

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 6

Internal Submission Deadline: Monday, August 1, 2016

Application Title: 232

Application ID: #001120

Submitter First Name: Sheryne

Submitter Last Name: Southard

Submitter Title: Associate Professor & Online Faculty Coordinator

Submitter Email Address: SheryneSouthard@clayton.edu

Submitter Phone Number: 6784664644

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Sheryne

Applicant Last Name: Southard

Co-Applicant Name(s): Lawrence Menter

Applicant Email Address: SheryneSouthard@clayton.edu

Applicant Phone Number: 6784664644

Primary Appointment Title: Associate Professor & Online Faculty Coordinator

Institution Name(s): Clayton State University

Submission Date: Monday, August 1, 2016

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

Sheryne Southard, Associate Professor of Legal Studies and Arts and Sciences Online Faculty Coordinator, Department of Interdisciplinary Studies, SheryneSouthard@clayton.edu

Lawrence Menter, Senior Lecturer, College of Business and Social Sciences Department, Lawrencement@clayton.edu

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

Clayton State University, College of Arts and Sciences and College of Business

Proposal Title: 232

Course Names, Course Numbers and Semesters Offered:

Tech 3115 (Transformation of Legal Issues for Managers) - offered Spring and Fall semesters
and BLAW2106 (Legal Environment of Business) - offered Spring, Summer and Fall semesters

Final Semester of Instruction: Fall 2017

Average Number of Students per Course Section: Tech 3115: 29 Blaw 2106: 34.57

Number of Course Sections Affected by Implementation in Academic Year: 4 (Tech 3115) 7 (Blaw 2106)

Total Number of Students Affected by Implementation in Academic Year: 359

List the original course materials for students (including title, whether optional or required, & cost for each item): Tech 3115: Legal Environment of Business 9th Edition with online eResources; Required; \$81.00
Blaw 2106: Business Law, 5th Edition; Required, \$86.65

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

Requested Amount of Funding: \$10,800

Original per Student Cost: \$81 or \$86.65

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: \$81 or \$86.65

Projected Total Annual Student Savings: \$30,446.30

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

Creation platform for interactive eBook - SoftchalkCloud.com

Project Goals:

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 cost savings of the free textbook proposed in this grant application is significant in the number of students impacted (359) and the affect upon the CSU student-base (\$30,446.30/year). The goal of the project is three-fold: adopt, create, and diffuse Open Educational Resources (OER) to offer No-Cost-to-Student interactive textbooks.

Adopt: Adopt OER resources to support the learning outcomes of Tech 3115 and BLAW 2106. 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 an interactive e-book using the OER resource, with self-assessment exercises embedded throughout the chapters to allow students to improve their learning. The second objective is 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 in submitting a large-scale transformation grant and assisting with the adoption and creation of No-Cost-to-Students textbooks for other upper-division online courses. This third objective is designed to expand the cost savings to even more students.

Statement of Transformation:

DESCRIPTION OF TRANSFORMATION

PROBLEM:

The cost of a hardcopy textbook for Tech 3115 is \$120.75. The instructor converted from the hardcopy textbook to the eBook version, with a cost of \$81.00, to reduce the financial burden on students. Similarly, the cost of the paperback textbook for BLAW 2106 is \$86.65. In spite of efforts to minimize students' costs (selection of eBook and paperback resources), students still struggle to acquire these resources. In Tech 3115 and BLAW 2106, the instructors have observed that 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. Students often report that they are unable to complete the initial modules, quizzes and assignments because they have not yet purchased the book. Some students never purchase the book and attempt to "wing it" through the semester at the cost of their education.

The CSU campus is a predominantly black institution, comprised of 2,997 (45.2%) non-traditional students (age 25 and up). 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.

Many students also 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).

TRANSFORMATION SOLUTION:

Adopt: Adopt OER resources to support the learning outcomes of Tech 3115 and BLAW 2106. The final product will be a comprehensive and appropriate No-Cost-to-Students textbook for students in Tech 3115 and BLAW 2106. The course content and learning outcomes covered in these two courses are identical. BLAW2106 (Legal Environment of Business) is restricted to business majors. TECH 3115 (Legal Issues for Managers) is for non-business majors.

Create: Create an interactive eBook. The instructors will develop an eTextbook that will include, but may not be limited to open access chapters and articles, instructor-written text, and interactive exercises and activities for each chapter to allow the students to regularly self-assess their understanding of the material. According to research, students’ indicate that four of the five main values of textbooks are helping them: 1) prepare for quizzes and exam, 2) complete assignments, 3) improve their grade; and 4) master difficult concept. (Vassall, 2015). The interactive features in this proposed eBook are intended to assist students in each of these areas.

The eBook will be made available to students through the D2L learning management system. It will also be downloadable on IOS or Android devices which will allow students to read and study the interactive eBook in locations with slow or no internet connection. Also, students will be able to highlight, annotate and bookmark sections of the eBook. The team will develop unit exams, to be used in assessing students’ learning outcomes of the course major.

Diffuse: The grant recipients will diffuse OER adoption throughout the Department of Interdisciplinary Studies (DIS) by assisting faculty in submitting OER grants, and adopting and creating interactive content. As a Department that primarily offers online degrees, DIS is well-suited for eBooks and online instructional materials. If this grant is awarded, the Chair of the Department would like Sheryne Southard, to assist DIS faculty members in phasing in OER resources, wherever practicable, department-wide. Sheryne Southard will also assist DIS in

seeking out internal and external grant opportunities to fund a large scale effort to create and expand the use of low-cost or no-cost textbook options in the Department. This initiative will begin with Sheryne Southard assisting with drafting an ALG Textbook Transformation Grant for round seven. Four of the courses that will be targeted for the grant have book costs of \$200. One course has a combined book cost of \$374.50 to \$502.23, depending upon whether new or used books are purchased. The estimated annual cost savings to the students that would benefit from the EOR resource adoption is \$101.209 annually.

IMPACT OF THIS TRANSFORMATION ON STAKEHOLDERS AND COURSE SUCCESS:

The primary stakeholders are students enrolled in BLAW 2106 and Tech 3115. BLAW 2106 and Tech 3115 are similar courses that cover the same content and have the same learning outcomes. BLAW 2106 (Legal Environment of Business), is taught in the College of Business, and TECH 3115 (Legal Issues for Managers), is taught in the College of Arts and Sciences. BLAW 2106 is a required course for all Bachelor of Business majors. In the Fall of 2015, 866 students majored in Business (including pre-business). Tech 3115 is for non-business majors. It is an upper-division elective for the Bachelor of Applied Science degree (BAS). Over 300 students are currently enrolled as BAS majors. Tech 3115 is also an upper division elective for the Legal Studies Bachelor degree. Currently, 112 students are enrolled as Legal Studies majors. Tech 3115 is always offered in the online format. It is a very popular course and both sections reach maximum capacity each semester. In the long-term, all of the 692 Integrative Studies, Bachelors of Applied Science, Liberal Studies, and Online Liberal Studies will benefit by the effort to secure grants to offer as many low-cost or no-cost textbook options as possible in the Department.

Below are more details on the impact of the transformation on stakeholders and course success:

Financial Support: The adoption of the free textbook will reduce student financial barriers to taking Tech 3115 and BLAW 2106. 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 cost savings of a free textbook is \$30,446.30 per year. This amount is significant to the CSU student base.

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 free 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: On the first day of class, the students will have the textbook materials and be able to complete the first modules, quizzes and assignments. The free textbook will be interactive and include quiz questions, activities and review exercises. These features are designed to allow the students to review their understanding of the material and improve engagement. Numerous studies have shown that learning takes place through active engagement rather than passive transmission. (Chandler, Park, Levin & Morse, 2011; Dixson, 2010; Friedman & Friedman, 2014; Gaytan & McEwen, 2007; Rhode, 2009). A wide assortment of other activities, such as ordering, matching, labeling, pairing, and drag and drop activities will be embedded throughout the chapter to provide variation. These opportunities for self-assessment are intended to foster active learning to build confidence, lower fear and improve retention.

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

The transformation to a free interactive book will have the following impact on the courses programs, department and institution. 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 the students' likelihood of graduation. Research has shown that providing free instructional materials can improve student performance and retention rates (Hilton and Laman, 2012). The direct impact of this transformation is that the 359 students that enrolled in Tech 3115 and BLaw 2106 will benefit from a significant cost savings, in excess of \$30,000 each year. Approximately 1260 students in the Bachelors of Business, Bachelors of Legal Studies and Bachelor of Applied Science take these courses in pursuit of their degrees.

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. Second, the conversion of the learning materials into an interactive book will allow students opportunities to self-assess their understanding of the learning material. The active learning environment will also improve student learning outcomes by building confidence and lowering fear and providing students with insight into their understanding of the material prior to completing graded assessments.

The indirect impact of this transformation is that the 692 students enrolled in the Integrative Studies, Bachelors of Applied Science, and Online Liberal Studies have the potential to benefit from a cost saving in six other upper-division courses in their major. This larger scale, long-

term goal 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.”

Faculty members in the College of Arts and Sciences and College of Business will also be impacted. The grant recipients will diffuse the knowledge and experience that they gain through the transformation project to faculty members in their respective Colleges (the two largest Colleges on campus). The interactive OER materials created will be available to all instructors throughout the University via a link on an EOR resources webpage. Instructors that choose to use these materials will be able to use the eBook in its entirety or include or exclude portions to achieve their desired course coverage and emphasis.

Transformation Action Plan:

The proposed transformation will take place in three stages

STAGE ONE (Spring 2017):

Identify

Lawrence Mentor has identified three no cost textbooks books to review

<http://www.saylor.org/site/textbooks/Business%20Law%20and%20the%20Legal%20Environment.pdf>

<http://catalog.flatworldknowledge.com/catalog/editions/lau-the-legal-and-ethical-environment-of-business-1-0>

<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=51>

Review & Selection

Utilizing the criteria developed by Affordable Learning Georgia (http://www.affordablelearninggeorgia.org/find_textbooks/selecting_textbooks), Lawrence Menter will evaluate the strengths and weaknesses of each. Both instructors will carefully assess which text is best aligned with the course learning objectives for Tech 3115 and BLAW 2106. They will also ascertain whether any errors (if any) or gaps are present which require supplementary learning materials.

Create

Sheryne Southard will convert the first half of the textbook into an interactive book, which

includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Sheryne Southard will create a version of this interactive textbook that can be downloaded on IOS or Windows systems.

Both instructors will create content to support any gaps in instructions materials for the first half of the textbook based on learning objectives.

Lawrence Mentor will collect, produce, and organize supplementary learning materials for the 1st half of the textbook; develop master syllabi and master D2L courses.

Assess

Both instructors will gather baseline qualitative and quantitative data for assessing the project's transformative impact.

Sheryne Southard will begin assisting DIS faculty members in submitting a large scale grant for round seven of the ALG textbook transformation grant.

STAGE TWO (Summer 2017):

Select

Lawrence Mentor will collect, produce, and organize supplementary learning materials for the 2nd half of the textbook.

Create

Sheryne Southard will convert the second half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material.

Lawrence Menter will write multiple-choice unit exams, to be used in assessing students' learning of the course major units.

Assess

Both Lawrence Mentor and Sheryne Southard will gather baseline qualitative and quantitative data for assessing the project's transformative impact.

STAGE THREE (Fall 2017):

In stage three, the transformed sections of Tech 3115 and BLaw 2106 will be launched. 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. The instructors will create matrix that demonstrates the alignment between objectives, course materials and

assessments. Both instructors will conduct student survey to evaluate the quantitative and qualitative impact. They will also publish a final report (December).

ROLES:

Both Sheryne Southard and Lawrence Mentor will contribute to the identification, review, selection and creation of instructional materials. Sheryne Southard has twelve years of teaching experience in this discipline. She is an associate professor and the faculty online coordinator for the Department. She has extensive experience in creating dynamic online learning materials. In 2010, she received the Georgia Board of Regents' Scholarship of Teaching and Learning Award. In 2015, she received the Georgia Board of Regents' Award for Excellence in Online Learning. She has also received three other national awards for online course development. She has also published numerous academic and trade journal articles. Lawrence Menter has sixteen years of teaching experience in this discipline. He is a senior lecturer. He previously served as Senior Corporate Counsel and Assistant Corporate Secretary for The Home Depot, Inc. and similar roles at Oxford Industries, Inc. in Atlanta, GA. Both of the instructors have presented articles, participated in academic conferences.

Quantitative & Qualitative Measures: The effectiveness of the transformed no-cost materials will be examined with qualitative and quantitative measures. In order 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. Qualitative Measures Students in the Spring 2017 and Summer 2017 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 Fall 2017 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 Spring and Summer of 2017, will be compared against the feedback from the Fall of 2017. The anonymous survey tool in D2L will be used. Quantitative Measures Students in the Spring 2017 and Summer of 2017 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 the Fall 2017 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 Spring 2017 and Summer 2017 sections will be compared with the first two assessments of the Fall 2017 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.

Timeline:

September, 2016: Attend the kick-off meeting at Middle Georgia State College. Knowledge obtained from kick-off meeting will be used to mentor six faculty in the Interdisciplinary Studies Department in submitting a large scale grant for round eight of the ALG textbook transformation grant.

January, 2017: Identify, review, assess and select a primary text.

February, 2017 – May, 2017: Convert the first half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Collect, produce, and organize supplementary learning materials for the 1st half of the textbook; develop master syllabi and master D2L courses.

May, 2017: Gather baseline qualitative and quantitative data for assessing the project's transformative impact

May – July, 2017: Convert the second half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Collect, produce, and organize supplementary learning materials for the 2nd half of the textbook. Write multiple-choice unit exams, to be used in assessing students' learning of the course major units.

July, 2017: Gather baseline qualitative and quantitative data for assessing the project's transformative impact.

August, 2017: Full adoption of new course Tech 3116 and BLAW 2106.

December, 2017 Survey students for quantitative and qualitative measures of impact; publish final report

Budget:

The budget for this proposal is \$10,800, as enumerated below:

Sheryne Southard overload: \$5,000

Lawrence Menter overload: \$5,000

Travel to kick-off meeting: \$800

Total: \$10,800

We are requesting \$5000 each for release time for Sheryne Southard and Lawrence Menter.

Each professor would receive two course releases in the Spring of 2017 and Summer 2017, each costing \$2,500 per course per professor.. We also request \$800 for registration and travel expenses for Professors Southard and Menter. The 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 any travel to conferences to present the results of our open-source textbook project.

Sustainability Plan:

The adoption of the open-source text will begin in Fall 2017. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook is digital, changes can be immediately implemented. Annually, the textbook will be reviewed in according 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.

**Final Semester of --
Instruction:**

Proposal Categories: --

July 2016

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

Dear Committee Members,

As the Deans of the Colleges of Arts and Sciences and Business, we enthusiastically support the application for the Affordable Learning Georgia no-cost-to-students textbook transformation grant submitted by Sheryne Southard and Lawrence Menter. This proposal is to utilize this grant to replace the existing course textbooks with a large annual cost savings to the students. This proposal will benefit a large number of students due to reducing their costs of learning materials. 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 have the potential to increase the students' likelihood of graduation. This will enhance our Colleges' ability for retention, progression and graduation of successful students.

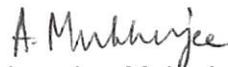
This proposal is being offered from both colleges due to the similarity of the content coverage of the current course offerings TECH 3115 (Legal Issues for Managers) by the College of Arts and Sciences and BLAW 2106 (Legal Environment of Business) by the College of Business. These courses have been offered every semester and are expected to continue. In fact, the BLAW2106 course is a required Area F course in the College of Business. This will be a sustainable method to be incorporated in the future offerings of these courses. The team of faculty members working on this project are both capable and motivated to pursue the goals of Affordable Learning Georgia.

We 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



Avinandan Mukerjee
Dean, College of Business

NARRATIVE

PROJECT GOALS

LIST THE GOALS YOU ARE TRYING TO ACHIEVE WITH THE TRANSFORMATION, INCLUDING GOALS FOR STUDENT SAVINGS, STUDENT SUCCESS, MATERIALS CREATION, AND PEDAGOGICAL TRANSFORMATION

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that the 359 students that enrolled in Tech 3115 and BLaw 2106 will benefit from a significant cost savings, in excess of \$30,000 each year.

Approximately 1260 students in the Bachelors of Business, Bachelors of Legal Studies and Bachelor of Applied Science take these courses in pursuit of their degrees.

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. Second, the conversion of the learning materials into an interactive book will allow students opportunities to self-assess their understanding of the learning material. The active learning environment will also improve student learning outcomes by building confidence and lowering fear and providing students with insight into their understanding of the material prior to completing graded assessments.

The indirect impact of this transformation is that the 692 students enrolled in the Integrative Studies, Bachelors of Applied Science, and Online Liberal Studies have the potential to benefit from a cost saving in six other upper-division courses in their major. This larger scale, long-term goal 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."

Faculty members in the College of Arts and Sciences and College of Business will also be impacted. The grant recipients will diffuse the knowledge and experience that they gain through the transformation project to faculty members in their respective Colleges (the two largest Colleges on campus). The interactive OER materials created will be available to all instructors throughout the University via a link on an EOR resources webpage. Instructors that choose to use these materials will be able to use the eBook in its entirety or include or exclude portions to achieve their desired course coverage and emphasis.

TRANSFORMATION ACTION PLAN

The proposed transformation will take place in three stages
STAGE ONE (Spring 2017):

Identify

- Lawrence Mentor has identified three no cost textbooks books to review

<http://www.saylor.org/site/textbooks/Business%20Law%20and%20the%20Legal%20Environment.pdf>

<http://catalog.flatworldknowledge.com/catalog/editions/lau-the-legal-and-ethical-environment-of-business-1-0>

<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=51>

Review & Selection

- Utilizing the criteria developed by Affordable Learning Georgia (http://www.affordablelearninggeorgia.org/find_textbooks/selecting_textbooks), Lawrence Menter will evaluate the strengths and weaknesses of each. Both instructors will carefully assess which text is best aligned with the course learning objectives for Tech 3115 and BLAW 2106. They will also ascertain whether any errors (if any) or gaps are present which require supplementary learning materials.

Create

- Sheryne Southard will convert the first half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Sheryne Southard will create a version of this interactive textbook that can be downloaded on IOS or Windows systems.
- Both instructors will create content to support any gaps in instructions materials for the first half of the textbook based on learning objectives.
- Lawrence Mentor will collect, produce, and organize supplementary learning materials for the 1st half of the textbook; develop master syllabi and master D2L courses.

Assess

- Both instructors will gather baseline qualitative and quantitative data for assessing the project's transformative impact.
- Sheryne Southard will begin assisting DIS faculty members in submitting a large scale grant for round seven of the ALG textbook transformation grant.

STAGE TWO (Summer 2017):

Select

- Lawrence Mentor will collect, produce, and organize supplementary learning materials for the 2nd half of the textbook.

Create

- Sheryne Southard will convert the second half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material.
- Lawrence Menter will write multiple-choice unit exams, to be used in assessing students' learning of the course major units.

Assess

- Both Lawrence Mentor and Sheryne Southard will gather baseline qualitative and quantitative data for assessing the project's transformative impact.

STAGE THREE (Fall 2017):

In stage three, the transformed sections of Tech 3115 and BLaw 2106 will be launched. 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. The instructors will create matrix that demonstrates the alignment between objectives, course materials and assessments. Both instructors will conduct student survey to evaluate the quantitative and qualitative impact. They will also publish a final report (December).

ROLES:

Both Sheryne Southard and Lawrence Mentor will contribute to the identification, review, selection and creation of instructional materials. Sheryne Southard has twelve years of teaching experience in this discipline. She is an associate professor and the faculty online coordinator for the Department. She has extensive experience in creating dynamic online learning materials. In 2010, she received the Georgia Board of Regents' Scholarship of Teaching and Learning Award. In 2015, she received the Georgia Board of Regents' Award for Excellence in Online Learning. She has also received three other national awards for online course development. She has also published numerous academic and trade journal articles. Lawrence Mentor has sixteen years of teaching experience in this discipline. He is a senior lecturer. He previously served as Senior Corporate Counsel and Assistant Corporate Secretary for The Home Depot, Inc. and similar roles at Oxford Industries, Inc. in Atlanta, GA. Both of the instructors have presented articles, participated in academic conferences.

QUANTITATIVE AND QUALITATIVE MEASURES

The effectiveness of the transformed no-cost materials will be examined with qualitative and quantitative measures. In order 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.

Qualitative Measures

Students in the Spring 2017 and Summer 2017 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 Fall 2017 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 Spring and Summer of 2017, will be compared against the feedback from the Fall of 2017. The anonymous survey tool in D2L will be used.

Quantitative Measures

Students in the Spring 2017 and Summer of 2017 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 the Fall 2017 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 Spring 2017 and Summer 2017 sections will be compared with the first two assessments of the Fall 2017 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.

TIMELINE

September, 2016: Attend the kick-off meeting at Middle Georgia State College. Knowledge obtained from kick-off meeting will be used to mentor six faculty in the Interdisciplinary Studies Department in submitting a large scale grant for round eight of the ALG textbook transformation grant.

January, 2017: Identify, review, assess and select a primary text.

February, 2017 – May, 2017: Convert the first half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Collect, produce, and organize supplementary learning materials for the 1st half of the textbook; develop master syllabi and master D2L courses.

May, 2017: Gather baseline qualitative and quantitative data for assessing the project's transformative impact

May – July, 2017: Convert the second half of the textbook into an interactive book, which includes exercises embedded throughout the chapters to allow the students to regularly self-assess their understanding of the chapter material. Collect, produce, and organize supplementary learning materials for the 2nd half of the textbook. Write multiple-choice unit exams, to be used in assessing students' learning of the course major units.

July, 2017: Gather baseline qualitative and quantitative data for assessing the project's transformative impact.

August, 2017: Full adoption of new course Tech 3116 and BLAW 2106.

December, 2017 Survey students for quantitative and qualitative measures of impact; publish final report

BUDGET

The budget for this proposal is \$10,800, as enumerated below:

Sheryne Southard overload:	\$5,000
Lawrence Menter overload:	\$5,000
Travel to kick-off meeting:	\$800
Total:	\$10,800

We are requesting \$5000 each for release time for Sheryne Southard and Lawrence Menter. Each professor would receive two course releases in the Spring of 2017 and Summer 2017, each costing \$2,500 per course per professor.. We also request \$800 for registration and travel expenses for Professors Southard and Menter. The 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 any travel to conferences to present the results of our open-source textbook project.

SUSTAINABILITY PLAN

Sustainability Plan: The adoption of the open-source text will begin in Fall 2017. Other faculty members in the Departments will be asked for feedback and suggestions for modifications to the text. Since the eBook is digital, changes can be immediately implemented. Annually, the textbook will be reviewed in according 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.

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