

Application Details

Manage Application: ALG Textbook Transformation Grants Round Five

Award Cycle: Round 5

Internal Submission Deadline: Tuesday, December 15, 2015

Application Title: 196

Submitter First Name: Cathy

Submitter Last Name: Hakes

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

Submitter Email Address: chakes@ggc.edu

Submitter Phone Number: 678-407-5875

Submitter Campus Role: Sponsored Programs Office

Applicant First Name: Elizabeth Whittenburg

Applicant Last Name: Ozment

Applicant Email Address: eozment@ggc.edu

Applicant Phone Number: 404-450-7597

Primary Appointment Title: Assistant Professor of Music

Institution Name(s): Georgia Gwinnett College

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

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

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

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

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

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

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

Proposal Title: 196

Course Names, Course Numbers, and Semesters Offered:

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

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

Average Number of Students per Course Section: 28

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

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

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

Proposal Categories: Specific Top 50 Lower Division Courses

Requested Amount of Funding: \$20,800

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

Post-Proposal Projected Student Cost: \$0

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

Plan for Hosting Materials: D2L

Project Goals:

The primary goals for this project are:

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

Statement of Transformation:

Problem Statement:

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

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

Transformation Description:

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

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

Stakeholders affected by the transformation.

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

Impact of this transformation on stakeholders and course success.

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

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

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

Transformation Action Plan:

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

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

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

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

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

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

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

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

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

Quantitative Measures:

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

Qualitative Measures:

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

Timeline:

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

Spring 2016: Planning

January 16, 2016: Notification.

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

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

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

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

Summer 2016: Redesign

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

Fall 2016: Course Implementation

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

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

Spring 2017: Continued Course Implementation

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

Budget:

Budget: \$20,800

Itemized Expenses

\$5,000.00 Elizabeth Whittenburg Ozment

\$5,000.00 Irina Escalante-Chernova

\$5,000.00 Catherine Kilroe-Smith

\$5,000.00 Todd Mueller

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

Total: \$20,800

Sustainability Plan:

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

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

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

REFERENCES & ATTACHMENTS

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

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

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

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

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

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



November 23, 2015

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

Dear Review Committee:

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

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

The GGC Office of Research and Sponsored Programs will be responsible for the receipt and distribution of any award funds based upon the proposal budget. If the proposed project is successful, GGC will act accordingly to institutionalize the project to lower costs to students. If you have any questions regarding this proposal please contact the primary investigator, Dr. Elizabeth Whittenburg Ozment, at 404-450-7597.

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

Sincerely,

Lois C. Richardson, Ph.D.

Interim Senior Vice President for Academic and Student Affairs/Provost



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

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

Georgia Board of Regents
Affordable Learning Georgia
Textbook Transformation Grant

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

To the Evaluation Committee,

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Adolfo Santos', written over a white background.

Dean of the School of Liberal Arts

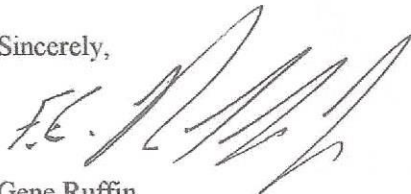
November 12, 2015

To the evaluation committee:

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

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

Sincerely,



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

cc:file

Proposal Form and Narrative

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

Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input checked="" type="checkbox"/> Specific Top 50 Lower Division Courses
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>Music faculty at Georgia Gwinnett College have the freedom to select and/or combine MUSC1100 textbooks from the following options (at least one of the following textbooks are required, and faculty are currently allowed to assign multiple textbooks). All three textbooks were in use by MUSC1100 instructors during the 2015-2016 academic year:</p> <p>Wade, Bonnie. Thinking Musically. Oxford University Press, 2013. Price: \$43.35</p> <p>Kilroe-Smith, Catherine. Musical Journeys. Kendall Hunt, 2013. Price: \$49.13</p> <p>Shelemay, Kay Kaufman. Soundscapes: Exploring Music in a Changing World, 3rd ed. Norton, 2015. Price: \$142.85</p>
Original Per Student Cost	\$43.35-\$142.85
Post-Proposal Projected Per Student Cost	\$0.00
Projected Per Student Savings	\$43.35-\$142.85
Plan for Hosting Materials	<input type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input type="checkbox"/> LibGuides <input type="checkbox"/> Other _____
Requested Amount of Funding	\$20,800

NARRATIVE

1. PROJECT GOALS

The primary goals for this project are:

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

1.1 STATEMENT OF TRANSFORMATION

Problem Statement:

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

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1.2 TRANSFORMATION ACTION PLAN

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

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

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

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

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

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

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

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

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

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

Quantitative Measures:

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

Qualitative Measures:

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

1.4 TIMELINE

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

Spring 2016: Planning

January 16, 2016: Notification.

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

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

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

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

Summer 2016: Redesign

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

Fall 2016: Course Implementation

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

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

Spring 2017: Continued Course Implementation

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

1.5 BUDGET

Budget: \$20,800

Itemized Expenses

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

Total: \$20,800

1.6 SUSTAINABILITY PLAN

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

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

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