of extreme hardship as determined by the Vice President for Academic Affairs, otherwise a grade of **WF** will be issued. Students who wish to drop this class should go to the enrollment services office in Wescott Hall to complete the necessary form. Students who fail to complete the official drop/withdrawal procedure will receive a grade of **F**. **Withdrawal from class is student responsibility. As the Professor, I CAN NOT drop you from this course.** Before dropping any class, the College strongly advises that students meet with their academic advisor and their instructor to discuss the impact of a withdrawal on their graduation plans. The College also strongly advises students who are receiving any type of financial aid to visit the Financial Aid Office in Pop Student Center to discuss the impact a withdrawal may have on their financial aid status. The grade of **W** counts as hours attempted for the purpose of financial aid.

DROP/WITHDRAWAL STATEMENT

The last day to drop this class without penalty is **Thursday, October 27, 2015**. You will be assigned a grade of **WP**. After this date, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs, otherwise a grade of **WF** will be issued. Students who wish to drop this class should go to the enrollment services office in Wescott Hall to complete the necessary form. Students who fail to complete the official drop/withdrawal procedure will receive a grade of **F**. **Withdrawal from class is student responsibility. As the Professor, I CAN NOT drop you from this course.** Before dropping any class, the College strongly advises that students meet with their academic advisor and their instructor to discuss the impact of a withdrawal on their graduation plans. The College also strongly advises students who are receiving any type of financial aid to visit the Financial Aid Office in Pop Student Center to discuss the impact a withdrawal may have on their financial aid status. The grade of **W** counts as hours attempted for the purpose of

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financial aid.

SEX DISCRIMINATION, HARASSMENT, & ASSAULT

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone's ability to participate in or benefit from the college's educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability." Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

Call 911 if you are in an emergency situation

Dalton State Public Safety (this report is not confidential)

Tech Building- Upper Level - 706-272-4461

Online Sexual Assault Report -

<https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51>

If you would like to report to Dalton State Administration: (this report is not confidential)

Report Title IX complaint online - http://daltonstate.edu/campus_life/student-conduct-about.cms

Report Student-on-Student Title IX complaint in person:

Brittnie Lee, Office of Student Life

Coordinator for Student Responsibility & Service/ Deputy Title IX Coordinator

Pope 113

balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person:

Faith Miller, Human Resources

Director of Human Resource/ Title IX Coordinator

Memorial 122

fmiller@daltonstate.edu 706-272-2034

If you would like to talk with someone confidentially:

Dalton State Counseling & Career Services, Academic Resources

Lower Pope

706-272-4429

counseling@daltonstate.edu

<http://libguides.daltonstate.edu/Counseling>

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Phone: 706-272-2676

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EMERGENCY INSTRUCTIONAL PLAN

If the college is closed for inclement weather or other conditions, please consult the course calendar (located in both the syllabus and on Georgia View) in order to complete the assigned readings or assignments. Then, check your DSC email for additional assignments, activities and due dates. If it becomes impossible for me to email you additional assignments or instructions because of a loss of power, please write at least 2 questions based on the questions that we would have covered in class. If the assignment was a video, they will be accessible under the "Links" tab in Georgia View. As always, I will be available to answer questions via email (assuming, of course, there is power). Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

GRADING/STUDENT EVALUATION

Assignments	Points Possible	Percentage
In-Class Assignments	300 points	30%
Attendance	100 points	10%
Examinations (4)	400 points	40%
Final Exam	200 points	20%
Total Points Possible	1,000 points possible	100%

In Class Assignments- In class, we will engage in a variety of activities that you will do both in groups, and by yourself. These may include (but are not limited to) short writing assignments, small projects related to American Government, documentary reviews, etc.) In order to turn these assignments in, you must be present in class. There will be no make-up assignments for the in class assignments.

Attendance- Attendance will be taken daily. All students will begin with 100 points and will lose 3 points for every absence that a student incurs. Students who miss more than 8 classes will receive a "F" (F=0 points) on their Attendance grade for the semester.

Examinations- you will complete four examinations. All examinations will consist of multiple choice type questions. All examinations will be taken in class. Makeup exams are only given in the case of documented emergencies, and I must be informed of an absence **PRIOR** to the start of the examination to be eligible for a makeup. All makeup examinations will be essay

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examinations. The main page of each "unit #" tab on the course website contains information pertinent to each of the examinations.

Final Examination- You will take a **comprehensive final examination**. This means that the examination will cover material from the entire semester, Unit 1 through Unit 5. There will be a study guide available for this examination available under the "Final Examination" tab on the LibGuide.

GRADING SCALE

The grading scale is absolute. I will not round scores or "bump" you to the next letter grade. You must earn the required number of points in order to receive the corresponding grade.

A= 890 points or greater

B= 780 – 889 points

C= 680- 779 points

D= 650-679 points

F= 649 points and Below

COURSE OUTLINE (Subject to change)

NOTE: We will do our best to adhere to the syllabus; however, things may come up during the semester that causes us to deviate from our plans. Rest assured, no assignment will ever be due SOONER than is listed on the syllabus.

Date	Topic
Monday, August 15th	Introduction to the Course
Wednesday, August 17th	What is Government? http://libguides.daltonstate.edu/ld.php?content_id=22013132
Friday, August 19th	Why Does Government Matter? http://libguides.daltonstate.edu/ld.php?content_id=22013132
Monday, August 22nd	Principles That Shape Our Nation (Part I)
Wednesday, August 24th	Principles That Shape Our Nation (Part II)
Friday, August 26th	The U.S. System of Constitutional Government http://libguides.daltonstate.edu/ld.php?content_id=22013132

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Monday, August 29th	The U.S. System of Constitutional Government http://libguides.daltonstate.edu/ld.php?content_id=22013132
Wednesday, August 31st	The U.S. System of Constitutional Government http://libguides.daltonstate.edu/ld.php?content_id=22013132
Friday, September 2nd	EXAMINATION #1 (Ch. 1 & 2)
Monday, September 5th	NO CLASS- DSC HOLIDAY
Wednesday, September 7th	Congress http://libguides.daltonstate.edu/ld.php?content_id=22040086
Friday, September 9th	Congress http://libguides.daltonstate.edu/ld.php?content_id=22040086
Monday, September 12th	The Presidency http://libguides.daltonstate.edu/ld.php?content_id=22040605
Wednesday, September 14th	The Presidency http://libguides.daltonstate.edu/ld.php?content_id=22040605
Friday, September 16th	The Courts http://libguides.daltonstate.edu/ld.php?content_id=22041462
Monday, September 19th	The Courts http://libguides.daltonstate.edu/ld.php?content_id=22041462
Wednesday, September 21st	Bureaucracy
Friday, September 23rd	Examination #2 (Ch. 3-5)
Monday, September 26th	Political Socialization http://libguides.daltonstate.edu/ld.php?content_id=22042095
Wednesday, September 28th	Public Opinion http://libguides.daltonstate.edu/ld.php?content_id=22042095

Instructor: Matthew Higgs
Email: mhipps@daltonstate.edu

Office: LIA 242

Phone: 706-272-2676

Office Hours: MWF 8:50-9:20, 10:20-10:50; TR 10:40-12:10 and By Appointment

Friday, September 30 th	Political Ideology http://libguides.daltonstate.edu/ld.php?content_id=22042568
Monday, October 3 rd	Political Ideology http://libguides.daltonstate.edu/ld.php?content_id=22042568
Wednesday, October 5 th	Political Parties http://libguides.daltonstate.edu/ld.php?content_id=22045834
Friday, October 7 th	Political Parties http://libguides.daltonstate.edu/ld.php?content_id=22045834
Monday, Wednesday, October 10 th	FALL BREAK- NO CLASS
Wednesday, October 12 th	Political Participation http://libguides.daltonstate.edu/ld.php?content_id=22045779
Friday, October 14 th	Political Participation http://libguides.daltonstate.edu/ld.php?content_id=22045779
Monday, October 17 th	Interest Groups
Wednesday, October 19 th	Election 2016: A Conversation
Friday, October 21 st	EXAMINATION #3 (Ch.8-11)
Monday, October 24 th	Civil Liberties: Free Speech http://libguides.daltonstate.edu/ld.php?content_id=22045850
Wednesday, October 26 th	Civil Liberties: Freedom of Religion http://libguides.daltonstate.edu/ld.php?content_id=22045850
Friday, October 28 th	Civil Liberties: Your Right to Bear Arms http://libguides.daltonstate.edu/ld.php?content_id=22045850
Monday, October 31 st	Civil Liberties: The Rights of the Accessed http://libguides.daltonstate.edu/ld.php?content_id=22045850
Wednesday, November 2 nd	Civil Liberties: The Death Penalty http://libguides.daltonstate.edu/ld.php?content_id=22045850
Friday, November 4 th	Civil Rights http://libguides.daltonstate.edu/ld.php?content_id=22045850
Monday, November 7 th	Civil Rights http://libguides.daltonstate.edu/ld.php?content_id=22045850

Instructor: Matthew Higgs
Email: mhiggs@daltonstate.edu

Office: LIA 242

Phone: 706-272-2676

Office Hours: MWF 8:50-9:20, 10:20-10:50; TR 10:40-12:10 and By Appointment

Wednesday, November 9th	Civil Rights http://libguides.daltonstate.edu/ld.php?content_id=22045850
Friday, November 11th	Civil Rights http://libguides.daltonstate.edu/ld.php?content_id=22045850
Monday, November 14th	Civil Rights http://libguides.daltonstate.edu/ld.php?content_id=22045850
Wednesday, November 16th	Civil Rights: A Current Perspective http://libguides.daltonstate.edu/ld.php?content_id=22045850
Friday, November 18th	EXAMINATION #4 (Ch. 18)
Monday, November 21st	The Media http://libguides.daltonstate.edu/ld.php?content_id=22045850
Wednesday, November 23rd Friday, November 25th	NO CLASS- THANKSGIVING BREAK
Monday, November 28th	The Media http://libguides.daltonstate.edu/ld.php?content_id=22045850
Wednesday, November 30th	The Media http://libguides.daltonstate.edu/ld.php?content_id=22045850
Friday, December 2nd	Bringing it All Together: Why This All Matters
Monday, December 5th	Review Session for the Final Examination

Final Report

Affordable Learning Georgia Textbook Transformation Grants Final Report

Date: May 26, 2017

Grant Number: 218

Institution Name(s): Dalton State College

Team Members (Name, Title, Department, Institutions if different, and email address for each): Matthew Hipps, Associate Professor of Political Science, Department of Social Sciences, mhipps@daltonstate.edu; Ken Ellinger, Associate Professor of Political Science, Department of Social Sciences, kellinger@daltonstate.edu

Project Lead: Matthew Hipps

Course Name(s) and Course Numbers: American Government- POLS 1101

Semester Project Began: Spring 2016

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

Average Number of Students Per Course Section: Hipps- 57 per section, Ellinger- 45 per section

Number of Course Sections Affected by Implementation: 23 section

Total Number of Students Affected by Implementation: Hipps- 1,107 students

1. Narrative

- A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

Transformation Experience

The purpose of this project was to develop and implement no cost to student materials for students who were enrolled in American Government (POLS 1101). Dalton State College is a college that prides itself on affordability, but the cost of textbooks has become a real concern for students on our campus. This is exacerbated by the fact that many of our students fall into the lowest socioeconomic levels (as compared to their peers in the University System). As such, many had simply made the choice to stop purchasing textbooks as a solution to their financial woes. This makes it significantly more difficult to teach the courses as intended, and therefore students are missing out on critical information and resources that could help them to be more successful in this course. Our intent was to assist students enrolled in a required core course by

alleviating the worry regarding the cost of their textbook. By providing the textbook, we hoped that we increase attendance, course completion and learning outcome success.

We reviewed several different open textbook options, and we were both interested in an accessible textbook for students that would engage them in the material and would “meet them where they were” academically. As such, we ended up choosing two different textbooks (as we value different things in a textbook). Both Dr. Ellinger and myself will provide a brief narrative of our experiences in light of the specific textbooks that we used in our individual classes.

Professor Matthew Hipps- American Government by Timothy O. Lenz and Mirya Holman

Professor Ken Ellinger- American Government, Open Stax Textbook

Overall, I would say that my experience with the textbook transformation was a very positive experience. I truly enjoyed utilizing an open text, and because the students had not paid for the text, I felt less pressure to adhere strictly to the textbook (I felt more freedom to add in ancillary texts and resources). One of the most challenging aspects of choosing an open textbook was finding one that referenced current events without being too detailed.

I ultimately decided on utilizing the Lenz and Holman text as I had some familiarity with the textbook (I had taught eCore before, and this is the text used in that class). In addition, the only other viable option was Open Stax’s *American Government* textbook. I had reviewed several chapters of the textbook and I felt that it might not be as accessible to my students as the Lenz and Holman text. In all honesty, the Lenz and Hollman textbook is not the ideal textbook for an introductory American Government textbook. I think that there are some structural issues with the textbook that I think have influenced my overall perceptions of the usefulness of open resources moving forward.

First, I do not believe that the textbook is organized in a particularly accessible way. This caused me to have to jump around more than I would have liked during the course, and I think caused students some distress as they attempted to keep track of where we were at in the textbook. In addition, there was not an overly easy way to purchase a print copy of the textbook. Therefore, students were forced to use the completely online version or print the textbook themselves (and on the Dalton State campus they pay per page of printing). To print the full textbook, it would have cost students approximately \$40.00, eliminating the no cost benefit of enrolling in the course). I am not discounting the fact that the textbook is well written and informative, but I do not think it is as structurally sound and pedagogically driven as higher cost textbooks that I have used in the past. I was forced to update my PowerPoints considerably so that I could provide some of the key information that was missing from the textbook. I do believe that this helped to increase the overall class discussion that took place (as I had to include more real world examples to help explain things that were not explained as deeply within the textbook).

Dr. Ellinger selected the Open Stax American Government textbook. The textbook was a first edition and was released in July to faculty looking to adopt the textbook for the 2016-2017 academic year. Part of the draw of this particular textbook is that it is packaged with ancillary materials that an instructor can utilize when teaching the course. Given the quick turnaround between when the textbook was released and when the semester began the inclusion of these materials was critical in the selection of this particular textbook. After utilizing the textbook for the academic year, Dr. Ellinger noted that the chapter structure was not overly well organized and the chapters were too long. In addition, the reading level seemed inappropriate for students who attend an access institution (such as Dalton State College). Finally, Dr. Ellinger noted that the lack of interactive materials caused his students to feel slightly disengaged from the textbook as compared to previous semesters.

Transformative Impacts on Our Instruction

This grant has transformed the way that we think about the resources that should be accessible to students who are taking an American Government course. We believe that it has reduced the need for me to feel like teaching to the textbook is the only option in our courses. In fact, I would argue that our teaching was more effective when I was no longer hamstrung by a textbook and the structure that it “imposed” upon the course. This experience could inspire future iterations of the course that are not reliant on a textbook, rather they pull from primary and secondary source material so that the course can be more responsive to current events and shifts in the political climate. This has also affected the way that we consider that material should be presented to our first year students and has begun the exploration of no-cost materials being at the center of our first year programming efforts.

Transformative Impacts on Students & Their Performance

Overall, I believe that students who were enrolled in my class will be more likely to respond positively to courses that offer NCTSM’s. Though students had almost no experience with open source materials, they seemed to embrace them as the semester progressed. Students opinions regarding the NCTSM’s was overwhelmingly positive (65% of students said the text positively impacted their grade). There was an improvement in the overall final grades of students. Students who did not have access to the NCTSM’s (F15-S16) averaged a 73% or a 2.92 G.P.A. Students with access to the NCTSM’s averaged a 78% or a 3.09 G.P.A. in the course. In addition, students who were enrolled in my NCTSM sections earned A’s and B’s at a higher rate, had a higher completion percentage and lower DFW rates than in courses that did not use open source resources. In addition, even when students did not improve in terms of the course learning outcomes, students did not regress as a result of the open textbook, and therefore I believe should be considered a positive outcome. Given this summary data (which is explained in detail in Part 3 of the report), I believe the transformation was a success in my POLS 1101 sections. In Dr. Ellinger’s courses the result was significantly more mixed. Students still began the course with little experience with open source materials, however, they didn’t necessarily seem to warm to them as the semester progressed. Approximately half of the students

indicated that they believe that no-cost materials positively impacted their grade. There was no improvement of on student G.P.A. with a no-cost materials and the DFW rate actually increased in the sections that used no cost materials (17% pre no cost materials to 20% during the no cost materials). Interestingly students seemed to achieve more success in the Fall Semesters than they did in Spring semesters of the course. There was little improvement in the grade distribution regardless of the types of materials that were being used. Based on this data, it stands to reason that the no cost materials were only moderately impactful on students enrolled in Dr. Ellinger's POLS 1101 courses.

Lessons Learned

I think that one of the major lessons learned is that students are still not entirely comfortable with the idea of not having a "hard copy" of a textbook in a course. There was anecdotal evidence that students felt like the reading was somehow "less required" when it was assigned in an open source textbook as opposed to one that they actually have in their hands. In the next iteration of this transformation, I would like to explore more deeply strategies to engage students in reading textbooks. In addition, in the future I would like to explore more video resources so that students are provided with additional resources that help the material to "come to life" from students. I would be inclined to more effectively use secondary resources in Galileo to aid students in acquiring a deeper understanding of the course material.

2. Quotes

Overall, students in both my and Dr. Ellinger's sections responded positively to the no-cost learning materials. A sample of student comments can be found below related to the no-cost textbooks utilized in each of our sections:

Professor Matthew Hipps

- *"The textbook was long, but informative. I liked being able to access the material from devices that I carried with me anyway."*
- *"Anytime I don't have to spend money, that's a win. This free textbook was better than any textbook I've paid for (it was free!)"*
- *"There was nothing wrong with the textbook per se, but it wasn't great either. It read like a textbook, and I don't mean that in a good way."*

Professor Ken Ellinger

- *"The textbook was great and it was free. That's really all you can ask for".*
- *"I feel like the textbook made American Government easier to understand. Some of the chapters seemed long, but since I didn't pay for it I didn't feel as guilty as I would have if I paid for the book".*

It is also important to note that not every comment was positive. Many students expressed a desire for a no-cost option that allowed them to still have a physical book. We spent about 20

minutes in both the Fall and Spring semesters discussing how a physical text is unlikely to be no-cost. They finally agreed, and I believe that if there was a textbook that was lower cost (under \$20.00, or could be customized for the material that we cover in the course) more students would be likely to engage in the material.

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: 285 (Higgs)

- Positive: 65 % of 138 number of respondents
- Neutral: 25 % of 138 number of respondents
- Negative: 10 % of 138 number of respondents

Total number of students affected in this project: 822 (Ellinger)

- Positive: 52 % of 116 number of respondents
- Neutral: 31 % of 116 number of respondents
- Negative: 17 % of 116 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?

Student outcomes should be described in detail in Section 3b.

Choose One: (Higgs)

- X 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)

Choose One: (Ellinger)

- X 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:

 11 % of students, out of a total 285 students affected, dropped/failed/withdrew from the course in the final semester of implementation. (*Hipps*)

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)

 20 % of students, out of a total 822 students affected, dropped/failed/withdrew from the course in the final semester of implementation. (*Ellinger*)

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)
- X Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

Drop, Fail, Withdraw (DFW) Rates

Professor Matthew Hipps

The DFW rate for courses taught during the 2015-2016 academic year in which a traditional textbook was used was approximately 17% (44 of 257 students). In the 2016-2017 academic year in which no cost materials were used in the course approximately 11% (32 of 285 students) of the students either dropped, failed or withdrew from the course. This indicates that the no-cost materials likely had a positive effect on the number of students who ultimately withdrew from the course or failed the course.

Professor Ken Ellinger

The DFW rate for courses taught during the 2015-2016 academic year in which a traditional textbook was used was approximately 17% (70 of 404 students). In the 2016-2017 academic year in which no cost materials were used in the course approximately 20% (84 of 418 students) of the students either dropped, failed or withdrew from the course. This would seem to indicate that no cost materials had a negative effect on the number of students who ultimately struggled in the course.

Course Completion Rates

Professor Matthew Hipps

The course completion rates increased in my sections once I implemented the no cost materials into my class. In the semesters preceding the implementation of no-cost materials the completion rate was approximately 83% (Fall 15- 87%, Spring 16- 79%). In the semesters that the no-cost materials were implemented the completion rate was approximately 89% (Fall 16- 91%, Spring 17- 87%).

Professor Ken Ellinger

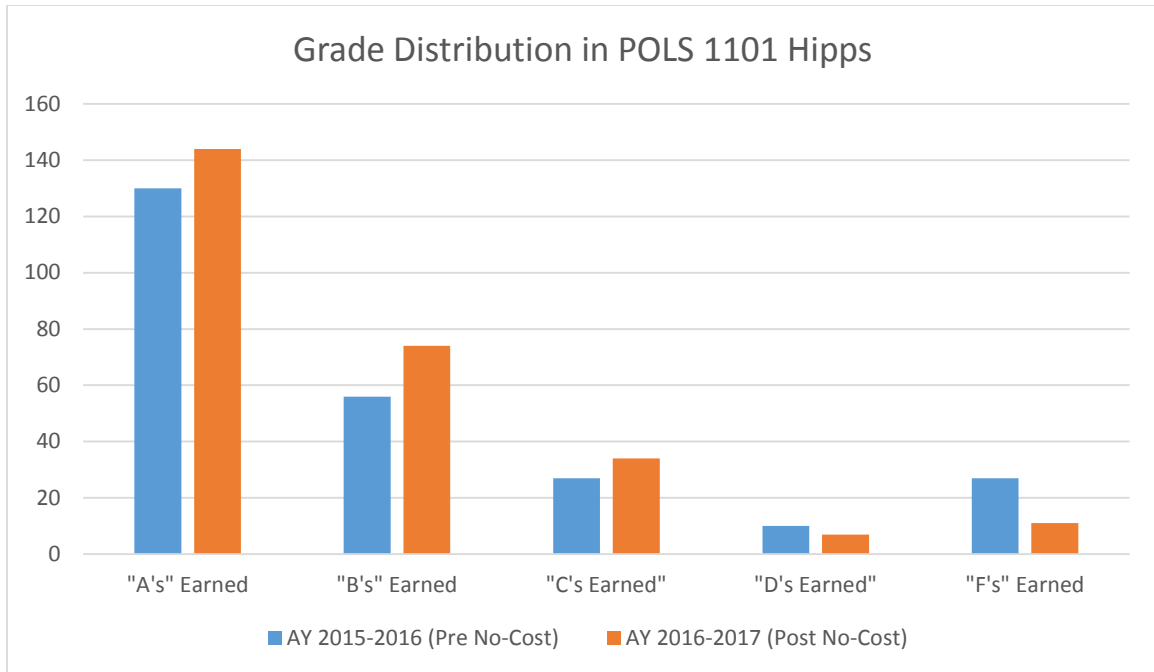
The course completion rates stayed relatively consistent during the implementation of no cost materials into Dr. Ellinger's courses. In the semesters preceding the implementation of no-cost materials the completion rate was approximately 83% (both Spring and Fall semesters were at 83%). In the semesters that the no cost materials were implemented the completion rate was approximately 80% (Fall 2016-81%, Spring 2017-79%).

G.P.A. and Grade Distributions

Professor Matthew Hipps

In the courses that were taught prior to the no-cost materials being implemented, the average G.P.A. in the course was approximately a 2.92. In the semesters that the no-cost materials were utilized the average G.P.A. is a 3.08. Though the results are not statistically significant, they do illustrate a marked improvement when compared to past semesters.

In addition, there was a change in the grade distribution (the number of A's and B's earned) during the transformation period. The graph below represents these changes:

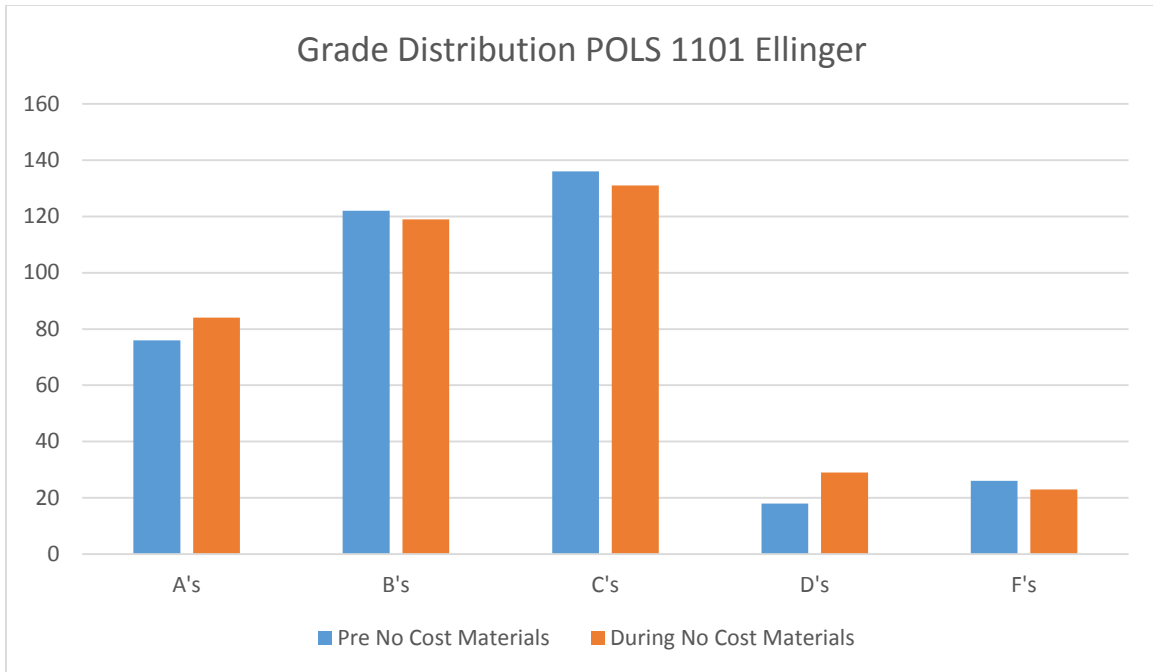


As you can see, “good” grades increased (the number of A’s, B’s and C’s) while less desirable grades decreased in the no-cost materials semesters. The most important finding may be that there is a statistically significant different between the number of F’s that were earned in the pre versus post materials semesters. It is clear that the no-cost materials positively impacted student success in my POLS 1101 sections.

Professor Ken Ellinger

In the courses that were taught prior to the no-cost materials being implemented, the average G.P.A. in the course was approximately a 2.515. In the semesters that the no-cost materials were utilized the average G.P.A. was a 2.47. Though the results are not statistically significant, they do illustrate a slight decrease when compared to past semesters.

In addition, there was little change in the grade distribution (the number of A’s and B’s earned) during the transformation period. The graph below represents these changes:



As you can see, “good” grades stayed relatively consistent (though it should be noted that there was a slight decrease in the number of B’s and C’s is offset by the slight increase in the number of A’s earned). Unfortunately, less desirable grades increased in the no-cost materials semesters. It would likely take a more nuanced and deeper examination of student learning to truly determine why student grades seemed to decrease a bit during the implementation of no-cost materials.

Student Success in Learning Objectives

The following table illustrates the success in learning outcomes as compared to previous semesters. The learning outcomes are as follows:

- Students will articulate the constitutional principles of governmental processes fundamental to American Democracy and political participation.
- Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society within the framework of a federal system of government.
- Students will analyze, evaluate, and provide convincing reasons regarding issues pertaining to the structure and operation of American government.

Learning Outcome	Method Used	Higgs Percentage Outcomes Met*				Ellinger Percentage Outcomes Met*			
		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2015	Spring 2016	Fall 2016	Spring 2017
L.O. #1	Examination on Constitutional Principles (Higgs) Examination (Ellinger)	71%	70%	83%	87%	70%	71%	73%	81%
L.O. #2	Critical Issue Paper (Higgs) Examination (Ellinger)	75%	77%	76%	79%	72%	74%	74%	77%
L.O. #3	Political Ideology Paper (Higgs) Documentary Reflection (Ellinger)	70%	68%	75%	83%	81%	79%	82%	87%

*Indicates that 70% or higher scored a 70% or higher on the assignment

Professor Matthew Higgs

As you can see from the Table above, the percentage of students who met their learning outcomes either stayed consistent or increased during the time that I was utilizing no-cost materials in my classes. Despite this fact, I think that it would be disingenuous to imply that a no-cost textbook alone would be likely to drive student learning outcomes. I do think that the charged political environment was directly related to the increase in student learning outcomes (especially considering that we spent a good amount of time in the semester discussing current political events). However, it cannot be ignored that the learning outcomes did increase during the no-cost textbook period (and this had not happened in the past regardless of the traditional textbook that I had chosen).

Professor Ken Ellinger

As with Professor Higgs, Dr. Ellinger's student learning outcomes stayed consistent or increased during the semesters where no-cost materials were used. Again, it is difficult to link a particular learning outcome to the no-cost textbook. However, an increased focus on supplementing the material (likely manifesting itself as increased instructor engagement

with the material to ensure that students were getting all of the material required to be successful in the course. However, it cannot be ignored that the learning outcomes did increase during the no-cost textbook period.

Survey Data¹

The following data was collected using a 5-point Likert scale with the following response values: 1-Very Unlikely, 2-Midly Likely, 3-No Opinion/Not Certain, 4- Mildly Likely, 5- Very Likely

Course Material

The following data were collected using a 5 point Likert Scale. The response options were as follows:

1- Not Likely 2 3-Somewhat Likely 4 5-Very Likely

Question	Mean (Hipps)	Mean (Ellinger)
How likely are you to purchase the textbook for a course at DSC?	3.9	2.9
How likely is it that the cost of the textbook impacts your purchase decision?	3.75	2.9
How likely are you to seek out courses that offer No Cost to Student Learning Materials in the future?	4.10	3
If asked to choose between a No Cost Material course and a traditional materials course how likely are you to choose the No Cost option?	4.45	3.01
How likely is it that No Cost Materials will have/had a positive impact upon your grade in this course?	3.97	2.90

Professor Matthew Hipps

In my courses, the survey data had very positive results. The data indicates that my students are a bit more than somewhat likely to purchase a textbook for the course, and that cost likely plays some role in their decision to purchase a textbook or not. In addition, students who are given the option between a course with no-cost materials and a traditional

¹ Note that in Dr. Ellinger’s survey responses, student submissions were simply numbered and students were instructed to not complete the “Basic Information” portion of the survey (as we truly only needed aggregate response data as opposed to demographic information).

textbook would be more likely to choose a course with a no cost textbook. Finally, students are likely to believe that the no-cost textbook positively impacted their grades in my course.

Professor Ken Ellinger

Similar to Professor Higgs, Dr. Ellinger has students who are only moderately likely to purchase a textbook at Dalton State College. This is likely impacted by the fact that many of our courses have high numbers of dual enrollment students (their textbooks are purchased by college so cost may not be an issue (or concern) for these students). Students would be more likely to take a course where no cost materials were used, but students appeared to be unsure as to whether or not the no-cost materials improved their overall effectiveness in this course.

Organization/Format

The following data were collected using a 5 point Likert Scale. The response options were as follows:

- 1- Strongly Disagree 2- Disagree 3-Undecided 4- Agree 5- Strongly Agree

Question	Mean (Higgs)	Mean (Ellinger)
The textbook provides useful organizational materials (i.e. table of contents, glossary & index).	4.45	3.53
The textbook information and chapters are arranged logically.	4.7	3.9
Chapter introductions and summaries are clear and concise.	4.64	3.75
The textbook contains useful references and resources.	4.4	3.83
Chapter information is appropriate, accurate & current.	4.65	3.82
The textbook reading level and material is appropriate for an introductory course.	4.66	3.78
Size and format of text is appropriate	4.61	3.72
The textbook format is visually appealing & interesting (i.e. it passes the eye test).	4.27	3.93

Professor Matthew Hipps

Students seemed to really like the textbook that I choose for the course. They strongly agreed with the fact that the textbook has quality organization (M=4.59), had information and resources that were helpful (M=4.52) and was appropriate in terms of difficulty and appeal to students (M=4.51). As such, I would continue to use this no-cost textbook as a resource in my POLS 1101 course.

Professor Ken Ellinger

Students seemed to be fine with the textbook that was chosen, but during the semester Dr. Ellinger spent a significant amount of time supplementing the textbook with his own lecture notes and knowledge regarding American Government institutions and processes. As such, students may have found the textbook to be less useful because of how thoroughly Dr. Ellinger covered the course material. This may have affected the survey responses because students relied less on the textbook and more on the instructor.

Material Content

The following data were collected using a 5 point Likert Scale. The response options were as follows:

1- Strongly Disagree 2- Disagree 3-Undecided 4- Agree 5- Strongly Agree

Question	Mean (Hipps)	Mean (Ellinger)
The textbook contains real world applications of material.	4.17	3.95
Information in the textbook is clearly written and explained.	4.44	3.81
Textbook activities are relatable and appropriate.	4.30	3.85
Non text content (graphs, photos, images) are accurate and integrated within the text.	4.39	3.88
Textbook quizzes/activities are informative and related to course material.	4.17	3.81
The textbook material applies to diverse learning styles and to students of different ability levels.	4.34	3.93
The textbook material encourages the development of critical thinking skills.	4.52	3.82

Professor Matthew Hipps

Overall, students appear to believe that the content of the Lenz and Holman no-cost textbook was solid. They believed that the textbook was clearly written and explained (M=4.31). In addition, students had a positive response to questions regarding the books ability to engage them in critical thinking regardless of their particular learning style (M=4.43). Students were less enthusiastic about the ancillary materials that came along with the textbook, specifically the quizzes. This is likely a result of the fact that the textbook had no true test bank, rather a simple collection of multiple choice questions at the end of each chapter.

Professor Ken Ellinger

Students appear to believe that the content of the Open Stax American Government textbook was solid. They believed that the textbook was clearly written and explained well (M=3.88). In addition, students had positive results on the questions regarding the textbooks ability to engage them in critical thinking (regardless of the particular learning style that they are most comfortable with M=3.88). This was likely due to the lecture style of the instructor (Dr. Ellinger is very thorough in his coverage of the material rendering some of the ancillary materials of the textbook less useful than it may be for other instructors).

Diversity Issues

The following data were collected using a 5 point Likert Scale. The response options were as follows:

1-Strongly Disagree 2- Disagree 3-Undecided 4- Agree 5- Strongly Agree

Question	Mean (Hipps)	Mean (Ellinger)
Women and minorities are featured in important roles in the textbook.	4.09	4.12
Textbook material covers a range of accomplishments and contributions by diverse populations.	4.37	4.08
Students of both sexes and various cultures and physical conditions could use the materials without feeling excluded or diminished.	4.38	4.21

Professor Matthew Hipps

Overall, students appear to think highly of the level of diversity and inclusion that is within the no-cost textbook used in my class (M=4.28). Students were pleased with the depictions of minority groups and felt that the textbook covered them fairly and honorably. Additionally, students felt that gender and ability were both portrayed accurately (or at least in ways consistent with the way that they believe the world looks). Overall, this text seemed to display diversity and inclusion in a positive way.

Professor Ken Ellinger

Overall, students appear to be content with the level of diversity and inclusion that was included in the textbook used in Dr. Ellinger's course (M=4.12). Students seemed pleased with the depictions of minority groups and felt that the textbook represented them well. Additionally, students felt that gender and ability were both portrayed accurately (or, as mentioned above, consistent with their relatively narrow world views). Overall, this text seemed to display diversity and inclusion in an adequate (and mostly positive) way.

Co-Factors Influencing Outcomes

We did use different textbooks, so that could affect the results (however, consistency between the two of us may be an indication that open resources do help drive student success in a course, regardless of the specific text that is chosen). Other than that, we are not aware of any unique co-factors, for better or worse, that arose during the semester and thereby might have influenced the outcomes.

4. Sustainability Plan

Given the success of this project in increasing student learning outcomes while saving students money, we will continue to use no cost resources in future semesters for our students. In addition, we will encourage our colleagues to adopt no or low-cost materials as well. As new material becomes available, we will continue to update our collection of supplemental resources to support the contents of the textbook. Any changes to course materials will continue to be based on student feedback and our own evaluations of "what worked." These resources will be housed and maintained in Desire2Learn and on an American Government LibGuide.

5. Future Plans

One of the most important things that this particular transformation effort taught us was that no and low cost materials are a viable option in not only introductory courses, but in upper level courses as well. We also believe that this experience has been a good reminder that the purchasing of textbooks is something that we, as faculty, often simply take for granted. Clearly students are willing to forego a textbook (And the benefits that come along with purchasing a

textbook). This opportunity to implement low cost options for students could be a very positive factor in increasing student success in our introductory courses. Our students were largely satisfied with the texts and therefore I think we will both continue to offer no/low cost textbooks to the students in our POLS 1101 courses. We would like to share and present this data at the Dalton State Teaching and Learning Conference, and at the Georgia Political Science Association Meeting. We would also like to publish a paper in a Teaching and Learning journal over the next academic year.

6. Description of Photograph

- From Left to Right: Matthew L. Hipps, Dalton State College, PI and Instructor of Record, Ken Ellinger, Dalton State College, Instructor of Record.