

Spring 2018

Concepts of Fitness and Wellness (GHC)

Scott Flynn

Georgia Highlands College, sflynn@highlands.edu

Lisa Jellum

Georgia Highlands College, ljellum@highlands.edu

Althea Moser

Georgia Highlands College, amoser@highlands.edu

Jonathan Howard

Georgia Highlands College, jhoward@highlands.edu

Sharryse Henderson

Georgia Highlands College, shenders@highlands.edu

See next page for additional authors

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Authors

Scott Flynn, Lisa Jellum, Althea Moser, Jonathan Howard, Sharryse Henderson, Christin Collins, Amanda West, and David Mathis

Grants Collection

Georgia Highlands College



UNIVERSITY SYSTEM
OF GEORGIA

Scott Flynn, Lisa Jellum, Althea Moser, Jonathan Howard,
Sharryse Henderson, Christin Collins, Amanda West,
and David Mathis

Concepts of Fitness & Wellness



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: Textbook Transformation Grants Round Seven

Award Cycle: Round 7

Internal Submission Deadline: Sunday, September 4, 2016

Application Title: 268

Application ID: #001173

Submitter First Name: Sharryse

Submitter Last Name: Henderson

Submitter Title: Professor

Submitter Email Address: shenders@highlands.edu

Submitter Phone Number: 678-872-8112

Submitter Campus Role: Other

Applicant First Name: Scott

Applicant Last Name: Flynn

Applicant Email Address: sflynn@highlands.edu

Applicant Phone Number: 678-872-8414

Primary Appointment Title: Associate Professor of Physical Education

Institution Name(s): Georgia Highlands College

Proposal Category: No-or-Low-Cost-to-Students Learning Materials

Submission Date: Tuesday, September 6, 2016

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

Scott Flynn, Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, sflynn@highlands.edu

Lisa Jellum, Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, ljellum@highlands.edu

Althea Moser, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, amoser@highlands.edu

Jonathan Howard, Instructor of Physical Education, Division of Natural Science and Physical

Education, Georgia Highlands College, jhoward@highlands.edu

Sharryse Henderson, Professor of Biology and Science Coordinator, Division of Natural Science and Physical Education, Georgia Highlands College, shenders@highlands.edu

Christin Collins, Assistant Librarian of Public Services, Paulding Campus, Georgia Highlands College, ccollins@highlands.edu

Amanda West, Research Analyst, Office of Planning, Assessment, Accreditation, and Research, Georgia Highlands College, awest@highlands.edu

David Mathis, Lab Coordinator and Assistant Director of Athletics, Division of Natural Science and Physical Education, Georgia Highlands College, dmathis@highlands.edu

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

Renva Watterson, Ed.D

Vice President for Academic Affairs

Office of Academic Affairs

Georgia Highlands College

Final Semester of Instruction: Fall 2017

Proposal Title: 268

Course Names, Course Numbers and Semesters Offered:

Concepts of Fitness and Wellness (PHED 1010) is an institutional requirement for all students graduating from Georgia Highlands College. This course is offered in fall, spring, and summer semesters in both face-to-face and online formats.

Walking and Jogging (PHED 1130) is an elective which satisfies an institutional requirement for any student graduating from Georgia Highlands College. This course is offered in the fall, spring, and summer semesters in a face-to-face format only.

Average Number of Students per Course Section: PHED 1010 = 23; PHED 1130 = 21

Number of Course Sections Affected by Implementation in Academic Year: PHED 1010 = 54; PHED 1130 = 10

Total Number of Students Affected by Implementation in Academic Year: PHED 1010 = 1242; PHED 1130 = 210; COMBINED: 1452

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

PHED 1010:
Principles and Labs for Fitness and Wellness by Hoeger, 13th edition, Cengage Publishing, ISBN: 9781305251076. Georgia Highlands College Bookstore Cost (New): \$164.00. Required Text

PHED 1130:
Walking and Jogging for Health and Wellness by Frank Rosato, 6th edition, Cengage Publishing, ISBN: 9780840048127. Georgia Highlands College Bookstore Cost (New): \$58.50. Required Text

Requested Amount of Funding: 30,000

Original per Student Cost: PHED 1010=\$164; PHED 1130=\$58

Post-Proposal Projected Student Cost: PHED 1010=\$0; PHED 1130=\$0

Projected Per Student Savings: PHED 1010=\$164; PHED 1130=\$58

Projected Total Annual Student Savings: PHED 1010=\$203,688; PHED 1130=\$12,285; COMBINED: \$215,973

Creation and Hosting Platforms (Use "n/a" if none):

Desire2Learn (D2L) by Brightspace

MERLOT II

USG LibGuides and LibGuides by SpringShare

GALIELO Open Learning Materials website

Project Goals:

The cost of college textbooks has risen over 1000% in the last 37 years with only five publishers currently controlling 85% of the market (NBC News, 2015). The cost of these materials has risen three times more than the rate of inflation - far outpacing medical expenses and home prices (Bureau of Labor Statistics 2015). Such shocking statistics have prompted

the inclusion of textbook provisions in two acts to the US Congress: The Higher Education Opportunity Act in 2008 and the Affordable College Textbook Act in 2013 and 2015 (Scholarly Publishing and Academic Resources Coalition, 2015). Exorbitantly high textbook prices have also negatively impacted other aspects of college enrollment as documented in 2014 by the U.S. Public Interest Research Group (USPIRG) report: Fixing the Broken Textbook Market (U.S. Public Interest Research Group, 2014). In this report, 65% of students surveyed decided not to purchase a textbook for at least one class and of those students, 94% believed that not purchasing a text would hurt their grade. Nearly half the students surveyed stated that the price of textbooks directly impacted their decision regarding the number and type of courses in which they enrolled. In fact, the National Center for Education and Statistics reports that socioeconomic status is a major indicator in the successful attainment of postsecondary education (National Center for Education Statistics, 2015). This statement does not bode well for the college students of Northwest Georgia, which is characterized by a large number of families (14.4%) living below poverty level (U.S. Department of Commerce American Community Survey, 2014). Consequently, our team believes students enrolled in Physical Education courses at Georgia Highlands College (GHC) fail to purchase the required text or the current edition of the text which negatively impacts their success and persistence in college.

With the above in mind, participation by Georgia Highlands College in the Affordable Learning Georgia Textbook Transformation project will make post-secondary education more affordable and accessible to economically disadvantaged students who might not otherwise consider pursuing a college education. Reduced textbook prices or no-cost options will also contribute to student retention, progression, and graduation which aligns with GHC's mission to serve northwest Georgia students. Our ALG project objective is to redesign and provide Open Educational Resources (OERs) for PHED 1010 (Concepts of Fitness and Wellness) and Walking and Jogging (PHED 1130) which are both offered every semester (fall, spring, summer) of the academic year. These courses fulfill an institutional requirement for completion of an Associate's degree from GHC and satisfies the transfer requirements to multiple programs within the USG thereby saving students the cost of the book and indirectly, the difference in cost of taking the course at a more expensive 4-year institution (currently, about 50% of USG institutions have a similar PHED requirement). Thus, the redesign of these two course and the inclusion of OERs will impact about 20% of our student population every academic year.

Our project goals are to:

Identify and adopt appropriate Open Educational Resources (OER) to best compliment student learning outcomes for PHED 1010 and PHED 1130.

Generate new OERs if appropriate OERs are not currently available and make them freely-accessible using LibGuides, Merlot II, D2L, and GALILEO Open Learning Materials website.

Redesign all course materials for PHED 1010 and PHED 1130 using the OER framework and available OER ancillary materials (images, tables, test banks, etc.).

Survey students enrolled in the redesigned courses and faculty who teach them to assess adopted OERs with regard to 1) convenience and ease-of-use, 2) effectiveness and quality, and 3) attainment of student learning outcomes.

Improve student success in PHED 1010 and PHED 1130 and reduce drop/fail/withdraw (DFW) rates.

Statement of Transformation:

Georgia Highlands College (GHC) is a limited four-year college in the University System of Georgia that serves more than 6000 students in northwest Georgia and Northeast Alabama. GHC offers transfer associate degree programs, career associate degree programs, and targeted baccalaureate degree programs as well as instruction on five diversified campuses, which provides the opportunity to develop, implement, and compare new teaching materials and pedagogies across campuses. Participation of faculty from our various locations will be utilized in the development of new course materials. Furthermore, we will be implementing this project in courses taught in all formats including face-to-face, online, and hybrid formats.

Mean annual income in the geographic areas served by GHC is about \$60,825 (U.S. Department of Commerce American Community Survey, 2014). According to the 2014-2015 Georgia Highlands College Fact Book the average student at GHC is a 23.9 year-old female. Furthermore, approximately 45.4% of GHC students are eligible for Pell Grant and many of our students have full-time jobs in addition to undertaking a full course load (at least 12 hours). Currently, the cost of the textbook for the PHED 1010 course is about \$164 through our campus bookstore while the cost of the PHED 1130 course text is approximately \$58. Adoption of open source materials will provide every student access to all course materials at no charge. We expect this to reduce the incidence of DWFs in PHED 1010 and PHED 1130 courses compared to past PHED 1010 and 1130 courses that used traditional texts.

Additionally, the primary student learning outcomes of PHED 1130 are to improve student understanding of the cardiorespiratory system, build fitness during the course, and teach students how to properly create and implement a personal fitness plan outside of class. A major part of accomplishing these student learning outcomes and developing related course materials is the use of current technologies. The Pearson Mobile Device Survey published in 2014 suggests 8 out of 10 students use smartphones on a regular basis (Pearson Device Survey, 2014). When combined with other health-related devices such as a heart rate monitor, smartphones can serve as a powerful tool to keep track of activities, analyze fitness improvements, and create or share workouts for teachers and students. For example, the Garmin Fitbit is actively used by 6.7 million people worldwide and 10.1 million people own one (Business Insider, 2015). Fitbit keeps track of heart rate and other parameters to help users better understand their activity levels. Other heart rate monitors connect via Bluetooth to smartphones using applications to generate the same kind of data as the Fitbit. Our team feels the development of the PHED 1130 course materials should reflect current trends and increasing use of technology by our students. Therefore, we propose to use a small portion of

the award to purchase, or develop via GitHub, reusable heart rate monitor software which can be seamlessly integrated into new course materials and provide instructors a more effective means to engage students, administer the course content, and assist students in gaining a deeper understanding of the key principles being taught.

All course materials developed in support of the ALG Textbook Transformation project will be stored within a master course on GHC's learning management system, currently Brightspace by D2L (<http://www.brightspace.com>). This will allow all PHED 1010 and PHED 1130 instructors free and unrestricted access for use in their courses. Furthermore, newly developed course materials will be uploaded to LibGuides by SpringShare (<http://springshare.com/libguides>), which serves as a comprehensive content management system used by thousands of libraries worldwide, and MERLOT II, a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community. Finally, at the conclusion of this ALG project, all newly developed course materials will be posted on the GALILEO Open Learning Materials website (<http://oer.galileo.usg.edu/>). Consequently, any student enrolled in PHED 1010 or PHED 1130 and any faculty teaching at GHC, within the USG, or across the country or internationally will have 24-hour-access to our OERs and ancillary materials.

Transformation Action Plan:

The action plan will consist of procuring and adopting the materials to be used followed by evaluation of those materials and how they can be improved.

Design of Course: The team will share ideas and formulate a blueprint for the type of material to be adopted/created for the courses. The formulation of this blueprint will be based on teaching experience, current curriculum, applicability in the classroom, and primary learning objectives of the course.

Identification of Materials: Course materials will be identified and pooled for review by the team. Possible sources for the gathering of those course materials will include OER's already available through OpenStax, CNX, Cool4EdMerlot, Saylor Academy, GALILEO, Lumen Learning, and others.

Review, Selection, and Organization: Once materials are identified, we will examine the how and if these materials can be utilized in both face-to-face and online settings. Materials will then be organized into the areas of specialty and assigned to individual team members for development into course material.

Creation: Each team member will organize the materials assigned to them preparing them for publication. Any materials not found in the identification process, will be created and evaluated by the team before publication.

Adoption: The team will adopt the new materials, published through LibGuides and

Brightspace (D2L). Use of the new resource will begin in the classrooms and online.

Course Syllabi: the master syllabi for each course will be made available for faculty and students on D2L and will provide 1.) clear instructions on how to access the new course materials, 2.) a list of assigned readings and associated deadlines, and 3.) a list of assigned labs and their associated deadlines. Although there will not be a requirement to print the majority of the reading materials, some of the lab materials may require students to print them in order to successfully and efficiently perform lab activities in class.

Course Evaluation/Redesign: After use of materials begin, the team will evaluate the effectiveness of the new material and feasibility for the students. This will include 1) a comparison of grades from when the previous textbook was used and during the incorporation of new materials and 2) surveys to determine how the students feel about the implementation and use of the new material. It will also include adjustments in the course material and syllabi, omission of unnecessary material, and creation/adoption of new material where needed.

Each of the following team members will take an active role in implementing the Transformation Action Plan:

Scott Flynn: Principle Investigator; will oversee project from start to finish including: writing the grant proposal, identification and adoption of appropriate OERs, development of related course materials; administration of surveys and data collection, and creation of project final report. He will also serve as a curriculum expert for the PHED 1010 and 1130 course by searching and identifying OER materials or creating new materials for the courses.

Lisa Jellum: Curriculum Expert in nutrition, CVD, and weight management; will work with the library faculty to identify, review, select, and adopt appropriate OERs for both PHED 1010 and 1130. Develop summer workshop to train teaching faculty in use of OERs and ancillary materials. Oversee development of master syllabi for PHED 1010 and 1130 and create master courses for PHED 1010 and 1130 within Desire2Learn.

Althea Moser: Curriculum Expert for cancer development, substance use and abuse, STI's; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.

Jonathan Howard: Curriculum Expert strength and endurance, health behavior change and stress; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.

Sharryse Henderson: Previous ALG grant recipient; provide administrative support, assist in grant proposal development, application submission, provide expertise in carrying out the grant plan of action.

Christin Collins: Library Support Staff; will collaborate with team members to identify and adopt OERs and make OER materials created during this project freely accessible on LibGuides.

Amanda West: Research Assistant; will provide past DFW data for PHED 1010 courses, compile/analyze data from student and faculty surveys, and provide DFW rates in

transformed PHED 1010 courses.

David Mathis: Technology Support; will provide training of devices in summer workshop.

3 Physical Education Faculty: additional full-time and part-time faculty will take part in summer training workshop; teach PHED 1010 sections using adopted and/or created OERs; participate in faculty surveys.

Quantitative & Qualitative Measures: Both quantitative and qualitative methods will be used to measure and gauge the success of our transition from the use of traditionally-available books to OER materials. Quantitative methods will consist of pre- and post-course surveys that measure the number of students who use the textbook, the frequency in which they access the textbook, the ways in which they use the textbooks, and reasons they accessed the textbook. Similarly, pre- and post-course surveys will quantify faculty use of, and any problems associated with, the open source textbooks and their ancillary materials. Faculty will also be asked to provide detailed qualitative critiques of the new materials adopted for each course. An optional discussion forum on D2L will also be devised to elicit additional qualitative feedback from students with regard to ease of material access and use -- including text design, quality and readability, and appropriateness of ancillary materials. Students will also be asked to compare their experiences in the redesigned course compared to classes using traditional texts. Data on DFW rates from the past two years in PHED 1010 and 1130 (when traditional texts were used) will be compared to DFW rates for the courses that use the redesigned OER materials. All data will be compiled, analyzed and presented in a project report.

Timeline:

September 4th 2016 December 31st 2016

Submit Service Level Agreement (SLA) to University System Office

Invoice USG

Attend Grant Kick-off meeting Oct 17th

Assess course learning objectives (CLOs) with reference to new text adoption and resources

Identify open source text and accompanying resources (e.g., short films, web-based resources, interactive exercises, etc.)

Develop pre- and post-course surveys for faculty and students
Develop question guide for D2L discussion (see above)
Create 50% new materials where applicable

January 1st 2017 May 1st 2017

Finalize surveys and methodology to analyze surveys
Finalize question guide for D2L discussion
Create D2L master course shell for all sections and include CLOs, open source textbook and resource materials, and surveys and discussion
Create remaining 50% of learning materials where applicable

May 2nd 2017 –July 31st 2017

Conduct workshop to train part-time faculty and new full-time faculty in the use of selected open source materials

Aug 1st 2017-Dec 31st 2017

Conduct fall semester course with open source text, surveys, and D2L discussion
Compile and analyze Fall 2017 data
Compare Spring 2017 data with Fall 2017 data
Revise surveys, D2L Master course and CLO's, if necessary
Generate final report summarizing study findings

Budget:

We are requesting the second level of funding appropriate for textbook transformation projects within one or more courses or sections or department-wide adoptions with 500 or more students enrolled on average per academic year total. The \$30,000 award will be distributed as follows:

1) Release Time for Project Team Members Responsible for Procuring or Creating New Material for the OER: \$20,000;

Scott Flynn, Associate Professor and Principal Investigator: \$5000

Lisa Jellum, Associate Professor: \$5000

Althea Moser, Instructor: \$5000

Jonathan Howard, Instructor: \$5000

2) Administrative and Research Support: \$3200;

Sharryse Henderson

3) Library Support: \$500;

Christin Collins

4) Equipment Use, Care, and Training: \$500;

David Mathis

5) Heart Rate Monitors or IT personnel to create Heart Rate Monitor Software: \$5000

6) Travel for Team members to attend Grant Kick-Off Meeting: \$800;

Scott Flynn, Associate Professor and Principal Investigator: \$400

Lisa Jellum, Associate Professor: \$400

Sustainability Plan:

We view the ALG Textbook Transformation project as a long-term commitment to the success of students at GHC and expect that this transformation will ultimately have a positive impact on students enrolled in PHED 1010 and PHED 1130. To ensure sustainability, team members will review and update all generated course materials in the master course templates three times a year (August, January, and May). We will also regularly review external links to online materials to ensure they are still active. Outdated materials or broken links will be replaced and appropriate new materials added, as needed. This maintenance process is vitally important to ensure the most up-to-date and relevant materials are available to faculty and students.

GEORGIA HIGHLANDS



COLLEGE

FLOYD CAMPUS
3175 Cedartown Highway
Rome, GA 30161

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

September 2, 2016

Dear ALG Grants Committee Members:

I am pleased to write this letter in support of Associate Professor of Physical Education Lisa Jellum, Associate Professor of Physical Education Scott Flynn, Instructor of Physical Education Althea Moser, Instructor of Physical Education Jonathan Howard, and Professor of Biology Sharryse Henderson, as they seek grant funding to incorporate free and open texts for two courses, PHED 1010 and PHED 1130. There are numerous reasons of efficiency, pedagogy, and instructional transformation which compel me to support this initiative.

First, this outstanding team of collegiate educators will engage in a thoughtful process that will broadly affect the student body at Georgia Highlands College. We expect to affect just under 1,500 students through reform of these two courses, a phenomenal number of students needing to complete our own institutional requirements, to say nothing of those who will be able to benefit from the work outside of our institution. Students in fitness, wellness, walking, and jogging deserve to have far greater access to learning materials through meaningful redesign of these courses.

Second, money saved through this plan's implementation would provide overwhelming opportunity for both economy and learning. Case in point, with textbook costs rising at an unheard of rate, our students could be saving some \$215,000 by replacing current texts with open educational resources and through the generation of new materials that will be free and open to all students. We know that affects our students' foundational learning, tenacity, and ability to thrive in these classes.

Finally, this affordable learning grant will serve as a catalyst for enhanced teaching and learning. It will serve as a springboard for innovation on the part of faculty who work to make those materials more creative, applied, and relevant in today's mathematics classroom. It will send the message that GHC faculty care about their students, economically, socially and intellectually. It will urge students to persist and to complete in a discipline that too often is a stumbling block to college completion.

I wholeheartedly endorse this ALG Transformation Grant application from these forward-thinking, action-oriented professors. Their plan is noteworthy and laudable. Please allow them to continue their essential work through the approval of the grant.

Sincerely,

Renva Watterson, Ed.D.

highlands.edu

Affirmative Action / Equal Employment and Educational Opportunity Institution

CARTERSVILLE CAMPUS
678-872-8000

DOUGLASVILLE SITE
678-872-4200

FLOYD CAMPUS
706-802-5000

MARIETTA SITE
678-872-8501

PAULDING SITE
678-946-1100

Affordable Learning Georgia Textbook Transformation Grants

Rounds Six, Seven, and Eight

For Implementations beginning Fall Semester 2016

Running Through Fall Semester 2017

Proposal Form and Narrative

Submitter Name	Sharryse Henderson
Submitter Title	Professor of Biology
Submitter Email	shenders@highlands.edu
Submitter Phone Number	678-872-8112
Submitter Campus Role	Other; Professor and Coordinator
Applicant Name	Scott Flynn
Applicant Email	sflynn@highlands.edu
Applicant Phone Number	678-872-8414
Primary Appointment Title	Associate Professor of Physical Education
Institution Name(s)	Georgia Highlands College
Team Members	Scott Flynn , Associate Professor of Physical Education and Principal Investigator, Division of Natural Science and Physical Education, Georgia Highlands College, sflynn@highlands.edu Lisa Jellum , Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands

	<p>College, ljellum@highlands.edu</p> <p>Althea Moser, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, amoser@highlands.edu</p> <p>Jonathan Howard, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, jhoward@highlands.edu</p> <p>Sharryse Henderson, Professor of Biology and Science Coordinator, Division of Natural Science and Physical Education, Georgia Highlands College, shenders@highlands.edu</p> <p>Christin Collins, Assistant Librarian of Public Services, Paulding Campus Library, Georgia Highlands College, ccollins@highlands.edu</p> <p>Amanda West, Research Analyst, Office of Planning, Assessment, Accreditation, and Research, Georgia Highlands College awest@highlands.edu</p> <p>David Mathis, Lab Coordinator and Assistant Athletics Director, Division of Natural Science and Physical Education, Georgia Highlands College, dmathis@highlands.edu</p>
<p>Sponsor, Title, Department, Institution</p>	<p>Renva Watterson, Ed.D. Vice President for Academic Affairs Georgia Highlands College</p>
<p>Proposal Title</p>	<p>ALG Textbook Transformation Project to adopt and/or create Open Educational Resources (OERs) for Concepts of Fitness and Wellness (PHED 1010) and Walking and Jogging (PHED 1130), two courses that satisfy institutional requirements at Georgia Highlands College</p>
<p>Course Names, Course Numbers and Semesters Offered</p>	<p>Concepts of Fitness and Wellness (PHED 1010) is an institutional requirement for all students graduating from Georgia Highlands College. This course is offered in fall, spring and summer semesters in both face-to-face and online formats.</p> <p>Walking and Jogging (PHED 1130) is an institutional elective for any student graduating from Georgia Highlands College. This course is offered in the fall, spring, and summer semesters in a face-to-face format only.</p>

Final Semester of Instruction	Fall 2017				
Average Number of Students Per Course Section	PHED 1010=23 PHED 1130=21	Number of Course Sections Affected by Implementation in Academic Year	PHED 1010=54 PHED 1130=10	Total Number of Students Affected by Implementation in Academic Year	PHED 1010=1242 PHED 1130=210 Combined student impact=1452
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>PHED 1010: Principles and Labs for Fitness and Wellness by Hoeger, 13th edition, Cengage Publishing, ISBN: 9781305251076. Cost New at GHC Bookstore: \$164.00. Required Text</p> <p>PHED 1130: Walking and Jogging for Health and Wellness by Frank Rosato, 6th edition, ISBN: 9780840048127. Cost New at GHC Bookstore: \$58.50. Required Text</p>				
Requested Amount of Funding	\$30,000				
Original Per Student Cost	PHED 1010 = \$164 per student PHED 1130 = \$58 per student				
Post-Proposal Projected Per Student Cost	PHED 1010 = \$0 per student PHED 1130 = \$0 per student				
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Projected Total Annual Student Savings	<p>PHED 1010 = \$203,688</p> <p>PHED 1130 = \$12,285</p> <p>COMBINE SAVINGS: \$215,973</p>
Creation and Hosting Platforms Used	<p>Desire2Learn (D2L) by Brightspace</p> <p>MERLOT II</p> <p>USG LibGuides and LibGuides by SpringShare</p> <p>GALIELO Open Learning Materials website</p>

NARRATIVE

1.1 PROJECT GOALS

The cost of college textbooks has risen over 1000% in the last 37 years with only five publishers currently controlling 85% of the market (NBC News, 2015). The cost of these materials has risen three times more than the rate of inflation - far outpacing medical expenses and home prices (Bureau of Labor Statistics 2015). Such shocking statistics have prompted the inclusion of textbook provisions in two acts to the US Congress: The Higher Education Opportunity Act in 2008 and the Affordable College Textbook Act in 2013 and 2015 (Scholarly Publishing and Academic Resources Coalition, 2015). Exorbitantly high textbook prices have also negatively impacted other aspects of college enrollment as documented in 2014 by the U.S. Public Interest Research Group (USPIRG) report: Fixing the Broken Textbook Market (U.S. Public Interest Research Group, 2014). In this report, 65% of students surveyed decided not to purchase a textbook for at least one class and of those students, 94% believed that not purchasing a text would hurt their grade. Nearly half the students surveyed stated that the price of textbooks directly impacted their decision regarding the number and type of courses in which they enrolled. In fact, the National Center for Education and Statistics reports that socioeconomic status is a major indicator in the successful attainment of postsecondary education (National Center for Education Statistics, 2015). This statement does not bode well for the college students of Northwest Georgia, which is characterized by a large number of families (14.4%) living below poverty level (U.S. Department of Commerce American Community Survey, 2014). Consequently, our team believes students enrolled in Physical Education courses at Georgia Highlands College (GHC) fail to purchase the required text or the current edition of the text which negatively impacts their success and persistence in college.

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Our project goals are to:

- Identify and adopt appropriate Open Educational Resources (OER) to best compliment student learning outcomes for PHED 1010 and PHED 1130.

- Generate new OERs if appropriate OERs are not currently available and make them freely-accessible using LibGuides, Merlot II, D2L, and GALILEO Open Learning Materials website.
- Redesign all course materials for PHED 1010 and PHED 1130 using the OER framework and available OER ancillary materials (images, tables, test banks, etc.).
- Survey students enrolled in the redesigned courses and faculty who teach them to assess adopted OERs with regard to 1) convenience and ease-of-use, 2) effectiveness and quality, and 3) attainment of student learning outcomes.
- Improve student success in PHED 1010 and PHED 1130 and reduce drop/fail/withdraw (DFW) rates.

1.2 STATEMENT OF TRANSFORMATION

Georgia Highlands College (GHC) is a limited four-year college in the University System of Georgia that serves more than 6000 students in northwest Georgia and Northeast Alabama. GHC offers transfer associate degree programs, career associate degree programs, and targeted baccalaureate degree programs as well as instruction on five diversified campuses, which provides the opportunity to develop, implement, and compare new teaching materials and pedagogies across campuses. Participation of faculty from our various locations will be utilized in the development of new course materials. Furthermore, we will be implementing this project in courses taught in all formats including face-to-face, online, and hybrid formats.

Mean annual income in the geographic areas served by GHC is about \$60,825 (U.S. Department of Commerce American Community Survey, 2014). According to the 2014-2015 Georgia Highlands College Fact Book the average student at GHC is a 23.9 year-old female. Furthermore, approximately 45.4% of GHC students are eligible for Pell Grant and many of our students have full-time jobs in addition to undertaking a full course load (at least 12 hours). Currently, the cost of the textbook for the PHED 1010 course is about \$164 through our campus bookstore while the cost of the PHED 1130 course text is approximately \$58. Adoption of open source materials will provide every student access to all course materials at no charge. We expect this to reduce the incidence of DWFs in PHED 1010 and PHED 1130 courses compared to past PHED 1010 and 1130 courses that used traditional texts.

Additionally, the primary student learning outcomes of PHED 1130 are to improve student understanding of the cardiorespiratory system, build fitness during the course, and teach students how to properly create and implement a personal fitness plan outside of class. A major part of accomplishing these student learning outcomes and developing related course materials is the use of current technologies. The Pearson Mobile Device Survey published in 2014 suggests 8 out of 10 students use smartphones on a regular basis (Pearson Device Survey, 2014). When combined with other health-related devices such as a heart rate monitor, smartphones can serve as a powerful tool to keep track of activities, analyze fitness improvements, and create or share workouts for teachers and students. For example, the Garmin Fitbit is actively used by 6.7 million people worldwide and 10.1 million people own one (Business Insider, 2015). Fitbit keeps track of heart rate and other parameters to help users better understand their activity levels. Other heart rate monitors connect via Bluetooth to smartphones using applications to generate the same kind of data as the Fitbit. Our team feels the development of the PHED 1130 course materials should reflect current trends and increasing use of technology by our students. Therefore, we propose to use a small portion of the award to purchase, or develop via GitHub, reusable heart rate monitor software which can be seamlessly integrated into new course materials and provide instructors a more effective means to engage students, administer the course content, and assist students in gaining a deeper understanding of the key principles being taught.

All course materials developed in support of the ALG Textbook Transformation project will be stored within a master course on GHC's learning management system, currently Brightspace by D2L (<http://www.brightspace.com>). This will allow all PHED 1010 and PHED 1130 instructors free and unrestricted access for use in their courses. Furthermore, newly developed course materials will be uploaded to LibGuides by SpringShare (<http://springshare.com/libguides>), which serves as a comprehensive content management system used by thousands of libraries worldwide, and MERLOT II, a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community. Finally, at the conclusion of this ALG project, all newly developed course materials will be posted on the GALIELO Open Learning Materials website (<http://oer.galileo.usg.edu/>). Consequently, any student enrolled in PHED 1010 or PHED 1130 and any faculty teaching at GHC, within the USG, or across the country or internationally will have 24-hour-access to our OERs and ancillary materials.

1.3 TRANSFORMATION ACTION PLAN

The action plan will consist of procuring and adopting the materials to be used followed by evaluation of those materials and how they can be improved.

Design of Course: The team will share ideas and formulate a blueprint for the type of material to be adopted/created for the courses. The formulation of this blueprint will be based on teaching experience, current curriculum, applicability in the classroom, and primary learning objectives of the course.

Identification of Materials: Course materials will be identified and pooled for review by the team. Possible sources for the gathering of those course materials will include OER's already available through OpenStax, CNX, Cool4EdMerlot, Saylor Academy, GALILEO, Lumen Learning, and others.

Review, Selection, and Organization: Once materials are identified, we will examine the how and if these materials can be utilized in both face-to-face and online settings. Materials will then be organized into the areas of specialty and assigned to individual team members for development into course material.

Creation: Each team member will organize the materials assigned to them preparing them for publication. Any materials not found in the identification process, will be created and evaluated by the team before publication.

Adoption: The team will adopt the new materials, published through LibGuides and Brightspace (D2L). Use of the new resource will begin in the classrooms and online.

Course Syllabi: the master syllabi for each course will be made available for faculty and students on D2L and will provide 1.) clear instructions on how to access the new course materials, 2.) a list of assigned readings and associated deadlines, and 3.) a list of assigned labs and their associated deadlines. Although there will not be a requirement to print the majority of the reading materials, some of the lab materials may require students to print them in order to successfully and efficiently perform lab activities in class.

Course Evaluation/Redesign: After use of materials begin, the team will evaluate the effectiveness of the new material and feasibility for the students. This will include 1) a comparison of grades from when the previous textbook was used and during the incorporation of new materials and 2) surveys to determine how the students feel about the implementation and use of the new material. It will also include adjustments in the course material and syllabi, omission of unnecessary material, and creation/adoption of new material where needed.

Each of the following team members will take an active role in implementing the Transformation Action Plan:

- **Scott Flynn:** Principle Investigator; will oversee project from start to finish including: writing the grant proposal, identification and adoption of appropriate OERs, development of related course materials; administration of surveys and data collection, and creation of project final report. He will also serve as a curriculum expert for the PHED 1010 and 1130 course by searching and identifying OER materials or creating new materials for the courses.
- **Lisa Jellum:** Curriculum Expert in nutrition, CVD, and weight management; will work with the library faculty to identify, review, select, and adopt appropriate OERs for both PHED 1010 and 1130. Develop summer workshop to train teaching faculty in use of OERs and ancillary materials. Oversee development of master syllabi for PHED 1010 and 1130 and create master courses for PHED 1010 and 1130 within Desire2Learn.
- **Althea Moser:** Curriculum Expert for cancer development, substance use and abuse, STI's; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.
- **Jonathan Howard:** Curriculum Expert strength and endurance, health behavior change and stress; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.
- **Sharryse Henderson:** Previous ALG grant recipient; provide administrative support, assist in grant proposal development, application submission, provide expertise in carrying out the grant plan of action.
- **Christin Collins:** Library Support Staff; will collaborate with team members to identify and adopt OERs and make OER materials created during this project freely accessible on LibGuides.
- **Amanda West:** Research Assistant; will provide past DFW data for PHED 1010 courses, compile/analyze data from student and faculty surveys, and provide DFW rates in transformed PHED 1010 courses.
- **David Mathis:** Technology Support; will provide training of devices in summer workshop.
- 3 Physical Education Faculty: additional full-time and part-time faculty will take part in summer training workshop; teach PHED 1010 sections using adopted and/or created OERs; participate in faculty surveys.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Both quantitative and qualitative methods will be used to measure and gauge the success of our transition from the use of traditionally-available books to OER materials. Quantitative methods will consist of pre- and post-course surveys that measure the number of students who use the textbook, the frequency in which they access the textbook, the ways in which they use the textbooks, and reasons they accessed the textbook. Similarly, pre- and post-course surveys will quantify faculty use of, and any problems associated with, the open source textbooks and their ancillary materials. Faculty will also be asked to provide detailed qualitative critiques of the new materials adopted for each course. An optional discussion forum on D2L will also be devised to elicit additional qualitative feedback from students with regard to ease of material access and use -- including text design, quality and readability, and appropriateness of ancillary materials. Students will also be asked to compare their experiences in the redesigned course compared to classes using traditional texts. Data on DFW rates from the past two years in PHED 1010 and 1130 (when traditional texts were used) will be compared to DFW rates for the courses that use the redesigned OER materials. All data will be compiled, analyzed and presented in a project report.

1.5 TIMELINE

September 4th 2016 December 31st 2016

- Submit Service Level Agreement (SLA) to University System Office
- Invoice USG
- Attend Grant Kick-off meeting Oct 17th
- Assess course learning objectives (CLOs) with reference to new text adoption and resources
- Identify open source text and accompanying resources (e.g., short films, web-based resources, interactive exercises, etc.)
- Develop pre- and post-course surveys for faculty and students
- Develop question guide for D2L discussion (see above)
- Create 50% new materials where applicable

January 1st 2017 May 1st 2017

- Finalize surveys and methodology to analyze surveys
- Finalize question guide for D2L discussion
- Create D2L master course shell for all sections and include CLOs, open source textbook and resource materials, and surveys and discussion
- Create remaining 50% of learning materials where applicable

May 2nd 2017 –July 31st 2017

- Conduct workshop to train part-time faculty and new full-time faculty in the use of selected open source materials

Aug 1st 2017-Dec 31st 2017

- Conduct fall semester course with open source text, surveys, and D2L discussion
- Compile and analyze Fall 2017 data
- Compare Spring 2017 data with Fall 2017 data
- Revise surveys, D2L Master course and CLO's, if necessary
- Generate final report summarizing study findings

1.6 BUDGET

We are requesting the second level of funding appropriate for textbook transformation projects within one or more courses or sections or department-wide adoptions with 500 or more students enrolled on average per academic year total. The \$30,000 award will be distributed as follows:

Release Time for Project Team Members Responsible for Procuring or Creating New Material for the OER: \$20,000;

Scott Flynn, Associate Professor and Principal Investigator: \$5000

Lisa Jellum, Associate Professor: \$5000

Althea Moser, Instructor: \$5000

Jonathan Howard, Instructor: \$5000

Administrative and Research Support: \$3200;

Sharryse Henderson

Library Support: \$500;

Christin Collins

Equipment Use, Care, and Training: \$500;

David Mathis

Heart Rate Monitors: \$5000

Travel for Team members to attend Grant Kick-Off Meeting: \$800;

Scott Flynn, Associate Professor and Principal Investigator: \$400

Lisa Jellum, Associate Professor: \$400

1.7 SUSTAINABILITY PLAN

We view the ALG Textbook Transformation project as a long-term commitment to the success of students at GHC and expect that this transformation will ultimately have a positive impact on students enrolled in PHED 1010 and PHED 1130. To ensure sustainability, team members will review and update all generated course materials in the master course templates three times a year (August, January, and May). We will also regularly review external links to online materials to ensure they are still active. Outdated materials or broken links will be replaced and appropriate new materials added, as needed. This maintenance process is vitally important to ensure the most up-to-date and relevant materials are available to faculty and students.

1.8 REFERENCES & ATTACHMENTS

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Data from the following Northwest GA Counties: Bartow, Carroll, Chattooga, Cobb, Douglas, Floyd, Gordon, Paulding, and Polk.
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<http://www.uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>

Syllabus

Course Outline

Terms of use and copyright information can be found [here](#).

	Day	Topic
1	Mon	Class introduction, Drop Add period
	Wed	chapter 1 Drop Add period
2	Mon	chapter 1 (by Jonathan Howard)- Healthy Behaviors
	Wed	chapter 2 (by Scott Flynn)- Fitness Principles
3	Mon	chapter 2, Wellness Lab
	Wed	chapter 2, Chapter 3 (by Scott Flynn)- Cardiorespiratory Fitness
4	Mon	chapter 3- Cardiorespiratory Fitness Lab
	Wed	Exam 1, chapters 1, 2, 3
5	Mon	chapter 4 (by Jonathan Howard)- Muscular Fitness
	Wed	chapter 4, Muscular Strength and Endurance Lab
6	Mon	chapter 5 (by Scott Flynn)- Flexibility
	Wed	chapter 5, Flexibility Lab
7	Mon	chapter 6 (by Scott Flynn), Body Composition
	Wed	chapter 6- Body Composition Lab
8	Mon	Exam 2, chapters 4, 5, 6
	Wed	chapter 7 (by Lisa Jellum)- Nutrition

9	Mon	chapter 7
	Wed	chapter 8 (by Lisa Jellum)- Weight Management
10	Mon	chapter 8- Nutrition Lab
	Wed	chapter 9 (by Jonathan Howard)- Stress
11	Mon	chapter 9
	Wed	chapter 10 (by Lisa Jellum)- Cardiovascular Diseases
12	Mon	Spring break, no class
	Wed	Spring break, no class
13	Mon	chapter 10
	Wed	Exam 3, chapters 7, 8, 9, 10
14	Mon	chapter 11 (by Althea Moser)- Cancer
	Wed	chapter 11, chapter 12 (by Althea Moser)- Substance Use and Abuse
15	Mon	chapter 12
	Wed	chapter 13 (by Althea Moser)- Sexually Transmitted Infections
16	Mon	chapter 13
	Wed	
17	Mon	Final Exam-chapters 11, 12, 13

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: 01/03/2017

Grant Number: 268

Institution Name(s): Georgia Highlands College

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

- Mr. Scott Flynn, Physical Education Department, sflynn@highlands.edu
- Ms. Lisa Jellum, Physical Education Department, ljellum@highlands.edu
- Mr. Jonathan Howard, Physical Education Department, jhoward@highlands.edu
- Ms. Althea Moser, Physical Education Department, amoser@highlands.edu
- Mr. David Mathis, Physical Education and Athletics Department, dmathis@highlands.edu
- Ms. Christin Collins, Library, ccollins@highlands.edu
- Mrs. Sharryse Henderson, Department of Physical Science, shenders@highlands.edu
- Mrs. Connie Watjen, English Department, cwatjen@highlands.edu

Project Lead: Scott Flynn

Course Name(s) and Course Numbers: PHED 1010-Concepts of Fitness and Wellness, PHED 1130-Walking and Jogging for Fitness

Semester Project Began: Fall 2016

Semester(s) of Implementation: Fall 2017

Average Number of Students Per Course Section: 24

Number of Course Sections Affected by Implementation: 24

Total Number of Students Affected by Implementation: 648

1. Narrative

The excitement of this project was generated from the opportunity to genuinely help make our student's education more affordable by creating a free textbook. Throughout the process of creating the textbook, we feel like we've been able to keep much of the same material as traditional textbooks, present it in an understandable way, and offer it in a

format that students could easily access. During that process, there were multiple challenges that came up, both large and small.

One of the initial challenges was trying to determine the current textbook experience of our students. As a team, we knew the cost but otherwise assumed the current textbook experience to be mostly positive. After our initial survey, our assumptions were correct. Most students (about 75% of those who responded to the survey) were satisfied with the textbook and a very few were using the online versions of the text (averaged about 9-10%). Interestingly, nearly half of the students wanted access to both a hardcopy and digital copy of the textbook. With the “free” option needing to be primarily online, we saw this as a challenge. Despite the limited use of the online text, most students (about 77%) were willing to use an online textbook if it were free. As a result of the desire to use both hardcopy and online textbooks, we created a textbook that could be easily accessed by mobile devices, laptops and even printed if desired. This gave students the option of a “hardcopy” or digital version, or both. During the implementation phase, instructors saw students who had printed out the textbook with highlighted paragraphs and also students who would follow along with materials on tablets.

The biggest challenge was gathering the material itself. Unlike a few other transformation projects, there was no textbook or grouping of subject-specific materials already written that could be adopted. We ended up having to gather materials ourselves from various sources or simply write them outright. Because a good portion of the material was written by us, we decided we would need some assistance in making sure the material was grammatically sound, citations formatted correctly, and uniform in its layout to assist with comprehension. Fortunately, we were able to find an editor to help us in that regard with the PHED 1010 textbook.

In addition to the editing assistance, and because we were creating the material on our own, we wanted to assure accessibility for those who might have impairments. During the creation process, we asked for assistance with our disability specialist on how these documents would sound when being used with the software purchased by the College for assisting visually impaired students (ClaroRead). We found that we had created a textbook that could easily be used with that software.

In the classroom, the implementation process has also come with unique opportunities. Each team member was given 3-4 chapters to organize/create at the onset of the project. As expected, each of those chapters has the “style” of the instructor who wrote it. This has given the courses, as a whole, a good mixture of perspectives and insight on how other instructors go about presenting information in their sections.

In addition to the mixture of perspectives, we have also learned how to organize the materials in a way that students can understand. For traditional textbook publishers, this is something they have decades of experience doing. In organizing the master syllabus/course

in D2L, we have learned that even a few extra clicks can mean the difference between a completed lab assignment or not. This was reflected in the post-survey results suggesting the students feel the new textbook is comparable to the traditional textbook.

For PHED 1130, along with a free textbook, we opted to purchase heart rate monitors to enhance the learning experience of our students. Use of the heart rate monitors along with the appropriate phone application would give them additional insight into technology available and how to use that technology to help in fitness programming. We feel this was accomplished. However, a major concern of giving students heart rate monitors was how we would be able to get them back to avoid the financial burden of replacing the monitors each semester. To help in that regard, we teamed up with the library. Students check the heart rate monitor out, like a library book, for the duration of the course. At the end of the course, they must return the monitors. The library has the ability to put a hold on student accounts making it much easier to incentivize students to return the equipment.

As the feedback from students has come in, we have determined the amount of information is difficult to manage when connecting to outside links. While many sources have exactly what we'd like for students to see, many others present the desired information along with large amounts of additional information. As a result, students must sift through large amounts of material without knowing if it is relevant to the course. While this was understood prior to linking the sites, copyright concerns and keeping the information updated were also challenges. This is something we will continue investigate to help prevent students from feeling overwhelmed with information.

2. Quotes

- From the post survey, most feedback was positive with a few good suggestions:
 - “The text book was well organized and easy to use and was well represented in class. I don't think that any changes need to be made.”
 - “I found it difficult at times to know what information to focus on. There was a surplus of information attached to the links and at times was information overload.”
 - “I wish the website was laid out differently where you could actually flip through the pages as if it were a real book.”

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: 648 (during implementation semester)

- Positive: 83 % of 168 number of respondents
- Neutral: 11 % of 168 number of respondents
- Negative: 6 % of 168 number of respondents

Student Learning Outcomes and Grades

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

Choose One:

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

Student Drop/Fail/Withdraw (DFW) Rates

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

Drop/Fail/Withdraw Rate: PHED 1010/PHED 1130

19/13 % of students, out of a total 578/70 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

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

3b. Narrative

- To measure impact, our focus was to measure changes in the DFW rate and also subjective feedback through surveys during the pre- and post implementation phases.
- The surveys gave us some interesting insights in to what students expected of a textbook based on what they were using at the time of the survey. There are 6 instructors who teach the PHED 1010 course with 3 different textbooks being used

amongst the 6 instructors. We created a survey for each textbook but each survey had the same questions.

- When the cost of the book being paid was more expensive, more students elected to not purchase the book at all. For the Fit and Well, and Labs and Principles of Fitness and Wellness texts, a greater percentage of students paid in the higher cost brackets listed (\$80-120, \$120-160) and in both cases a greater percentage of students did not purchase a book at all (10.5% and 18%, respectively). While the exact impact of that based on student grades isn't available (DFW rates were not filtered by instructor/book use), it seems reasonable to expect limited success for those students who do not purchase a book.
- The survey also drove the organization of the new textbook. Besides cost, student feedback indicated that the "presentation of the material" and the "pictures and graphs" were very important to them scoring 4.75 and 4.04 respectively. "Delivery method" (online vs. hardcopy) was also important with a score of 4.28. The post-survey revealed that most students felt the new textbook was either easy or very easy to understand (34%, 39% respectively) with an additional 14% responding as not hard to understand. They also felt the new textbook was very comparable (52%) or mostly comparable (37.5%) to the previous text they were using with only 10% saying it wasn't comparable at all.
- The DFW rates seem to reflect the idea that the more expensive a book is the greater the number of students who don't purchase a book and subsequent increase in DFW rates. Fall 2015 was the time frame in which all instructors were using the Fit and Well text and the cost of the text was at its highest point. The change in textbook, during spring 2016 and Fall of 2016 indicate a trend of improving DFW rates. The small increase in DFW rates in Fall of 2016 could be related to the new textbook and adaptation required by the instructor to present the material from a different text. This is also observed in the PHED 1130 class where the heart rate monitors were being used (students were being asked to purchase them) more widely.
- Students tended to use the new text book for longer periods of time compared to the previous textbook. Pre-survey results indicate only 5% of students used their book for 3 or more hours while post-survey results indicate a 38% use of the textbook for 3 or more hours. 36% of students reported a usage time of 1-2 hours in the pre-survey while 47% reported a usage time of 1-2 hours in the post-survey.
- The DFW rates were somewhat as expected. We honestly expected a slight increase in DFW percentage simply as a result of the new delivery method (primarily online) and the newness of the contents and style of the textbook. The new material not only requires adaptation by the students but also the instructors in terms of how to teach the materials and what to emphasize. For the PHED 1010 course, DFW rates remained basically the same at 19%. While long-term, the hopes are to decrease the DFW rates, this is a positive because it coincides with the previous low-mark from the past 4

semesters despite the adaptation phase. In PHED 1130, there was a slight increase in the DFW rate from 9% in Spring 2017 to 13% in Fall 2017. With a total of 70 students enrolled in three sections, this reflects a difference of 4 students.

- Factors that are difficult to determine are really the students themselves. GHC operates on multiple campuses with a wide variety of students at each campus. As any instructor can attest, despite the best efforts and the same teaching methods, grades will vary across different sections from semester to semester. Regardless, we feel positive that these textbooks and additional materials will help student success.

4. Sustainability Plan

- Continued equipment use for our PHED 1130 course will include the use of our library services to check the equipment out. This allows us to have a greater degree of assurance that we will get the equipment back. In addition, we will need to develop a maintenance program to make sure batteries can be replaced in monitors as needed and other parts of the equipment can be maintained.
- Within our textbook, multiple important webpages are linked. For many of those links, the information on the webpage is maintained by the organization in which the students are being directed. The information in those cases will be updated as new information comes out. However, we will be monitoring other links within the text to assure they work and direct the students to accurate and current information. These links can be updated in our master syllabus/page for easy transmission to each section.
- We also intend to apply for a mini-grant that will help us in the development of ancillary materials for the PHED 1010 textbook.

5. Future Plans

- We have certainly developed an appreciation for the amount of effort that goes into generating a textbook. There is certainly an abundance of information out there for everyone to see. How much of it is accurate? How much can be used without copyright infringement? How can this material be presented in a classroom setting? These were the tough questions that required hours and hours of sorting and sifting. Then, trying to organize that material into a simplified textbook added another layer of work on to the table. We believe this has helped us organize things in a way of cutting out unnecessary content and really sticking to what's important.
Regardless, I believe the financial impact will be long lasting. From one semester alone, 607 students who would have normally spent \$80-160 on textbooks will have saved \$48,560-97,120. Projected for three semesters and that's a staggering \$145,680-291,360.
- There are currently no additional publications or presentations planned but we'll welcome any opportunities that may arise.

6. Description of Photograph

Our photograph will be transmitted later in January when we can all get together.