

Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle: Round 8

Internal Submission Deadline: Sunday, December 11, 2016

Application Title: 300

Application ID: #001303

Submitter First Name: J. Sean

Submitter Last Name: Callahan

Submitter Title: Associate Professor of Psychology/Executive Liaison for Diversity Initiatives

Submitter Email Address: scallaha@highlands.edu

Submitter Phone Number: 706-340-0192

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Jayme

Applicant Last Name: Feagin

Co-Applicant Name(s): --

Applicant Email Address: jfeagin@highlands.edu

Applicant Phone Number: 678-946-1019

Primary Appointment Title: Associate Professor of History/Assistant Director of Honors Program

Institution Name(s): Georgia Highlands College

Submission Date: Monday, December 12, 2016

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

Dr. Jayme A. Feagin, Associate Professor of History/Co-Director, Honors Program, (jfeagin@highlands.edu),

Dr. Bronson Long, Associate Professor of History/Director, Global Initiatives and Study Abroad, (blong@highlands.edu),

Dr. Steve Blankenship, Associate Professor of History, (sblanken@highlands.edu),

Katie Bridges, Instructional Designer, Division of e-Learning, kbridges@highlands.edu

Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)

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

Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College

Proposal Title: 300

Course Names, Course Numbers and Semesters Offered:

HIST 2111: American History I and HIST 2112: American History II

Offered every semester-Face-to-face and online

Average Number of Students per Course Section: 32

Number of Course Sections Affected by Implementation in Academic Year: 68

Total Number of Students Affected by Implementation in Academic Year: 2040

List the original course materials for students (including title, whether optional or required, & cost for each item): Foner, E. (2011). Give me liberty!: An American history. Vols. 1 and 2. W. W. Norton & Company
Required text: HIST 2111-Vol. 1 & HIST 2112-Vol. 2. The cost is \$65.00 per student per volume.

Requested Amount of Funding: 30,000

Original per Student Cost: 65.00

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: 65.00

Projected Total Annual Student Savings: 124,800

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

D2L and Google Docs

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

Final Semester of Instruction: Fall 2017

Project Goals:

We intend to provide free, high quality learning materials for Georgia Highlands College students who take HIST 2111 and 2112 by converting from current purchased textbook and adopting Open Educational Resource materials. By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students. It is also important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”. The courses HIST 2111 and HIST 2112 appear on the list as “Survey of U.S. History I & II”.

The prohibitive costs of textbooks forces students into making untenable choices each semester. These include making desperate, and often futile, attempts to rent, share, borrow, or check out textbooks from libraries. These strategies often result in students not having access to key course materials at crucial times during the semester. This, in addition to having to pick between a buying a book and paying a bill does not promote student learning. Better choices for students need to be made available. The market costs for the current textbook is \$65.00. As a result of this transformation, the estimated collective savings for students in these 64 sections is \$124,800 each academic year.

The adoption of free, open, high quality resources also makes higher education more affordable to a higher number of Georgia Highlands College students, thus contributing to the goals of Complete College Georgia.

Adopting OER materials increases preparedness of adjunct instructors. Turnover for adjunct instructors occurs at a high rate. Oftentimes, instructors have to be hired with very little time or opportunity to adequately prepare to teach. It could take several days or a few weeks for instructors to procure the textbook and materials for the course. This lack of access can negatively impact student success. The creation of master course module with access to supplemental materials ensures that instructors will have the resources necessary to teach and support student success.

To evaluate and assess the effectiveness of this conversion we will measure students' and adjunct instructors' perceptions and experiences with OER materials as well as the course success rates with OER materials compared against previous courses not using OER materials.

Statement of Transformation:

Together, HIST 2111 & 2112 constitute an Area E (social science) common core requirement at Georgia Highlands College, which may also be used in Area F for some majors (Area F has

18 credit hours of designated classes at the 1000 or 2000 level for a given major). Nearly all students at GHC (2040 students, in 68 teaching sections in AY 2015-2016) take either HIST 2111 or 2112 while at Georgia Highlands College. Students whose program of study focuses on general studies, history, and some other social sciences may also take the course in Area F. HIST 2111 and 2112 are thus key gateway courses for entering and returning students; given their lack of formal prerequisites other than learning support clearance in English and Reading, HIST 2111/2112 are commonly taken by first-year students. It also warrants mentioning that Georgia law requires all students at USG institutions to take one American History class prior to graduation. This proposal helps facilitate students' success and adherence to this law.

There is, however, a challenge to students in our service sector and geographic area—the cost of textbooks. According to the not-for-profit organization, College Board, the average student in a 2-year college spends \$1364 on textbooks and supplies each year (2015). A recent Wall Street Journal article further notes that this cost is only increasing, as textbook publishers have increased their prices 6% per year over the last ten years (Mitchell, 2014). The result can be disastrous for students. The U.S. Public Interest Research Group has found that 70% of undergraduates on college campuses have not purchased one or more textbooks because the costs was too high (2011), causing students to receive lower grades or to withdraw from a course, ultimately affecting the student and the college.

Georgia Highlands College is an access institution. Approximately 14% of the populations in the counties in and contiguous to our campus live below the poverty line, while in some areas only 20% of the population has completed a Bachelor's degree (United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). GHC is widely recognized as a place where the citizens of northwest Georgia can come for affordable excellence. We must continue that work by finding ways to lower the price of course material. Students often cite the inability to afford textbooks as a barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Moreover, OER and instructor-created content are modular and flexible, allowing instructors to structure course materials to the course, rather than the other way around.

Transformation Action Plan:

The transformation action plan is comprised of three phases before course delivery in the Fall 2017 (pre-planning, planning, and course redesign).

Pre-Planning

The pre-planning phase is complete. Subject Matter Experts (SME) have perused and discussed several options for low- and no-cost textbooks. *The American Yawp* was chosen as

the best option for the project goals and will serve as primary textbook for HIST 2111 and 2112. Although *The American Yawp* has received very positive reviews and has a few primary source documents alongside its online textbook, it doesn't have enough selection of primary source documents. It also lacks other supplemental materials (maps, timelines, key terms, etc.) that would help students and adjunct instructors.

Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. This phase of the project is scheduled to complete and the end of January 2017.

Course Redesign

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. This systematic reorganization, including the course syllabus revision, will occur during the months of February to May 2017. During this time, Dr. Feagin, Dr. Long, and Dr. Blankenship will create modules with no-cost or low-cost materials. Dr. Callahan will design surveys to document the experiences and perceptions of students and adjunct instructors in regard to the textbook and materials. Ms. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a "Resource Guide" for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Both SMEs and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

Quantitative & Qualitative Measures: Quantitative and qualitative measures administered in the Fall and Spring semesters of the 2017-2018 to gauge the impact on student success and experience. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will be used to compare DFW rates and tests/grades from pre- and post-transformation courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance. Minitab will be used to analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery.

Timeline:

December 2016–January 2017—Identify, locate, and compile no-cost, online, supplemental content materials.

February 2017--May 2017— Systematic course redesign.

May 2017—July 2017— Redesigned course to modules on D2L. Module components and links tested and edited, if necessary.

August 2017—Live delivery of courses. Data collection on student experience and success begins and continues throughout academic year. Course buyout/Overload begins for Drs. Feagin, Blankenship, Long, and participating adjunct instructors, if funded.

August 2017--December 2017—Co-Investigators collect data and revise course per student evaluations

January 2018—March 2018— Dr. Callahan will lead analysis of data collected and assemble final report.

Budget:

Dr. Jayme Feagin, Inst. of Record/SME/Co-P.I. \$5000

Dr. Steve Blankenship, Inst. of Record/SME/Co-P.I. \$5000

Dr. Bronson Long, Inst. of Record/SME/Co-P.I. \$5000

Dr. J. Sean Callahan, Co-P.I. \$5000

Ms. Katie Bridges, Inst. Designer \$5000

6 Part-time Instructors-HIST 2111 (4) and 2112 (4) \$3200(400/course)

Travel to Kick Off \$800

Total \$30,000

Sustainability Plan:

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. The master course and modules will also be made available to faculty at other USG institutions via Brightspace platform and Google Docs. Course materials will be maintained Ms. Bridges and Drs. Blankenship, Long, and Feagin for use into the foreseeable future.

5/26/2015

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Dr. Jayme Feagin's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Eight for implementation beginning Fall Semester 2017.

Dr. Feagin and Dr. Callahan are proposing to replace the standard textbook in HIST 2111 and HIST 2112 (American History) with Open Educational Resources, specifically, *The American Yawp* and supplemental materials. This will result in a savings for students of nearly \$65.00 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting the high-quality *The American Yawp*, a significant barrier to student performance and completion will be removed.

Dr. Feagin, Dr. Blankenship, Dr. Long, Katie Bridges, and Dr. Callahan have a well-developed plan for shifting to *The American Yawp* text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Dr. Feagin and Dr. Callahan are worthy of financial support as he works towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
3175 Cedartown Highway
Rome GA, 30161
706-368-7615
anichols@highlands.edu

Affordable Learning Georgia Textbook Transformation Grants

Rounds Six, Seven, and Eight

For Implementations beginning Fall Semester 2016

Running Through Fall Semester 2017

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech’s InfoReady Review at:**
<https://gatech.infoready4.com/#competitionDetail/1752228>
- *If you are copying and pasting into InfoReady Review from this form, first convert the file to **plain text** and copy/paste from the plain text file.*
 - o *In Word, go to File > Save As... > and change the file format to “Plain Text (.txt).”*
 - o *Copy and paste from the .txt file.*
 - o *Be sure to save both copies in case you are asked to resubmit.*
- *Microsoft Word Document formatting pasted into InfoReady Review will render the reviewer copy unreadable. **If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.***
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	J. Sean Callahan
Submitter Title	Associate Professor of Psychology/Executive Liaison for Diversity Initiatives
Submitter Email	scallaha@highlands.edu

Submitter Phone Number	706-340-0192
Submitter Campus Role	Proposal Co-Investigator
Applicant Name	Jayme A. Feagin, Ph.D.
Applicant Email	jfeagin@highlands.edu
Applicant Phone Number	678-946-1019
Primary Appointment Title	Associate Professor of History
Institution Name(s)	Georgia Highlands College
Team Members	Dr. Jayme A. Feagin, Associate Professor of History/Co-Director, Honors Program, (jfeagin@highlands.edu), Dr. Bronson Long, Associate Professor of History/Director, Global Initiatives and Study Abroad, (blong@highlands.edu), Dr. Steve Blankenship, Associate Professor of History, (sblanken@highlands.edu), Katie Bridges, Instructional Designer, Division of e-Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)
Sponsor, Title, Department, Institution	Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College
Proposal Title	Quiet yawp: Supplementing American history textbooks for no-cost option
Course Names, Course Numbers and	HIST 2111: American History I and HIST 2112: American History II

Semesters Offered	Offered every semester-Face-to-face and online				
Final Semester of Instruction	Fall 2017				
Average Number of Students Per Course Section	32	Number of Course Sections Affected by Implementation in Academic Year	68	Total Number of Students Affected by Implementation in Academic Year	2040
Award Category (pick one)	<input type="checkbox"/> X No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>Foner, E. (2011). Give me liberty!: An American history. Vols. 1 and 2. W. W. Norton & Company</p> <p>Required text: HIST 2111-Vol. 1 & HIST 2112-Vol. 2.</p> <p>The cost is \$65.00 per student per volume.</p>				
Requested Amount of Funding	\$30,000				
Original Per Student Cost	\$65.00				
Post-Proposal Projected Per Student Cost	\$0				

Projected Per Student Savings	\$65.00
Projected Total Annual Student Savings	\$124,800
Creation and Hosting Platforms Used	D2L and Google Docs

NARRATIVE

1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take HIST 2111 and 2112 by converting from current purchased textbook and adopting Open Educational Resource materials. By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students. It is also important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”. The courses HIST 2111 and HIST 2112 appear on the list as “Survey of U.S. History I & II”.

The prohibitive costs of textbooks forces students into making untenable choices each semester. These include making desperate, and often futile, attempts to rent, share, borrow, or check out textbooks from libraries. These strategies often result in students not having access to key course materials at crucial times during the semester. This, in addition to having to pick between a buying a book and paying a bill does not promote student learning. Better choices for students need to be made available. The market costs for the current textbook is \$65.00. As a result of this transformation, the estimated collective savings for students in these 64 sections is \$124,800 each academic year.

The adoption of free, open, high quality resources also makes higher education more affordable to a higher number of Georgia Highlands College students, thus contributing to the goals of Complete College Georgia.

Adopting OER materials increases preparedness of adjunct instructors. Turnover for adjunct instructors occurs at a high rate. Oftentimes, instructors have to be hired with very little time or opportunity to adequately prepare to teach. It could take several days or a few weeks for instructors to procure the textbook and materials for the course. This lack of access can negatively impact student success. The creation of master course module with access to supplemental materials ensures that instructors will have the resources necessary to teach and support student success.

To evaluate and assess the effectiveness of this conversion we will measure students’ and adjunct instructors’ perceptions and experiences with OER materials as well as the course success rates with OER materials compared against previous courses not using OER materials.

1.2 STATEMENT OF TRANSFORMATION

Together, HIST 2111 & 2112 constitute an Area E (social science) common core requirement at Georgia Highlands College, which may also be used in Area F for some majors (Area F has 18 credit hours of designated classes at the 1000 or 2000 level for a given major). Nearly all students at GHC (2040 students, in 68 teaching sections in AY 2015-2016) take either HIST 2111 or 2112 while at Georgia Highlands College. Students whose program of study focuses on general studies, history, and some other social sciences may also take the course in Area F. HIST 2111 and 2112 are thus key gateway courses for entering and returning students; given their lack of formal prerequisites other than learning support clearance in English and Reading, HIST 2111/2112 are commonly taken by first-year students. It also warrants mentioning that Georgia law requires all students at USG institutions to take one American History class prior to graduation. This proposal helps facilitate students' success and adherence to this law.

There is, however, a challenge to students in our service sector and geographic area—the cost of textbooks. According to the not-for-profit organization, College Board, the average student in a 2-year college spends \$1364 on textbooks and supplies each year (2015). A recent Wall Street Journal article further notes that this cost is only increasing, as textbook publishers have increased their prices 6% per year over the last ten years (Mitchell, 2014). The result can be disastrous for students. The U.S. Public Interest Research Group has found that 70% of undergraduates on college campuses have not purchased one or more textbooks because the costs was too high (2011), causing students to receive lower grades or to withdraw from a course, ultimately affecting the student and the college.

Georgia Highlands College is an access institution. Approximately 14% of the populations in the counties in and contiguous to our campus live below the poverty line, while in some areas only 20% of the population has completed a Bachelor's degree (United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>).

GHC is widely recognized as a place where the citizens of northwest Georgia can come for affordable excellence. We must continue that work by finding ways to lower the price of course material. Students often cite the inability to afford textbooks as a barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Moreover, OER and instructor-created content are modular and flexible, allowing instructors to structure course materials to the course, rather than the other way around.

1.3 TRANSFORMATION ACTION PLAN

The transformation action plan is comprised of three phases before course delivery in the Fall 2017 (pre-planning, planning, and course redesign).

Pre-Planning

The pre-planning phase is complete. Subject Matter Experts (SME) have perused and discussed several options for low- and no-cost textbooks. *The American Yawp* was chosen as the best option for the project goals and will serve as primary textbook for HIST 2111 and 2112. Although *The American Yawp* has received very positive reviews and has a few primary source documents alongside its online textbook, it doesn't have enough selection of primary source documents. It also lacks other supplemental materials (maps, timelines, key terms, etc.) that would help students and adjunct instructors.

Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. This phase of the project is scheduled to complete and the end of January 2017.

Course Redesign

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. This systematic reorganization, including the course syllabus revision, will occur during the months of February to May 2017. During this time, Dr. Feagin, Dr. Long, and Dr. Blankenship will create modules with no-cost or low-cost materials. Dr. Callahan will design surveys to document the experiences and perceptions of students and adjunct instructors in regard to the textbook and materials. Ms. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a "Resource Guide" for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Both SMEs and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered in the Fall and Spring semesters of the 2017-2018 to gauge the impact on student success and experience. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will be used to compare DFW rates and tests/grades from pre- and post-transformation courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance. Minitab will be used to analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery.

1.5 TIMELINE

December 2016–January 2017—Identify, locate, and compile no-cost, online, supplemental content materials.

February 2017--May 2017— Systematic course redesign.

May 2017—July 2017— Redesigned course to modules on D2L. Module components and links tested and edited, if necessary.

August 2017—Live delivery of courses. Data collection on student experience and success begins and continues throughout academic year. Course buyout/Overload begins for Drs. Feagin, Blankenship, Long, and participating adjunct instructors, if funded.

August 2017--December 2017—Co-Investigators collect data and revise course per student evaluations

January 2018—March 2018— Dr. Callahan will lead analysis of data collected and assemble final report.

1.6 BUDGET

Dr. Jayme Feagin, Inst. of Record/SME/Co-P.I.	\$5000
Dr. Steve Blankenship, Inst. of Record/SME/Co-P.I.	\$5000
Dr. Bronson Long, Inst. of Record/SME/Co-P.I.	\$5000
Dr. J. Sean Callahan, Co-P.I.	\$5000
Ms. Katie Bridges, Inst. Designer	\$5000
6 Part-time Instructors-HIST 2111 (4) and 2112 (4) \$3200(400/course)	
<u>Travel to Kick Off</u>	<u>\$800</u>
Total	\$30,000

1.7 SUSTAINABILITY PLAN

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. The master course and modules will also be made available to faculty at other USG institutions via Brightspace platform and Google Docs. Course materials will be maintained Ms. Bridges and Drs. Blankenship, Long, and Feagin for use into the foreseeable future.

1.8 REFERENCES & ATTACHMENTS

College Board. (2015). Trends in college pricing, 2015. Retrieved December 11, 2016, from <http://trends.collegeboard.org/>

Population estimates, July 1, 2015. (2016). Retrieved December 11, 2016, from <http://www.census.gov/quickfacts/table/PST045215/00>

US PIRG Education Fund. (2014) Fixing the broken textbook market: how students respond to his textbook costs and demand alternatives. Retrieved December 11, 2016, from <http://www.uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>