

Grants Collection

Clayton State University



UNIVERSITY SYSTEM
OF GEORGIA

Sheryne Southard, Bryan LaBrecque, Christie Burton, Xueyu Cheng, and Elnora Farmer

Supervision in the Workplace





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 Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 335

Application ID: 001873

Submitter First Name: Sheryne

Submitter Last Name: Southard

Submitter Title: CSU Department of Interdisciplinary Studies
Open Access Grant

Submitter Email Address: SheryneSouthard@Clayton.edu

Submitter Phone Number: (678)466-4644

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Sheryne

Applicant Last Name: Southard

Co-Applicant Name(s): --

Applicant Email Address: SheryneSouthard@Clayton.edu

Applicant Phone Number: (678)466-4644

Primary Appointment Title: Professor of Legal Studies and Online
Program Coordinator

Institution Name(s): Clayton State University

Submission Date: Monday, October 2, 2017

Proposal Title: 335

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

**Are you using an OpenStax
textbook?:** No

**Final Semester of
Instruction:** Summer 2018

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

Sheryne Southard, Dept of Interdisciplinary Studies, SheryneSouthard@clayton.edu

Bryan LaBrecque, Dept of Interdisciplinary Studies, bryanlabrecque@clayton.edu

Christie Burton, Dept of Interdisciplinary Studies, christieburton@clayton.edu

Xueyu Cheng, Dept of Interdisciplinary Studies, xueyucheng@clayton.edu

Elnora Farmer, Department of Interdisciplinary Studies, elnorafarmer@clayton.edu

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

College of Arts and Sciences, Dean Nasser Momayezi, Clayton State University

Course Names, Course Numbers and Semesters Offered:

Tech 3101, Supervision in the Workforce, Offered Spring, Summer and Fall

Tech 3104, Ethics for Administrative and Technical Managers, Offered Spring, Summer and Fall

Tech 3111, Applied Economics, Offered Spring, Summer and Fall

Tech 4115, Global Technology, Offered Spring, Summer and Fall

List the original course materials for students (including title, whether optional or required, & cost for each item): Tech 3101 - Effective Supervision, Required Text, \$76.99 (new) and \$57.75 (used); Tech 3104 – Business Ethics: Decision Making, Required Text, \$167.99 (new) \$126.00 (Used); Tech 3111 – Survey of Economics, Required Text, \$242.99 (new) and \$183.25 (used); Survey of Economics Instant Access, Required Access, \$36.99 (new) and \$27.75 (used); Freakonomics with New Material, Required Text, \$16.99 (new) and \$7.75 (used); Tech 4115 - International Business, Required Text, \$264.52 (new) and \$198.50 (used)

Average Number of Students per Course Section: Tech 3101- 32,67; Tech 3104 – 28.8; Tech 3111 - 24; Tech 4115 - 33

Number of Course Sections Affected by Implementation in Academic Year: Tech 3101 - 6; Tech 3104 - 5; Tech 3111 - 4
Tech 4115 – 3

Average Number of Course Sections Per Semester:

Tech 3101: Spring – 2, Summer – 2, Fall - 2

Tech 3104: Spring – 2, Summer – 1, Fall - 2

Tech 3111: Spring – 2, Summer – 1, Fall - 1

Tech 4115: Spring - 1, Summer -1, Fall - 1

**Total Number of Students
Affected by Implementation
in Academic Year:** 534

**Requested Amount of
Funding:** \$25,800

Original per Student Cost: Aggregate cost per student \$806.47 (new) and \$600.00 (used); Tech 3101 - \$76.99 (new) and \$57.75 (used); Tech 3104 - \$167.99 (new) and 126.00 (used); Tech 3111 – 296.97 (new) and \$218.75 (used); Tech 4115 – \$264.52 (new) and \$198.50 (used)

**Post-Proposal Projected
Student Cost:** Tech 3101 - \$8.99; Tech 3104 - 0; Tech 3111 - 0; Tech 4115 – 0

**Projected Per Student
Savings:** Aggregate savings per student: \$793.48 (new) to \$591.01 (used); Tech 3101 - \$68 (new) and \$48.76 (used); Tech 3104 - \$167.99 (new) and \$126.00 (used); Tech 3111 - \$296.97 (new) and \$217.75 (used); Tech 4115 – \$264.52 (new) and \$198.50

**Projected Total Annual
Student Savings:** \$ 69,960.75 (used books) to \$93,900.21 (new books)

Project Goals:

Project Goals

The goal of this project is to improve the success of the students in the Department of Interdisciplinary Studies by 1) offering no-cost and low cost books, and 2) enhancing the learning materials and curriculum to meet their individual needs. Clayton State University (CSU) is a primary black institution, where 57% of the students are Pell Grant recipients. CSU serves as an access school to many first-generation college students. The Department of Interdisciplinary Studies houses the Bachelor of Applied Science degree (B.A.S.), which offers career advancement opportunities to people who have earned their Associate of Applied Science (A.A.S.), Associate of Applied Technology (A.A.T.), other career associate degrees, or 38 hours of technical coursework. Students who have earned career associate degrees at regionally accredited institutions can bridge smoothly into B.A.S. program with little or no loss of credit. All of the students in the program are nontraditional, adult students that typically work

part-time or full-time.

TECH 3101 (Supervision for the Workforce), TECH 3104 (Ethics for Administrative and Technical Managers), TECH 3111 (Applied Economics) and TECH 4115 (Global Technology) are courses in the B.A.S. program. This year 534 Clayton State University students enrolled in these classes. These students were B.A.S., Integrative Studies and Legal Studies majors. The aggregate book cost for these students ranged from \$69,960.75 (used books) to \$93,900.21 (new books).

The team's goal is to improve the success of the students as follows:

Adopt: Adopt OER materials to support the learning outcomes of TECH 3101, TECH 3104, TECH 3111, and TECH 4115. This first objective is designed to 1) reduce students' financial burden to purchase textbooks which can hinder or delay student's ability to enroll in the course; and 2) ensure that all students have the textbook on the first day of class to increase student success.

Create: Create audio-visual instructional content to align with the OER book. The resources will be learner-centered. This second objective is designed to improve student success by customizing the materials to support the unique needs of the nontraditional student, as indicated by the body of research on the pedagogy of adult learners. It is also designed to provide stimulating learning materials that encourage students to be active and engaged learners and improve student performance.

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies and assisting other faculty with the adoption and creation of no-cost or low-cost textbooks for other upper-division courses. This fourth objective is designed to expand the cost savings to even more students. The project lead has completed an ALG transformation grant, mentored a history professor in securing an ALG and now seeks to disseminate this knowledge throughout the entire department and the University.

Statement of Transformation:

DESCRIPTION OF TRANSFORMATION

PROBLEM:

Textbook Cost:

This year 534 B.A.S. students paid an aggregate cost of between \$69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. The used versions of two books in the program are near or in excess of \$200 and the used version of another book exceeds \$100. Below is summary of the cost and the student enrollment.

Course ID	New	Used	Students
TECH 3101	\$76.99	\$57.75	195
TECH 3104	\$167.99	\$126.00	144
TECH 3111	\$296.97	\$217.75	96
TECH 4115	\$264.52	\$198.50	99
Total			534

A large percentage of the CSU population is low-income students with financial limitations. Students are often unable to purchase textbooks in a timely fashion or not able to purchase them at all due to the high costs, lack of funding, and or delays/issues with financial aid. Other students are unable to complete the initial assignments as they have not yet purchased the book. Some even forgo purchasing the textbook, due to the cost, which can prevent them from successfully completing a course and increase their time to degree completion. “[Sixty-five percent] of students said that they had decided against buying a textbook because it was too expensive. The survey also found that 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade in a course.” (Senack, 2014).

The project lead, Sheryne Southard, transformed one class in the Department in round six of the ALG grant process. The following unsolicited emails were received from students after they were notified that a free open access book would be used for the class. These three excerpts from emails are representative of the sentiment of the students in the class.

“I really appreciate that you have done this. The cost of books are out of control. I have two other classes where my books cost \$200 each. I wish all other professors would do this as well. Thank you and I look forward to taking this class.”

“This is great news! Thank you!”

“Thank You, I really appreciate that.”

Unique Needs of Nontraditional Learners:

CSU campus is a predominantly black institution, comprised of 2,997 (45.2%) non-traditional students (age 25 and up). The average age of the CSU student is 27. Non-traditional students are frequently under-served by direct instruction due to financial, family, career or learning style preferences (Keengwe and Agamba, 2015). Non-traditional learners are often low-income and/or first-generations students whose life circumstances prohibited them from attending college immediately after high school graduation. As adult learners, they must balance family, child-care, personal expenses, and work obligations with their educational costs and obligations.

The nontraditional students have unique learning characteristics. Adult learners are more autonomous, independent, self-directed and self-reliant (Cercone, 2008). In comparison to the

traditional college student, the adult learner is more actively involved in their own learning. (Knowles, 1975). The traditional higher education learning environment is in many ways, suited to toward meeting the needs of the traditional college-age student.

TRANSFORMATION SOLUTION:

Adopt: Adopt OER resources to support the learning outcomes of Tech 3101, Tech 3104, Tech 3111, and Tech 4115. The final product will be a comprehensive and appropriate extremely no cost or low-cost textbook for students. The instructors will also ascertain whether any errors (if any) or gaps are present in the materials and create supplementary learning materials as needed.

Create: Create audio-visual instructional materials that are aligned with the book and that are learner-centered in two ways. First, the instructional materials will be segmented by topic or sub-topic in mini-lectures that do not exceed 6 minutes. Segmentation is a “design principle in which the learning materials are divided into short units and distributed over [a] series of instructional events, such as topics or lessons referred to as segments” (Clark, Nguyen, & Sweller, 2006). Within the context of multi-media, it involves segmenting chunks of “dynamic visualizations that have an identifiable start and end point and which are distinguished by inserting pauses between different segments” (Ibrahim, 2012). The research indicates that student engagement in the online learning environment was greater with shorter videos, 6 minutes or less, and it was maximized with videos of less than 3 minutes (Guo, Kim, & Rubin, 2014). After 6 minutes, student engagement declines significantly. This research was gathered in the largest study of its kind, which analyzed data from 6.9 million video sessions and measured student engagement. Second, utilize multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) to provide the student with an engaging learning experience.

The project lead incorporated this design principle in the previously mentioned transformed course in round six of the ALG grant process. These excerpts from feedback about the segmented multi-media content are representative of the positive sentiments of the students about the transformation.

“Integrative approach in presenting the course materials. This layered approach combined great short power point lectures. I wish all online courses were presented in the style and manner ... I would be eager to sign up for any required course taught by her ... outstanding!”

“The modules you created are amazing, with the videos and the separation of each subject matter allows me to process the information more efficiently.”

“I enjoy your videos in the modules, they are not long and boring rather straightforward and to the point.”

“adapts to all learning styles, power point, short clips, scripts, live footage, ... I found it to be very helpful when understanding the material”

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies by assisting other faculty in the adoption and creation of Low-Cost-to-Students textbooks for other upper-division online courses. Currently, one other popular B.A.S. course textbook (Tech 3115 - Legal Issues for Managers) has been converted to a No-Cost-to-Students textbook. If the current grant application is awarded, the B.A.S. students will have five upper-division courses in the program that utilize OER materials, which represents 38% of the upper division course in the program. The goal is to continue with the momentum of adopting more OER materials so that the courses with the highest enrollment and/or most expensive materials in the program are converted.

IMPACT OF THIS TRANSFORMATION ON STAKEHOLDERS AND COURSE SUCCESS:

Financial Support: The adoption of the OER no or low cost textbooks will reduce student financial barriers to taking Tech 3101, Tech 3104, Tech 3111, and Tech 4115. A large proportion of the CSU students come from low income households and are Pell Grant recipients (57%). CSU serves as an access school to many first-generation college students.

The sum total of these four textbooks ranges from \$600.00 (used) to \$806.47 (new). The new cost of the textbooks for these four classes will be \$8.99. This will result in an annual student savings of between \$ 69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. This amount is significant to this program, where the students are non-traditional working adults with housing, living, childcare and many other expenses.

Full-time undergraduate students at four-year public universities spend on average \$1,200 each year on books and course materials (“Quick Guide,” n.d.). The Bureau of Labor Statistics estimated that these costs increased 812% between 1978 and 2013 (Perry, 2012). The consequential decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students’ ability to complete their degree and have the potential to increase the students’ likelihood of graduation. This can improve the University’s retention, progression, and graduation rates.

Some students do not have the financial resources to purchase the textbook before the first day of class. Hence these students are at risk for falling behind and withdrawing or failing. The reduced cost textbook will ensure that all students have access to the textbook on the first day of the class and are prepared to succeed in the class.

Student Success: We predict that student learning outcomes will be improved in two ways. First, all students will have equal access to the high quality textbook materials on the first day of class and no longer delay or forego purchasing the textbook to the detriment of their learning. This is particularly beneficial for students taking courses in a compressed timeframe. Since the Department offers both Tech 3101 and 3104 in half session formats to help students accelerate matriculation, delaying book purchases in these courses is cumulatively detrimental. When students have their books on the first day, they will be able to complete the

first modules, quizzes and assignments.

Second, the audio-visual instructional materials that are created to align with the book will support student success. As the research indicates, the segmentation of the instructional content in lectures that do not exceed 6 minutes will improve student engagement and retention. Also the utilization of multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) will provide the students with an engaging learning experience. Both of these strategies are designed to improve student engagement, performance and success.

Short-term vs. Long-term Impact: In the short term, the 534 students that enroll in Tech 3101, Tech 3104, Tech 3111 and Tech 4115 are the primary stakeholders. These are required courses for the 309 B.A.S. program majors and multiple sections are offered each semester. These classes are also popular upper division electives for the 187 Integrative Studies majors and the 112 Legal Studies majors. So the potential reach of the impact is an additional 299 students at CSU.

In the long term, all students in the Integrative Studies, Bachelors of Applied Science, Liberal Studies, and Online Liberal Studies will benefit from the adoption of the four additional low-cost or no-cost textbook options in the Department. The goal is to continue to expand the use of OER resources throughout the department to create a culture of learner-centered education.

IMPACT ON THE COURSE, PROGRAM, DEPARTMENT, INSTITUTIONS, ACCESS INSTITUTION, AND/OR MULTIPLE COURSES:

Faculty: Faculty members within the department and college of arts and sciences will also be impacted. The grant recipients will diffuse the knowledge and experience that they gain through the transformation project to fellow faculty members. As previously indicated, over 45% of the CSU student body are nontraditional students and the percentage in the department of interdisciplinary studies is even greater. The grant will allow the recipients to adopt OER resources, customize learning materials to improve the learning outcomes of the nontraditional students and assess the results. The recipients will then conduct workshops at the department-level, and the university-level and present at a state or national academic conferences to disseminate this knowledge to faculty that teach this same demographic.

Department and College: The decrease in the cost of learning materials will reduce financial impediments to students' ability to complete their degree. This has the potential to increase student graduation rates and decrease time to graduate. Research has shown that providing free instructional materials can improve student performance and retention rates (Hilton and Laman, 2012). Also, the goal is to increase the number of classes in the department that adopt OER learning materials. The option of a low-cost or no-cost textbook and a free interactive workbook is an attractive feature that the department will market to increase enrollment, which benefits the department and the college.

University: This grant application is in alignment with the first strategic priority of the Clayton State University strategic plan through 2022: “increase enrollment, retention, and graduation rates”. One of the strategies outlined in the plan is to accomplish this is increase receipt of external grants and “develop recognition and support systems to reward faculty and staff for innovations in teaching, research and service that support the institution’s strategic priorities.”

Transformation Action Plan:

The proposed transformation will take place in the stages outlined below:

Identify, Review & Adopt

The faculty have reviewed and selected OER resources:

For Tech 3101, Christie Burton selected Managing People located at <http://bookboon.com/en/managing-people-ebook>. For Tech 3104, Elnora Farmer selected Business Ethics:Decision Making For Personal Integrity located at <http://cnx.org/contents/3d8499e9-08c0-47dd-9482-7e8131ce99bc@11.15>. For Tech 3111, Xueyu Cheng selected Principles of Economics located at <https://openstax.org/details/books/principles-economics>. For Tech 4115, Bryan LaBrecque selected International Business located at <https://www.saylor.org/site/textbooks/International%20Business.pdf>.

Next, utilizing the criteria developed by Affordable Learning Georgia (clarity, comprehensibility, readability, content and technical accuracy, adaptability, appropriateness, and accessibility), each faculty member will evaluate the strength and weaknesses and ascertain that the resources are aligned with all course learning objectives. Then they will identify whether any gaps are present or whether any areas require updates and supplements and ensure that all materials comply with the System’s copyright policy.

Create

- Sheryne Southard will work with each faculty member to create segmented multi-media content to align with their respective OER selections. Examples of materials that may be developed include, but are not limited to light board lectures, narrated PowerPoint lectures, and video lectures. Sheryne Southard has extensive experience in this area and she has received seven national and state awards for her work in the creation of multi-media instructional content across disciplines.
- Christie Burton, Elnora D. Farmer, Xueyu Cheng, and Bryan LaBrecque will create, collect, produce, and organize supplementary learning materials for the textbook. They will also write multiple-choice unit exams, to be used in assessing students’ learning of the course major units. They will also incorporate the text into their learning management system (Brightspace) with emphasis on learning analysis, learning objective and analysis of instructional content,

alignment of instructional, overall assessment of the initiative. The course and syllabus and online platform will be redesigned to suit the transformation. The course learning objectives, as described in the syllabi, will remain the same policy.

Assess

Sheryne Southard will gather baseline qualitative and quantitative data for assessing the project's transformative impact. After the courses are launched, the team will conduct student surveys to evaluate the quantitative and qualitative impact. Constructive feedback will be reviewed and the team will discuss any revisions that are necessary to improve the outcomes. The final report will then be published.

Diffuse

After the team has assessed the project results, they will report the outcomes to the Department in an effort to expand the use of OER student resources. An article about the project will be published in the Department newsletter. The Department Head will disseminate this information at the monthly department heads meeting to encourage larger participation in an effort to remove obstacles to graduation throughout the entire University.

Roles:

Southard, J.D. is responsible for 1) assisting each faculty member with the development and selection of instructional resources and materials; 2) creating the materials to encourage student participate in the data collection process; 3) overseeing the qualitative and quantitative data collection process for Tech 3101, Tech 3104, Tech 3111 and Tech 4115; and 4) completing the semester and final reports. Southard is a Professor of Legal Studies and Coordinator of Online Programs in the Department of Interdisciplinary. She has been recognized significantly for her contributions in the area of distance education. In 2017, she was awarded third place in the National Softchalk Lesson Competition. In 2017, 2015 2014, she received honorable mention awards the same competition. In 2015, she received the Georgia Board of Regents' Excellence in Online Learning Award. In 2010, she received the Georgia Board of Regents' Scholarship of Teaching and Learning Award. In 2009, she won the grand prize for the AAfPE Pearson-Prentice Hall Online Teaching Competition. She has researched and published extensively in the areas of asynchronous distance education pedagogy, quality assurance standards, faculty training and best practices.

Christie Burton, EdD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3101. She is a Zell Miller Governor's Teaching Fellow, a Partnering Academics and Community Engagement (PACE) and Problem-Based Learning (PBL) certified instructor at CSU and serves on the board of the International Society for Exploring Teaching and Learning (ISETL). She has been teaching management courses for over twelve years and produced many works in the area of Scholarship of Teaching and Learning (SoTL).

Elnora D. Farmer is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3104. She started her career in the areas of finance and accounting working as a financial analyst intern at NCR Corporation and as an officer and associate portfolio manager at Bank One, NA, now J.P. Morgan Chase. During her tenure in banking, she had the opportunity to work under both the retail and commercial areas of the institution. She is a Lecturer in the BAS program. She has served as an Editorial Board Member for Scientific and Academic Publishing, and is a reviewer and contributor for several publishers including Pearson. Her research interests include financial literacy and entrepreneurship, labor economics, financial institutions and online and distance learning pedagogy.

Xueyu Cheng, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3111. She is an assistant professor of economics for the BAS program. Before joining Clayton State University, she was an assistant professor of Economics at Alabama State University. She received her Ph.D. in Economics from the Ohio State University. Her research focuses on the gender and racial issues in educational attainment and labor market outcomes. She also specializes in statistical modeling and conducts empirical research on economic and social issues such as bottle bills, demand for electricity, unemployment in the Black Belt region, and corruption. Her research has been published in journals including *International Journal of Happiness and Development*, *The Journal of Developing Areas*, *Journal of Economics and Economic Education Research*, *IFRSA Business Review*, *ASBBS E-Journal*, *Review of Business Research*, *International Journal of Reliability and Safety*, *The International Journal of Advanced Manufacturing Technology*, and *Journal of Materials Processing Technology*. Dr. Cheng has taught courses in Economics, Statistics, Business Mathematics, Accounting, Finance, Business Ethics and Operations Management.

Bryan LaBrecque, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 4115. He has been a full-time faculty member at Clayton State University since 2008. He is currently the Director of the CSU Fayette Instructional Site as well as the coordinator of the Bachelor of Applied Sciences (BAS) degree program. In conjunction with those duties, he teaches numerous TECH courses - including a suite of Aviation Administration courses - as well as courses in both Business and Political Science. Along with his duties as a full-time assistant professor, Bryan also directs the operations at Atlanta Regional Airport at Falcon Field, in Peachtree City, GA. A mechanical engineering graduate of Georgia Tech, he has spent the majority of his professional career in the field of aviation. Starting as a flight sciences engineer for Lockheed's famous 'Skunk Works', he moved to Delta Air Lines and spent 27 years in various positions including power plant maintenance, aircraft performance engineering, fleet planning, marketing, and strategic planning (M & A). Following Delta's acquisition of Atlantic Southeast Airlines (ASA), he moved over to assume the position of Chief Operating Officer where he directed operations of over 900 flights per day.

Quantitative & Qualitative Measures: Qualitative Measures The effectiveness of the transformed low-cost materials will be examined with qualitative and quantitative measures. To encourage full participation, the project lead will develop a video explaining the importance of the survey and soliciting their full and complete participation and feedback. Students in the Fall 2017 and Spring 2018 sections will complete a survey at end of the semester that contains open-ended questions designed to solicit feedback about the current course materials (usefulness and access) and student satisfaction. Students in the Summer 2018 sections will complete the same survey at the end of the semester assessing the transformed open-access course materials. Narrative and critical feedback received from the students in the Fall 2017 and Spring 2018, will be compared against the feedback from the Summer 2018. The anonymous survey tool in D2L will be used. Quantitative Measures Students in the Fall 2017 and Spring 2018 sections will complete a survey that contains questions asking them to rate (using a Likert scale) the current course materials in the areas of accessibility, comprehensiveness, effectiveness, cost, and cohesion. Students in these section sections will complete the same survey assessing the transformed open-access course materials. Scores for the survey of the current and transformed course materials will be compared. The anonymous survey tool in D2L will be used. Since the instructors have observed a decline in student performance during the first few weeks of school because of students' untimely purchase of the book, the grades for the first two assessments of the Fall 2017 and Spring 2018 sections will be compared with the first two assessments of the Summer 2018 sections. The statistics feature of D2L will be used. Course grade distributions and Drop/Fail/Withdraw (DFW) rates under the original and transformed formats will also be compared from the period before and after the adoption of the OER books.

Timeline:

November 6, 2017: Attend the kick-off meeting at Middle Georgia State College. Knowledge obtained from kick-off meeting

November 2017: Identify, review, assess and select a primary text. Gather baseline qualitative and quantitative data from the Fall 2017 section for assessing the project's transformative impact.

January - May, 2018: Create audio-visual content to align with the OER selection. Create, collect, and organize supplementary learning materials for the textbook. Develop master syllabi and master D2L courses. Gather baseline qualitative and quantitative data from the Spring 2018 section for assessing the project's transformative impact. Complete semester end report.

June - July, 2018: Full adoption of new course materials. Survey students for quantitative and qualitative measures of impact and publish the final report.

August 2018: Results will be shared with the Department and College to encourage larger participation. An article about the project will also be published in the Department newsletter.

Budget:

The budget for this proposal is \$25,800, as enumerated below:

Sheryne Southard overload: \$5,000

Christie Burton overload: \$5,000

Xueyu Cheng overload: \$5,000

Elnora D. Farmer overload: \$5,000

Bryan LaBrecque overload: \$5,000

Travel to kick-off meeting: \$ 800

Total: \$25,800

We are requesting \$5000 for each team member. This amount will be divided between two semesters for the overload at \$2,500 each semester. We also request \$800 for registration and travel expenses for two of the team members to attend the kick-off meeting. This amount would be split evenly with \$400 for each professor to cover travel to the kick off meeting. Any remainder will be used for fees for copying and/or copyright and to offset.

Sustainability Plan:

The adoption of the open-source text will begin in Summer 2018. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook will be digital, changes can be immediately implemented. Annually, the textbook will be reviewed in accordance with the instructional matrix. Also, as an interactive resource, links and embedded resources will be checked annually. Lastly, every three years the book will be reviewed for content changes, additions, or deletions. The intention is to continuously monitor, assess and improve the materials to maximize their pedagogical benefit to the students.



September 20, 2017

Re: Letter of Support for the Affordable Learning Georgia Grant Proposal

Dear Committee Members,

As the Dean of the Colleges of Arts and Sciences, I enthusiastically support the application for the Affordable Learning Georgia low-cost-to-students textbook transformation large scale department grant submitted by Sheryne Southard as lead for her team of faculty members in the Department of Interdisciplinary Studies. The remaining faculty members on the team are Drs. Christie Burton, Xyeyu Cheng, Elnora Farmer, and Bryan LaBrecque. This grant proposal is designed to replace the existing course textbook with a low-cost book and supplemental materials. The significant reduction in the textbook costs will benefit a large number of students. The annual cost savings to students is between \$ 69,960.75 (used books) and \$93,900.21. A large proportion of our students come from low income households and are Pell Grant recipients. The consequent decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students' ability to complete their degree and it has the potential to increase the students' likelihood of graduation. This will enhance the Colleges' retention, progression, and graduation of successful students.

This proposal is being submitted for TECH 3101 (Supervision for the Workforce), TECH 3104 (Ethics for Administrative and Technical Managers), TECH 3111 (Applied Ethics) and TECH 4115 (Global Technology). The aggregate student enrollment in these classes this year was 524 students. These are required courses for the 309 the Bachelor of Applied Science degree. They are also popular upper division electives for the 187 Integrative Studies majors and the 112 Legal Studies majors. The courses are offered every semester, enrollment is strong, and it is expected to continue. We believe the project is highly sustainable. The enrollment supports the grant project and the faculty have developed a plan to review and update the resources that will ensure the resources remain current.

The team of faculty members working on this project are both capable and motivated to pursue the goals of Affordable Learning Georgia. These faculty members are extremely dedicated to serving the students in the Department of Interdisciplinary Studies. They have a strong and consistent record of scholarly achievements, service to the University, and teaching performance and accomplishments.

I sincerely hope that the University is awarded this very important grant to help us execute on our long-term commitment to a successful transformation to free and online texts. Thank you for your consideration of this proposal.

Sincerely,

Nasser Momayezi
Dean, College of Arts and Sciences

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NARRATIVE

1.1 PROJECT GOALS

The goal of this project is to improve the success of the students in the Department of Interdisciplinary Studies by 1) offering no-cost and low cost books, and 2) enhancing the learning materials and curriculum to meet their individual needs. Clayton State University (CSU) is a primary black institution, where 57% of the students are Pell Grant recipients. CSU serves as an access school to many first-generation college students. The Department of Interdisciplinary Studies houses the Bachelor of Applied Science degree (B.A.S.), which offers career advancement opportunities to people who have earned their Associate of Applied Science (A.A.S.), Associate of Applied Technology (A.A.T.), other career associate degrees, or 38 hours of technical coursework. Students who have earned career associate degrees at regionally accredited institutions can bridge smoothly into B.A.S. program with little or no loss of credit. All of the students in the program are nontraditional, adult students that typically work part-time or full-time.

TECH 3101 (Supervision for the Workforce), TECH 3104 (Ethics for Administrative and Technical Managers), TECH 3111 (Applied Economics) and TECH 4115 (Global Technology) are courses in the B.A.S. program. This year 534 Clayton State University students enrolled in these classes. These students were B.A.S., Integrative Studies and Legal Studies majors. The aggregate book cost for these students ranged from \$69,960.75 (used books) to \$93,900.21 (new books).

The team's goal is to improve the success of the students as follows:

Adopt: Adopt OER materials to support the learning outcomes of TECH 3101, TECH 3104, TECH 3111, and TECH 4115. This first objective is designed to 1) reduce students' financial burden to purchase textbooks which can hinder or delay student's ability to enroll in the course; and 2) ensure that all students have the textbook on the first day of class to increase student success.

Create: Create audio-visual instructional content to align with the OER book. The resources will be learner-centered. This second objective is designed to improve student success by customizing the materials to support the unique needs of the nontraditional student, as indicated by the body of research on the pedagogy of adult learners. It is also designed to provide stimulating learning materials that encourage students to be active and engaged learners and improve student performance.

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies and assisting other faculty with the adoption and creation of no-cost or low-cost textbooks

for other upper-division courses. This fourth objective is designed to expand the cost savings to even more students. The project lead has completed an ALG transformation grant, mentored a history professor in securing an ALG and now seeks to disseminate this knowledge throughout the entire department and the University.

1.2 STATEMENT OF TRANSFORMATION

DESCRIPTION OF TRANSFORMATION

PROBLEM:

Textbook Cost:

This year 534 B.A.S. students paid an aggregate cost of between \$69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. The used versions of two books in the program are near or in excess of \$200 and the used version of another book exceeds \$100. Below is summary of the cost and the student enrollment.

Course ID	New	Used	Students
TECH 3101	\$76.99	\$57.75	195
TECH 3104	\$167.99	\$126.00	144
TECH 3111	\$296.97	\$217.75	96
TECH 4115	\$264.52	\$198.50	99
Total			534

A large percentage of the CSU population is low-income students with financial limitations. Students are often unable to purchase textbooks in a timely fashion or not able to purchase them at all due to the high costs, lack of funding, and or delays/issues with financial aid. Other students are unable to complete the initial assignments as they have not yet purchased the book. Some even forgo purchasing the textbook, due to the cost, which can prevent them from successfully completing a course and increase their time to degree completion. “[Sixty-five percent] of students said that they had decided against buying a textbook because it was too expensive. The survey also found that 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade in a course.” (Senack, 2014).

The project lead, Sheryne Southard, transformed one class in the Department in round six of the ALG grant process. The following unsolicited emails were received from students after they were notified that a free open access book would be used for the class. These three excerpts from emails are representative of the sentiment of the students in the class.

“I really appreciate that you have done this. The cost of books are out of control. I have two other classes where my books cost \$200 each. I wish all other professors would do this as well. Thank you and I look forward to taking this class.”

“This is great news! Thank you!”

“Thank You, I really appreciate that.”

Unique Needs of Nontraditional Learners:

The CSU campus is a predominantly black institution, comprised of 2,997 (45.2%) non-traditional students (age 25 and up). The average age of the CSU student is 27. Non-traditional students are frequently under-served by direct instruction due to financial, family, career or learning style preferences (Keengwe and Agamba, 2015). Non-traditional learners are often low-income and/or first-generations students whose life circumstances prohibited them from attending college immediately after high school graduation. As adult learners, they must balance family, child-care, personal expenses, and work obligations with their educational costs and obligations.

The nontraditional students have unique learning characteristics. Adult learners are more autonomous, independent, self-directed and self-reliant (Cercone, 2008). In comparison to the traditional college student, the adult learner is more actively involved in their own learning. (Knowles, 1975). The traditional higher education learning environment is in many ways, suited to toward meeting the needs of the traditional college-age student.

TRANSFORMATION SOLUTION:

Adopt: Adopt OER resources to support the learning outcomes of Tech 3101, Tech 3104, Tech 3111, and Tech 4115. The final product will be a comprehensive and appropriate extremely no cost or low-cost textbook for students. The instructors will also ascertain whether any errors (if any) or gaps are present in the materials and create supplementary learning materials as needed.

Create: Create audio-visual instructional materials that are aligned with the book and that are learner-centered in two ways. First, the instructional

materials will be segmented by topic or sub-topic in mini-lectures that do not exceed 6 minutes. Segmentation is a “design principle in which the learning materials are divided into short units and distributed over [a] series of instructional events, such as topics or lessons referred to as segments” (Clark, Nguyen, & Sweller, 2006). Within the context of multi-media, it involves segmenting chunks of “dynamic visualizations that have an identifiable start and end point and which are distinguished by inserting pauses between different segments” (Ibrahim, 2012). The research indicates that student engagement in the online learning environment was greater with shorter videos, 6 minutes or less, and it was maximized with videos of less than 3 minutes (Guo, Kim, & Rubin, 2014). After 6 minutes, student engagement declines significantly. This research was gathered in the largest study of its kind, which analyzed data from 6.9 million video sessions and measured student engagement. Second, utilize multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) to provide the student with an engaging learning experience.

The project lead incorporated this design principle in the previously mentioned transformed course in round six of the ALG grant process. These excerpts from feedback about the segmented multi-media content are representative of the positive sentiments of the students about the transformation.

”Integrative approach in presenting the course materials. This layered approach combined great short power point lectures. I wish all online courses were presented in the style and manner ... I would be eager to sign up for any required course taught by her ... outstanding!”

“The modules you created are amazing, with the videos and the separation of each subject matter allows me to process the information more efficiently.”

“I enjoy your videos in the modules, they are not long and boring rather straightforward and to the point.”

“adapts to all learning styles, power point, short clips, scripts, live footage, ... I found it to be very helpful when understanding the material”

Diffuse: Expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies by assisting other faculty in the adoption and creation of Low-Cost-to-Students textbooks for other upper-division online courses. Currently, one other popular B.A.S. course textbook (Tech 3115 - Legal Issues for Managers) has been converted to a No-Cost-to-Students textbook. If the current grant application is awarded, the B.A.S. students will have five upper-division

courses in the program that utilize OER materials, which represents 38% of the upper division course in the program. The goal is to continue with the momentum of adopting more OER materials so that the courses with the highest enrollment and/or most expensive materials in the program are converted.

IMPACT OF THIS TRANSFORMATION ON STAKEHOLDERS AND COURSE SUCCESS:

Financial Support: The adoption of the OER no or low cost textbooks will reduce student financial barriers to taking Tech 3101, Tech 3104, Tech 3111, and Tech 4115. A large proportion of the CSU students come from low income households and are Pell Grant recipients (57%). CSU serves as an access school to many first-generation college students.

The sum total of these four textbooks ranges from \$600.00 (used) to \$806.47 (new). The new cost of the textbooks for these four classes will be \$8.99. This will result in an annual student savings of between \$ 69,960.75 (used books) to \$93,900.21 (new books) for four books in the program. This amount is significant to this program, where the students are non-traditional working adults with housing, living, childcare and many other expenses.

Full-time undergraduate students at four-year public universities spend on average \$1,200 each year on books and course materials (“Quick Guide,” n.d.). The Bureau of Labor Statistics estimated that these costs increased 812% between 1978 and 2013 (Perry, 2012). The consequential decrease in the cost of learning materials will lead to sustainability for reducing financial impediments to students’ ability to complete their degree and have the potential to increase the students’ likelihood of graduation. This can improve the University’s retention, progression, and graduation rates.

Some students do not have the financial resources to purchase the textbook before the first day of class. Hence these students are at risk for falling behind and withdrawing or failing. The reduced cost textbook will ensure that all students have access to the textbook on the first day of the class and are prepared to succeed in the class.

Student Success: We predict that student learning outcomes will be improved in two ways. First, all students will have equal access to the high quality textbook materials on the first day of class and no longer delay or forego purchasing the textbook to the detriment of their learning. This is particularly beneficial for students taking courses in a compressed timeframe. Since the Department offers both Tech 3101 and 3104 in half session formats to help students accelerate matriculation, delaying book purchases in these courses is cumulatively detrimental.

When students have their books on the first day, they will be able to complete the first modules, quizzes and assignments.

Second, the audio-visual instructional materials that are created to align with the book will support student success. As the research indicates, the segmentation of the instructional content in lectures that do not exceed 6 minutes will improve student engagement and retention. Also the utilization of multimodal instructional content (e.g., videos, light board lectures, narrated PowerPoints, graphics, images, tables, and web resources) will provide the students with an engaging learning experience. Both of these strategies are designed to improve student engagement, performance and success.

Short-term vs. Long-term Impact: In the short term, the 534 students that enroll in Tech 3101, Tech 3104, Tech 3111 and Tech 4115 are the primary stakeholders. These are required courses for the 309 B.A.S. program majors and multiple sections are offered each semester. These classes are also popular upper division electives for the 187 Integrative Studies majors and the 112 Legal Studies majors. So the potential reach of the impact is an additional 299 students at CSU.

In the long term, all students in the Integrative Studies, Bachelors of Applied Science, Liberal Studies, and Online Liberal Studies will benefit from the adoption of the four additional low-cost or no-cost textbook options in the Department. The goal is to continue to expand the use of OER resources throughout the department to create a culture of learner-centered education.

IMPACT ON THE COURSE, PROGRAM, DEPARTMENT, INSTITUTIONS, ACCESS INSTITUTION, AND/OR MULTIPLE COURSES:

Faculty: Faculty members within the department and college of arts and sciences will also be impacted. The grant recipients will diffuse the knowledge and experience that they gain through the transformation project to fellow faculty members. As previously indicated, over 45% of the CSU student body are nontraditional students and the percentage in the department of interdisciplinary studies is even greater. The grant will allow the recipients to adopt OER resources, customize learning materials to improve the learning outcomes of the nontraditional students and assess the results. The recipients will then conduct workshops at the department-level, and the university-level and present at a state or national academic conferences to disseminate this knowledge to faculty that teach this same demographic.

Department and College:

The decrease in the cost of learning materials will reduce financial impediments to students' ability to complete their degree. This has the potential to increase student graduation rates and decrease time to graduate. Research has shown that providing free instructional materials can improve student performance and retention rates (Hilton and Laman, 2012). Also, the goal is to increase the number of classes in the department that adopt OER learning materials. The option of a low-cost or no-cost textbook and a free interactive workbook is an attractive feature that the department will market to increase enrollment, which benefits the department and the college.

University:

This grant application is in alignment with the first strategic priority of the Clayton State University strategic plan through 2022: “increase enrollment, retention, and graduation rates”. One of the strategies outlined in the plan is to accomplish this is increase receipt of external grants and “develop recognition and support systems to reward faculty and staff for innovations in teaching, research and service that support the institution’s strategic priorities.”

1.3 TRANSFORMATION ACTION PLAN

The proposed transformation will take place in the stages outlined below:

Identify & Review

The faculty have reviewed and selected OER resources. For Tech 3101, Christie Burton selected Managing People located at <http://bookboon.com/en/managing-people-ebook>. For Tech 3104, Elnora Farmer selected [Business Ethics:Decision Making For Personal Integrity](http://cnx.org/contents/3d8499e9-08c0-47dd-9482-7e8131ce99bc@11.15) located at <http://cnx.org/contents/3d8499e9-08c0-47dd-9482-7e8131ce99bc@11.15>. For Tech 3111, Xueyu Cheng selected Principles of Economics located at <https://openstax.org/details/books/principles-economics>. For Tech 4115, Bryan LaBrecque selected International Business located at <https://www.saylor.org/site/textbooks/International%20Business.pdf>.

Next, utilizing the criteria developed by Affordable Learning Georgia (clarity, comprehensibility, readability, content and technical accuracy, adaptability, appropriateness, and accessibility), each faculty member will evaluate the strength and weaknesses and ascertain that the resources are aligned with all course learning objectives. Then they will identify whether any gaps are present or whether any areas require updates and supplements and ensure that all materials comply with the System's copyright policy.

Create

- Sheryne Southard will work with each faculty member to create segmented multi-media content to align with their respective OER selections. Examples of materials that may be developed include, but are not limited to light board lectures, narrated PowerPoint lectures, and video lectures. Sheryne Southard has extensive experience in this area and she has received seven national and state awards for her work in the creation of multi-media instructional content across disciplines.
- Christie Burton, Elnora D. Farmer, Xueyu Cheng, and Bryan LaBrecque will create, collect, produce, and organize supplementary learning materials for the textbook. They will also write multiple-choice unit exams, to be used in assessing students' learning of the course major units. They will also incorporate the text into their learning management system (Brightspace) with emphasis on learning analysis, learning objective and analysis of instructional content, alignment of instructional, overall assessment of the initiative. The course and syllabus and online platform will be redesigned to suit the transformation. The course learning objectives, as described in the syllabi, will remain the same.

Assess

Sheryne Southard will gather baseline qualitative and quantitative data for assessing the project's transformative impact. After the courses are launched, the team will conduct student surveys to evaluate the quantitative and qualitative impact. Constructive feedback will be reviewed and the team will discuss any revisions that are necessary to improve the outcomes. The final report will then be published.

Diffuse:

After the team has assessed the project results, they will report the outcomes to the Department in an effort to expand the use of OER student resources. The Department Head will disseminate this information at the monthly department heads meeting to encourage larger participation in an effort to remove obstacles to graduation throughout the entire University.

Roles:

Sheryne Southard, J.D. is responsible for 1) assisting each faculty member with the development and selection of instructional resources and materials; 2) creating the materials to encourage student participate in the data collection process; 3) overseeing the qualitative and quantitative data collection process for Tech 3101, Tech 3104, Tech 3111 and Tech 4115; and 4) completing the semester and final reports. Sheryne Southard is a Professor of Legal Studies and Coordinator of Online Programs in the Department of Interdisciplinary. She has been recognized significantly for her contributions in the area of distance education. In 2017, she was awarded third place in the National Softchalk Lesson Competition. In 2017, 2015 2014, she received honorable mention awards the same competition. In 2015, she received the Georgia Board of Regents' Excellence in Online Learning Award. In 2010, she received the Georgia Board of Regents' Scholarship of Teaching and Learning Award. In 2009, she won the grand prize for the AAFPE Pearson-Prentice Hall Online Teaching Competition. She has researched and published extensively in the areas of asynchronous distance education pedagogy, quality assurance standards, faculty training and best practices.

Christie Burton, EdD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3101. She is a Zell Miller Governor's Teaching Fellow, a Partnering Academics and Community Engagement (PACE) and Problem-Based Learning (PBL) certified instructor at CSU and serves on the board of the International Society for Exploring Teaching and Learning (ISETL). She has been teaching management courses for over twelve years and produced many works in the area of Scholarship of Teaching and Learning (SoTL).

Elnora D. Farmer is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3104. She started her career in the areas of finance and accounting working as a financial analyst intern at NCR Corporation and as an officer and associate portfolio manager at Bank One, NA, now J.P. Morgan Chase. During her tenure in banking, she had the opportunity to work under both the retail and commercial areas of the institution. She is a Lecturer in the BAS program. She has served as an Editorial Board Member for Scientific and Academic Publishing, and is a reviewer and contributor for several publishers including Pearson. Her research interests include financial literacy and entrepreneurship, labor economics, financial institutions and online and distance learning pedagogy.

Xueyu Cheng, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 3111. She is an assistant professor of economics for the BAS program. Before joining Clayton State University, she was an assistant professor of Economics at Alabama State University. She received her Ph.D. in Economics from the Ohio State University. Her research focuses on the gender and racial issues in educational attainment and labor market outcomes. She also specializes in statistical modeling and conducts empirical research on economic and social issues such as bottle bills, demand for electricity, unemployment in the Black Belt region, and corruption. Her research has been published in journals including *International Journal of Happiness and Development*, *The Journal of Developing Areas*, *Journal of Economics and Economic Education Research*, *IFRSA Business Review*, *ASBBS E-Journal*, *Review of Business Research*, *International Journal of Reliability and Safety*, *The International Journal of Advanced Manufacturing Technology*, and *Journal of Materials Processing Technology*. Dr. Cheng has taught courses in Economics, Statistics, Business Mathematics, Accounting, Finance, Business Ethics and Operations Management.

Bryan LaBrecque, PhD is responsible for the identification, review, selection and creation of instructional materials and assessment of the transformation project for Tech 4115. He has been a full-time faculty member at Clayton State University since 2008. He is currently the Director of the CSU Fayette Instructional Site as well as the coordinator of the Bachelor of Applied Sciences (BAS) degree program. In conjunction with those duties, he teaches numerous TECH courses - including a suite of Aviation Administration courses - as well as courses in both Business and Political Science. Along with his duties as a full-time assistant professor, Bryan also directs the operations at Atlanta Regional Airport at Falcon Field, in Peachtree City, GA. A mechanical engineering graduate of Georgia Tech, he has spent the majority of his professional career in the field of aviation. Starting as a flight sciences engineer for Lockheed's famous

‘Skunk Works’, he moved to Delta Air Lines and spent 27 years in various positions including power plant maintenance, aircraft performance engineering, fleet planning, marketing, and strategic planning (M & A). Following Delta’s acquisition of Atlantic Southeast Airlines (ASA), he moved over to assume the position of Chief Operating Officer where he directed operations of over 900 flights per day.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Qualitative Measures

The effectiveness of the transformed low-cost materials will be examined with qualitative and quantitative measures. To encourage full participation, the instructors will develop a video explaining the importance of the survey and soliciting their full and complete participation and feedback.

Students in the Fall 2017 and Spring 2018 sections will complete a survey at end of the semester that contains open-ended questions designed to solicit feedback about the current course materials (usefulness and access) and student satisfaction. Students in the Summer 2018 sections will complete the same survey at the end of the semester assessing the transformed open-access course materials. Narrative and critical feedback received from the students in the Fall 2017 and Spring 2018, will be compared against the feedback from the Summer 2018. The anonymous survey tool in D2L will be used.

Quantitative Measures

Students in the Fall 2017 and Spring 2018 sections will complete a survey that contains questions asking them to rate (using a Likert scale) the current course materials in the areas of accessibility, comprehensiveness, effectiveness, cost, and cohesion. Students in these section sections will complete the same survey assessing the transformed open-access course materials. Scores for the survey of the current and transformed course materials will be compared. The anonymous survey tool in D2L will be used.

Since the instructors have observed a decline in student performance during the first few weeks of school because of students' untimely purchase of the book, the grades for the first two assessments of the Fall 2017 and Spring 2018 sections will be compared with the first two assessments of the Summer 2018 sections. The statistics feature of D2L will be used.

Course grade distributions and Drop/Fail/Withdraw (DFW) rates under the original and transformed formats will also be compared from the period before and after the adoption of the free interactive book.

1.5 **TIMELINE**

November 6, 2017: Attend the kick-off meeting at Middle Georgia State College. Knowledge obtained from kick-off meeting

November 2017: Identify, review, assess and select a primary text. Gather baseline qualitative and quantitative data from the Fall 2017 section for assessing the project's transformative impact.

January - May, 2018: Create audio-visual content to align with the OER selection. Create, collect, and organize supplementary learning materials for the textbook. Develop master syllabi and master D2L courses. Gather baseline qualitative and quantitative data from the Spring 2018 section for assessing the project's transformative impact. Complete semester end report.

June - July, 2018: Full adoption of new course materials. Survey students for quantitative and qualitative measures of impact and publish the final report.

August 2018: Results will be shared with the Department and College to encourage larger participation. An article about the project will also be published in the Department newsletter.

1.6 BUDGET

The budget for this proposal is \$25,800, as enumerated below:

Sheryne Southard overload:	\$5,000
Christie Burton overload:	\$5,000
Xueyu Cheng overload:	\$5,000
Elnora D. Farmer overload:	\$5,000
Bryan LaBrecque overload:	\$5,000
Travel to kick-off meeting:	\$ 800
Total:	\$25,800

We are requesting \$5000 for each team member. This amount will be divided between two semesters for the overload at \$2,500 each semester. We also request \$800 for registration and travel expenses for two of the team members to attend the kick-off meeting. This amount would be split evenly with \$400 for each professor to cover travel to the kick off meeting. Any remainder will be used for fees for copying and/or copyright and to offset.

1.7 SUSTAINABILITY PLAN

Sustainability Plan: The adoption of the open-source text will begin in Summer 2018. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook will be digital, changes can be immediately implemented. Annually, the textbook will be reviewed in accordance with the instructional matrix. Also, as an interactive resource, links and embedded resources will be checked annually. Lastly, every three years the book will be reviewed for content changes, additions, or deletions. The intention is to continuously monitor, assess and improve the materials to maximize their pedagogical benefit to the students.

1.8 REFERENCES & ATTACHMENTS

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Syllabus



TECH 3101 – SUPERVISION FOR THE WORKPLACE---
Course Syllabus – Summer 2018

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu.

Instructor Information:

Name: Dr. Christie Burton
Office: 131B Faculty Hall
Office Hours: Virtual M-F 8 to 10 am

E-mail: **Please use the Desire2Learn Email Feature for ALL communication.**
Desire2Learn is the virtual classroom for this course so please use it for communications related to the course. If you are unable to access Desire2Learn, use christieburton@clayton.edu.

Responses: **IMPORTANT:** I check course email in D2L daily during the business week (M-F), with the goal of responding to you within 24 hours. Emails sent Fri-Sun will receive a response on Monday.

Phone: 678 466-4636

Credit Hours: 3.0 semester credit hours (3-0-3)

Catalog Description: Supervision has become a complex undertaking because of a growing body of law relating to employee rights, safety, and health; a national trend toward more conflict and intolerance in the work place; the persistent problems associated with substance abuse; and the demands from the public for ethical business practices. This survey course will provide knowledge and skills needed for managers, team leaders, coaches and administrators to be successful supervisors.

Course Prerequisites and Co-requisites: NONE

Class Meetings: There are no on-campus meeting dates for this course. This method of 100% online delivery allows students more flexibility than traditional lecture or hybrid online classes, but in exchange for flexibility, you have a greater responsibility to manage your time and your learning environment. Students should plan to spend a minimum of about 12 hours per week in this course in order to be successful (equal to traditional on-campus meeting time plus additional time for study, assignments, etc.). This estimate depends upon your reading and comprehension speed, ease of communicating in writing, etc.

Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

Textbook Information: *First Line Supervision* by Charles M. Cadwell, 2006, Fifth Edition, American Management Association.
<http://ezproxy.clayton.edu:2048/login?url=https://ebookcentral.proquest.com/lib/claytonstate/detail.action?docID=1043637>

Additional resources are located in D2L. Students may be required to rent and view 1-2 films listed in separate instructions.

Computer Requirement: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook. Computers will be required to access course materials and to communicate with your instructor. It is expected that students will have a backup plan for when their computer doesn't work (public library, work computer, etc.).

For technical assistance, students should contact the HUB: 678-466-HELP or Thehub@clayton.edu OR <http://clayton.edu/thehub>.

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™

Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.

Software Requirement:

To properly access the course content you will need to download the following free software:

- Respondus Lockdown browser:
<http://www.respondus.com/lockdown/information.pl?ID=121412292>
- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access some video content):
<http://get.adobe.com/flashplayer/>
- Real Player (needed to access some video content)
<http://www.real.com/realplayer>

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to use a Web browser
- You must have access to the Internet, either through the local area network on campus, or through an Internet Service Provider (ISP) of your choice (the costs for the ISP are your responsibility). No excuses will be accepted for inability to access the Internet.
- You must activate your CSU Student E-mail account. For directions on activation, go to <http://www.clayton.edu/hub>.
- Students are responsible for regularly checking their Desire2Learn & CSU student email.

In-class Use of Computers: Notebook computers will be used extensively in this course. For classes that meet on campus, an announcement will be made in advance to inform students when they will be required to bring their laptops to class.

Respondus Lockdown Browser and Respondus Monitor:

This course uses online proctored quizzes and exams via Respondus Lockdown Browser and/or Respondus Monitor (camera). Most laptops and computers have a built-in camera, which enables students to easily use Respondus Monitor. If your computer does not have a webcam, they are relatively inexpensive and you are required to buy one for use with the exams and quizzes administered in this course.

Program Learning Outcomes:

- **communication skills**
- **ethical decision making**
- **professional business acumen**

Course Learning Outcomes:

- Understand the role of a leader in an organizational setting and clarify the qualities of an effective leader.
- Understand the importance of a manager providing strong leadership skills.
- Review different styles of leadership and when they can be effective.
- Examine various environmental situations where different forms of supervision may be required.
- Understand personnel issues and processes, including staffing, training, appraisals and complaints.
- Understand a leader's role concerning legal, ethical and quality issues.
- Integrate computer usage into management functions (using Internet searches and Desire2Learn).
- Apply concepts and knowledge from this course to specific experiences.
- Develop capacity for self-directed learning through the use of collaborative learning techniques and individual study.

Core Curriculum Outcomes can be found at the following link:

http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf

Evaluation:

One Final Comprehensive Exam (1 attempt/no resets & mandatory to pass the course) Open July 16 only.	180
Eight Quizzes each worth 20 points (up to 2 attempts each/no resets)	160
Assignments (2) each worth 15 points—due June 5 & June 26	30
Literature Search—due June 12	50
Research Paper—due July 10	50
Discussion Postings (2)—due May 27 & June 3	20
**Syllabus Quiz—open until May 24. This is a No SHOW reporting requirement.	10
TOTAL	500

****SEE SEPARATE CALENDAR PDF DOCUMENT IN D2L FOR ALL DUE DATES.**

Grades:

	Midterm Grade	Final Grade
A	95-105 points	450 to 500 points
B	84-94 points	400 to 449 points
C	74-83 points	350 to 399 points
D	63-73 points	300 to 349 points
F	62 points and below	299 points or below

BONUS POINTS: Students can earn 5 bonus points by completing both the pretest and posttest. See D2L course site for dates. These items are ungraded and do not affect your final course grade however, we use the information to evaluate the effectiveness of the course. Bonus points are added at the end of the semester.

Mid-term Progress Report: The mid-term grade in this course, which will be issued between **June 12-21, 2018**, reflects 105 points of the entire course grade. **Mid-term grade includes 60 points from 3 quizzes, 20 points from 2 discussion postings, 15 points from one assignment and 10 points from the syllabus quiz.** Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar or online at <http://www.clayton.edu/registrar/withdrawal>, by mid-term, which occurs on **June 22, 2018**.

Course Policies:

General Policy

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#), which begins on page 6.

Desire2Learn Maintenance Schedule

Students are responsible for knowing and working around the posted maintenance schedule. This schedule can be found on the My Home site under the blue bar listing Campus Announcements. If planned maintenance conflicts with a due date, students should plan to submit their assignment or exam before maintenance begins so as not to miss a deadline.

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy

Students are expected to participate fully in this course with regular and consistent attendance.

For seated and hybrid courses, physical attendance is required for every class period. Attendance is required for quiz and examination periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority. Students are allowed one excused absence per semester. Five points are deducted from the total course points for each unexcused absence.

For online courses, students are expected to log in often and regularly in order to meet course requirements. Prolonged periods without logging into the D2L class (3 days or more without logging in) constitutes an excessive absence. At a minimum, students should log in during the assignment due dates listed in the calendar as well as other times necessary to access course materials and to check for class announcements/emails.

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and

plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described beginning on page 19 in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Weapons on Campus

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at: <http://www.clayton.edu/public-safety/Safety-Security/Weapons>

Writing Assistance

The Writers' Studio 224 is located in the A&S building, room 224. There you can talk with trained writing tutors about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a tutor or sign up for a regular appointment. But remember: you, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

<http://www.clayton.edu/arts-sciences/english/writersstudio>

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University [Academic Catalog and Student Handbook](#) starting on page 14.

Preparation for Class and Participation

- For seated classes, students must be present in class at the time of the activity and participate fully in the assigned exercise to receive class participation credit. It is expected that students will have completed the reading assignments before class and come prepared to apply what they have read. Students are responsible for completing and submitting the activity or sign-in sheet for class exercises. Students that do not submit their activity sheet when collected will not receive participation credit. For online courses, students are expected to log into the Desire2Learn course site regularly and complete assignments as scheduled.
- For online courses, students are expected to access the Desire2Learn course site and complete assignments regularly, logging in at least as often as prescribed by the assignment calendar located in the syllabus and on the course site. Students should check both the homepage announcements and gradebook often and contact the instructor with questions.

Assessments

- Quizzes are open book/open notes but not “open neighbor”, therefore you may not discuss your quiz with anyone else or receive help to complete it. You may not use the Internet or electronic devices while taking assessments.
- All exams & quizzes are administered online through Desire2Learn.
- For assessment integrity and security purposes, the questions and answers will not be posted. Please email me in Desire2Learn to make arrangements to discuss the answers and/or your score.

Submission of Assignments

Always keep a digital copy of your assignments. All assignments must be submitted electronically via the assignment drop box in Desire2Learn no later than the due date/time in order to receive credit. When submitting assignments, students should ensure their name, class title and semester are listed. Failure to do so may result in loss of credit for the assignment. **DO NOT SEND ASSIGNMENTS VIA E-MAIL.**

Plagiarism Detection Software.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com (TII)** for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included. Please see individual assignment instructions for Turnitin.com originality report (textual similarity) percentage parameters/requirements.

Communication

All communication about assignments or other matters pertaining in to class will be sent to students using Desire2Learn, either through the email function or as announcement on the course homepage. You should contact me through the Desire2Learn email function regarding class matters. In the event that Desire2Learn is not working, I will use the CSU e-mail system. You are responsible for the contents in the emails sent by me to your CSU email account and Desire2Learn, as well as all information discussed in class. Make sure you check your email in Desire2Learn and CSU regularly for updates and announcements.

Online Etiquette (Netiquette)

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten.

The following guidelines apply:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive. Using hostile and insulting language, also known as FLAMING, is prohibited.
- Use proper punctuation, grammar and be sure to edit your contribution before posting.

- Read all postings before posting your responses to discussion topics so as to not unnecessarily repeat information.
- Keep chat comments brief and to the point.
- Focus on one topic at a time when chatting or posting to discussions.
- Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words and discussion topics carefully.
- E-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within e-mail.

Makeup and Late Work

- ***Assignments and Discussion Postings***

Late work is not accepted. Given that the 100% online format allows significant convenience and flexibility for students to complete assignments early and according to their personal schedules, due dates will be strictly enforced. Note that all assignments can be submitted early and that the due date listed in the calendar is the “no later than date.” Assignments/discussions not submitted will receive a zero.

In rare instances, emergencies beyond your control may constitute a valid excuse for missed assignments/quizzes/postings, provided the excuse is accompanied by appropriate written documentation and submitted in a timely manner. It is the student’s responsibility to contact the instructor as soon as is reasonably possible, in accordance with the documentation, in order for the excuse to be considered. Missed work without a valid excuse will receive a zero.

- **Quizzes:** There are up to two attempts for each quiz during the open period with the highest score recorded. A second attempt is a bonus (not an entitlement) to account for any technical difficulty on the first attempt and to allow opportunity to improve one’s score. Because of this flexibility, there are no make-ups or resets for quizzes. Quizzes not submitted will receive a zero.

- ***Exams***

The final exam is mandatory regardless of your grade. It is comprehensive and includes all readings, assignments, discussions, etc. from the semester. There is no makeup or retake for the final exam and students must take the final exam in order to pass the course. If the final exam is not taken, students will receive a zero for this assessment and will not pass the course. Students missing the final examination should contact their instructor immediately concerning the applicability of an [Incomplete grade](#).

Tips for successful quizzes and exams: Use your power cord and Ethernet cable to avoid technical difficulties and begin the assessment in plenty of time before the deadline. Students always have the option of bringing their laptop to campus to take their assessment in the library or another quiet place of your choice where the Internet connection is strong.

Grades and Feedback

Students can access their grades in the Desire2Learn grade book. I will post a homepage announcement after I have graded each assignment. My goal is to have grades posted within 7 days after the due date. Please check your grades often and contact me if you have questions.

Important Semester Dates: see the calendar PDF document in D2L for all assignment due dates.

Important Graduation Dates:

Graduation Application Deadlines:

Fall Semester - June 1

Spring Semester - September 15

Summer Semester - January 29

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: August 14, 2018

Grant Round: 10

Grant Number: 335

Institution Name(s): Clayton State University

Project Lead: Sheryne Southard, J.D.

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

Sheryne Southard, Professor, Dept of Interdisciplinary Studies, SheryneSouthard@clayton.edu

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Elnora Farmer, Senior Lecturer, Dept of Interdisciplinary Studies, elnorafarmer@clayton.edu

Course Name(s) and Course Numbers: Tech 3101, Supervision in the Workforce

Tech 3104, Ethics for Administrative and Technical Managers

Tech 3111, Applied Economics

Tech 4115, Global Technology

Semester Project Began: Fall 2017

Final Semester of Implementation: Summer 2018

Total Number of Students Affected During Project: 534 annually

1. Narrative

The goal of this project was to improve the success of the students in the Department of Interdisciplinary Studies by 1) offering no-cost and low cost books, and 2) enhancing the learning materials and curriculum to meet their individual needs. The team set forth three outcomes designed to accomplish this objective.

The first outcome was the adoption of OER textbooks to significantly reduce the textbook costs in Tech 3101 (Ethics for Administrative and Technical Managers); Tech 3104, Ethics for Administrative and Technical Managers; Tech 3111, Applied Economics; and Tech 4115, Global Technology. This measure was designed to 1) reduce students' financial burden to purchase textbooks which can hinder or delay student's ability to enroll in the course; and 2) ensure that all students have the textbook on the first day of class to increase student success. Last year 534 B.A.S. students enrolled in these classes and paid an aggregate cost of between \$69,960.75 (used books) to \$93,900.21 (new books) for four books in the program.

After the adoption of the OER textbooks identified for this grant, the textbook costs were reduced to 0. The following OER textbooks were adopted pursuant to the grant:

Tech 3101:

<http://ezproxy.clayton.edu:2048/login?url=https://ebookcentral.proquest.com/lib/claytonstate/detail.action?docID=1043637>

Tech 3104: The Business Ethics Workshop. (n.d.). Retrieved from https://saylordotorg.github.io/text_the-business-ethics-workshop/ and Frey, W., & Cruz-Cruz, J. A. (n.d.). Business Ethics Derived from Corporate Governance. Openstax CNX. <http://cnx.org/contents/3d8499e9-08c0-47dd-9482-7e8131ce99bc@11.15>

Tech 3111: <https://openstax.org/details/books/principles-economics-2e>

Tech 4115: <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=72>

The second outcome was to develop or adopt audio-visual instructional content to align with the OER book. This measure was designed to improve student success by stimulating learning materials that encourage students to be active and engaged learners and improve student performance. Below is a summary of the multimedia development and adoptions in accordance with the grant (a detailed list of the links organized by subject matter is attached):

Tech 3101 - 15 video lectures were developed or adopted

Tech 3104 – 22 video lectures were developed or adopted

Tech 3111 - 54 video lectures were developed or adopted

Tech 4115, an orientation video lecture was created and 33 video lectures were developed or adopted

The third outcome was to expand the use of OER student resources at CSU by mentoring faculty members in Department of Interdisciplinary Studies and assisting other faculty with the adoption and creation of no-cost or low-cost textbooks for other upper-division courses. The department is reviewing additional courses that can be transformed with the use of OER textbooks in place of the fee-based textbooks in order to expand the cost-savings further.

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

One member felt overwhelmed when trying to review the myriad resources available and then select ones to use in the course. She came to realization that the textbooks that she used all of these years were not just providing content but also a ready-made structure for the course. After spending the first couple of weeks searching through resources and not making much progress, she realized that she needed to take a more systematic approach.

She decided to go back to my old course content and evaluate what concepts and tools she wanted to use again. She ranked them as “definitely keep”, “maybe” and “replace.” This simple evaluation of my old resources helped me to be more focused (and less stressed) when she reviewed possible resources. The freedom to choose anything can be daunting so starting with some kind of plan is helpful.

Another member, noted that since the free textbook chosen had no teaching aides, he was forced to quickly create quizzes, exams, lectures and PowerPoints. In doing so, he found that the opportunity for typos and question/answer accuracy was less than perfect. He would suggest a graduate student be assigned to assist in this task. Perusing the online text and trying to create exam questions that were pertinent, accurate and in the proper context was a challenge. He has since re-written many of the exam questions for the new semester.

Another member, noted that she would extend the implementation and evaluation time frame to span several semesters. The grant work began at the end of Fall 2017, which left only the Spring of 2018 for planning and development since the implementation took place Summer 2018.

2. Quotes

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

Thanks for looking into this. This option brings a lot of value to the student.

I greatly appreciate the use of open source and free texts for classes. The content is still very good and matches up well with the course learning objectives and assignments.

The course was cost effective. I appreciate the use on electronic materials because it not only saves money; it saves the planet!

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

Student Opinion of Materials

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

Please note that the project was implemented during the summer semester. Enrollment is lower in the summer than other semesters. Significantly more students will be impacted in subsequent semesters.

Tech 3101: Total number of students affected in this project: 45 (Summer 2018 – Implementation Semester)

- Positive: 100 % of 20 number of respondents
- Neutral: 0 % of 20 number of respondents
- Negative: 0 % of 20 number of respondents

Tech 3104: Total number of students affected in this project: 13 (Summer 2018 – Implementation Semester)

- Positive: 100 % of 17 number of respondents
- Neutral: 0% of 17 number of respondents
- Negative: 0 % of 17 number of respondents

Tech 3111: Total number of students affected in this project: 25 (Summer 2018 – Implementation Semester)

- Positive: 96.87 % of 33 number of respondents

- Neutral: 0 % of 33 number of respondents
- Negative: 3.13 % of 33 number of respondents

Tech 4115: Total number of students affected in this project: 35 (Summer 2018 – Implementation Semester)

- Positive: 96.55 % of 29 number of respondents
- Neutral: 3.45 % of 29 number of respondents
- Negative: 0 % of 29 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.

Tech 3101 - Choose One:

- 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)

Using the D2L statistics reporting function, a comparison was made of student averages for quizzes and the final exam in SP18 section T1 to those in SU18 section 90. Note that the spring semester had six quizzes and the summer had eight.

assessment	SP18	SU18
Final exam	74.57	82.54
Quiz 1	82.3	88.13
Quiz 2	80.56	97.14
Quiz 3	77.64	86.72
Quiz 4	74.46	86.62
Quiz 5	79.14	89.71
Quiz 6	70	94.26
Quiz 7	Na	77.5
Quiz 8	Na	90.74

Tech 3104 - Choose One:

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

Sp 18		Su 18	
A – 21	53.8%	A – 5	38.5%
B – 11	28.2%	B – 6	46.2%
C – 3	7.7%	C – 1	7.7%
D – 1	2.6%	D – 0	0%
F – 1	2.6%	F – 1	7.7%

The grade distribution data varied based upon the grade earned, therefore it was classified as neutral. A higher percentage of students earned an “A” in the pre-implementation semester (53.8% vs. 38.5%). However, a higher percentage of student earned a B in the post-implementation semester (46.2% vs. 28.2%). The percentage of students that earned a C are identical. There was a slightly lower percentage of students that earned a D in the post-implementation semester (0% vs. 2.6%). But, there was a higher percentage of students that earned an F in the post-implementation semester (7.7% vs. 2.6%).

Tech 3111 - 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)

Summer semester is 10 weeks, shorter than the Fall and Spring semesters. Fall and Spring semesters are 16 or 17 weeks. The course setup is slightly different in the summer semester than in the Fall and Spring semesters. So I compare the learning outcomes of Summer 2017 before we adopted the free textbook with those of Summer 2018, the first semester that we adopted the free textbook.

The table below compares the pretest and posttest scores, chapter test scores and grade distribution between Summer 2017 and Summer 2018. The table shows that the test scores in Summer 2018 are higher than those of Summer 2017. The average pretest score in Summer 2018 is 55%, while the average pretest score in Summer 2017 is 48%. It indicates that students of Summer 2018 are better prepared for this course than students of Summer 2017. Unsurprisingly, the average test scores of Summer 2018 are higher than those of Summer 2017. With regards to grade distribution, higher percentage of students in Summer 2018 get A and B, and lower percentage of students get D, F, W or WF. Firstly, the average pretest score indicates that Summer 2018 students are better prepared for the course. Secondly, there are much fewer questions provided by the free textbook publisher, and the questions are slightly easier.

Tech 4115 - 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 grades differed from spring to summer. Grades were generally comparable between semesters, but the grades would be characterized negative: Lower Performance over previous semester (which was taught by another instructor @ 16 wks); and neutral: Same Performance over previous Summer semester (taught by me @ 9 wks).

Grade distribution comparison

Sp 18		Su 18		Su 17	
A - 20	51%	A - 17	52%	A - 5	25%
B - 18	46%	B - 12	36%	B - 12	60%
C - 1	3%	C - 2	6%	C - 2	10%
D - 0	0%	D - 0	0%	D - 0	0%
F - 0	0%	F - 2	6%	F - 1	5%

All three F grades were associated with lack of participation and had no bearing on the material (resource) used.

Exam grade comparison

Sp 18	Su 18	Su 17
UNK	77%	75%

Group Project Grade comparison

Sp 18	Su 18	Su 17
93%	90%	91%

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:

Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.

Tech 3101: 26.3% of students, out of a total 45 students affected, dropped/failed/withdrew from the course in the final semester of implementation. In the Spring of 2018 35.8% (14 out of 39) of the students received a D, F, W or W/F.

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)

Tech 3104: 15.4 % of students, out of a total 13 students affected, dropped/failed/withdrew from the course in the final semester of implementation. For Tech 3104, the D/F/W rate was 7.7% (3 out of 39 total students) in the Spring of 2018, the pre-implementation semester. The D/F/W rates are typically higher in the summer due to the abbreviated schedule. The team attribute the negative D/F/W results to the rigors of the course within a shortened time frame and not the adoption of the OER resource.

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)

Tech 3111: 12% of students, out of a total 25 students affected, dropped/failed/withdrew from the course in the final semester of implementation. The D/F/W rate of Summer 2018 is only 12%, while the D/F/W rate in Summer 2017 is as high as 25%. As mentioned previously, students of Summer 2018 are better prepared for the course and test questions are slightly easier than in Summer 2017. The data presented in the table shows evidence that lowering textbook cost seems to be effective in preventing students from withdrawing from the course or getting a failure grade.

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)

Tech 4115: 6 % of students, out of a total 35 students affected, dropped/failed/withdrew from the course in the final semester of implementation. 6% of the students failed the course during the summer semester. Both failed due to lack of participation, not exam/assessment results. This level would be considered Negative when compared to the previous semester (16 wks with a different instructor) and Neutral when compared to the previous summer semester (9 wks with same instructor).

Choose One:

- ___ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- X 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. Measures Narrative

Student impression data collected in this project includes quantitative data from Likert-scale formatted questions and qualitative data from open-ended questions. For some classes, students were offered nominal extra credit to incentivize participation. The grade distributions data was collected each of the exams in the courses.

Value of OER Resources to Student Population

To confirm the value of the OER resource for the Clayton State University student population, students were asked three questions about the whether the students 1) take textbook cost into consideration when registering for a class; 2) expect instructor to take textbook costs into consideration; and 3) only buy or rent a textbook if it is absolutely necessary. The chart below summarizes the student response rate for these questions. The vast majority of the CSU students in the four courses take textbook costs into consideration when registering (64.4% to 75.9%); expect the instructor to take textbook costs into consideration (86.2% to 91.6%); and only purchase or rent a textbook if absolutely mandated (74% to 86.2%). These results confirmed the students' textbook cost concerns and the need for the transformation project.

Question: I take into consideration the cost of a course textbook and other class materials when I register for a class	Course	Strongly Agree or Agree	Neutral	Disagree or Strongly Disagree
	Tech 3101	64.4%	15.3%	20.3%
	Tech 3104	65%	20.5%	14.5%
	Tech 3111	85.6%	4.8%	9.6%
	Tech 4115	75.9%	10.3%	13.8%
Question: When an instructor develops a course, he or she should take into consideration the cost of a textbook and other course material	Tech 3101	86.2%	10.3%	3.5%

	Tech 3104	90.4%	4.8%	4.8%
	Tech 3111	91.6%	6.3%	2.1%
	Tech 4115	89.7%	6.9%	3.4%
Question: I will only buy or rent a textbook if it is absolutely necessary	Tech 3101	79.6%	11.9%	8.5%
	Tech 3104	85.6%	4.8%	9.6%
	Tech 3111	74%	4.17%	21.88%
	Tech 4115	86.2%	3.4%	10.34%

Student Impression of OER Resource

To evaluate whether the students were amenable to an alternative to the traditional (non-free) textbook, we compared student satisfaction with the textbook prior to the implementation with student satisfaction after the implementation. When surveyed about whether the OER book selected for the course was sufficient for their needs, the vast majority of the pre-implementation data pool agreed (76.92% to 92.5%). Although there was a high percentage of student satisfaction in the pre-OER phase, the satisfaction after the implementation was unanimous across three of the four courses (as indicated in the chart below) and 96.55% in the remaining course.

Question: The textbook used for this course was sufficient for my needs to successfully complete the course.	Course	Strongly Agree or Agree	Neutral	Disagree or Strongly Disagree
	Tech 3101 – Pre-OER Transformation	76.92%	23.09%	0 %
	Tech 3101 Post-OER Transformation	100%	0 %	0 %
	Tech 3104 Pre-OER Transformation	89.39%	4.55%	6.07 %
	Tech 3104 Post-OER Transformation	100 %	0 %	0 %
	Tech 3111 Pre-OER Transformation	90.47%	7.94%	1.59%

	Tech 3111 Post-OER Transformation	100%	0 %`	0 %
	Tech 4115 Pre-OER Transformation	92.5 %	2.5%	5%
	Tech 4115 Post-OER Transformation	96.55 %	6.9%	3.4%

Option for Print Version

Students were queried about whether they would also want the option to purchase a printed version of the OER resource. The student response rate varied by course. Approximately ¼ of the respondents indicated that they would avail themselves of this option in Tech 3101 and Tech 4115. The number of rate doubled in Tech 3104 and Tech 3111, 52.94% and 45.45%, respectively. This information was helpful to the team as it indicated the value of inquiring with the bookstore about offering a low cost print version of the EOR resource.

Question: If an instructor adopted a free online textbook, I would still want the option to buy a printed copy	Course	Strongly Agree or Agree	Neutral	Disagree or Strongly Disagree
	Tech 3101	25%	30%	45%
	Tech 3104	52.94%	5.88%	41.17%
	Tech 3111	45.45%	18.18%	36.36%
	Tech 4115	24.14%	24.14%	51.73%

Finally, the most important variable was the impact of the project on the student outcomes. The student outcomes in the courses varied between positive, neutral and negative. However, this team does not attribute the negative impact (when observed) to the adoption of the OER resource. Rather, it attributes any negative impact to the rigorous summer schedule. The same is true for the D/F/W rate. The impact varied between positive, neutral and negative across the four courses. The team concluded the summer schedule was the cause of the higher D/F/W rate. The team will evaluate this data in a subsequent full semester to make a more accurate assessment of the impact.

4. Sustainability Plan

Given the extremely favorable student feedback and positive student outcomes, the team is committed to continue using the OER resources selected for the courses. The instructors will regularly check with OpenStax to ensure that additional versions of their text are not available. For instance, during the timeframe of this transformation process the Tech 3111 OER textbook

was updated from edition 1 to edition 2. Updated editions will be used whenever available to ensure that the course is current. The textbooks will be regularly reviewed in accordance with the instructional matrix. The intention is to continuously monitor, assess and improve the materials to maximize their pedagogical benefit to the students.

5. Future Plans

The team plans to continue to seek out OER resources for other courses taught in the Department. Also, the team is planning to present a proposal to present its research findings at the International Society for Exploring Teaching and Learning to disseminate information about the grant and its impact of OER resources on the student population.

6. Description of Photograph

Top left Dr. Bryan LaBrecque, Associate Professor, and responsible for Tech 4115 course transformation

Top right: Christie Burton, Professor, and responsible for Tech 3101 course transformation

Bottom left: Sheryne Southard, Professor, team lead and taught implementation semester of Tech 3104

Bottom right: Xueyu Cheng, Associate Professor, responsible for Tech 3111 course transformation

Bottom middle: Elnora Farmer, Senior Lecturer, responsible for Tech 3104 course transformation