Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle:	Round 6
Internal Submission Deadline:	Monday, August 1, 2016

Application Title:	242
Application ID:	#001138
Submitter First Name:	Brian
Submitter Last Name:	Pope
Submitter Title:	Professor of Psychology and Chair, Department of Social Sciences
Submitter Email Address:	bpope@ccga.edu
Submitter Phone Number:	912-279-2883
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Brian
Applicant Last Name:	Pope
Co-Applicant Name(s):	Lisa McNeal
Applicant Email Address:	lmcneal@ccga.edu
Applicant Phone Number:	912-279-4505
Primary Appointment Title:	Director of e-Learning
Institution Name(s):	College of Coastal Georgia
Submission Date:	Monday, August 1, 2016

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

1. Brian Pope, Professor of Psychology, bpope@ccga.edu

2. Lisa McNeal, Director of e-Learning, lmcneal@ccga.edu

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

Tracy Pellett, Vice President for Academic Affairs, College of Coastal Georgia

Proposal Title: 242

Course Names, Course Numbers and Semesters Offered:

1. PSYC 1101, Introduction to Psychology, Fall/Spring/Summer

Final Semester of Instruction:	Fall 2017
Average Number of Students per Course Section:	35
Number of Course Sections Affected by Implementation in Academic Year:	3
Total Number of Students Affected by Implementation in Academic Year:	105
List the original course materials for students (including title, whether optional or required, & cost for each item):	1. Ciccarelli, S. K., & White, J. N. (2015). Psychology (4th edition). Upper Saddle River, NJ: Pearson.Cost: $223.20/studentRequired
Proposal Category:	OpenStax Textbooks
Requested Amount of Funding:	$10,800
Original per Student Cost:	$223.20
Post-Proposal Projected Student Cost:	$0.00
Projected Per Student Savings:	223.20
Projected Total Annual Student Savings:	$70,308.00

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

Desire 2 Learn (D2L)

Project Goals:

The primary goal of this project is two-fold: First, we wish to build on the success of the Math Department's transformation-at-scale to promote access and affordability of higher education by adopting a no-cost or low-cost alternative to the textbook currently in use for Introduction to Psychology (without compromising the quality of the text materials). Second, we wish to adapt the OpenStax text for online course delivery in a variety of formats. Initial development will be for a self-paced online PSYC 1101 (Introduction to Psychology) course. Self-paced on-line instruction will offer students the flexibility to complete course assignments and get a course

grade anywhere from two-weeks into the semester up until the course concludes in December. The course will make extensive use of recorded lecture modules, online participatory assignments, and online testing. We believe that adoption of the OpenStax textbook for this project will set the stage for future adoption for all Introduction to Psychology courses (transformation-at-scale) taught at the College of Coastal Georgia.

Statement of Transformation:

Most of the students at the College of Coastal Georgia take PSYC 1101 (Introduction to Psychology) in Area E (Social Sciences Electives). With the rapid increase in the price of textbooks, the required text for this course has become a barrier to access and completion, especially for the high percentage of low-income students served by the College of Coastal Georgia, as evidenced by 82%*** of our students receiving Pell Grants.

The target of this standard scale transformation is to adopt a free, downloadable textbook (or low-cost if student chooses a printed version) for one section of PSYC 1101 (Introduction to Psychology) per semester. The textbook will be freely available on the D2L platform and each text chapter will comprise a module with associated lectures, participatory exercises, and an exam. We expect to be able to begin delivery of the course in fall 2016 and have it thoroughly enhanced with rich content (recorded lectures, interactive PowerPoints, online participatory exercises, and online exams) by fall 2017.

This project will initially target students interested in taking PSYC 1101 (Introduction to Psychology) online, but the intention is to broaden the adoption of the course (with the embedded OpenStax textbook) to other delivery models (e.g. hybrid, and on-site/face-to-face). Our goal is to facilitate flexibility of course delivery coupled with significant cost savings to students.

Transformation Action Plan:

The impact of this transformation will be limited initially to one course (PSYC 1101) and one delivery model (self-paced online) but will require the concerted efforts of Dr. Brian Pope and Dr. Lisa McNeal to make the transformation successful.

Dr. Pope will oversee the project internally (e.g. record lectures and develop PowerPoints, participatory homework exercises, and exams) and align the course with the PSYC 1101 master syllabus. Dr. McNeal will facilitate web-based enhancements within D2L utilizing BlackBoard Collaborate Ultra and develop an "assessment widget" for administration of an assessment pre-test and post-test. Dr. McNeal and Dr. Pope will also develop a survey instrument to collect student demographic information and measure student satisfaction with the course and text materials.

Quantitative & Qualitative Measures:	To measure the quantitative impact of the new text and site-developed ancillaries, we will gather numerical course grades and assessment pre-test and post-test data for comparison with PSYC 1101 sections utilizing the current text and course delivery formats. Demographic information such as age, sex, race, as well as Likert-Scale items (completely disagree - completely agree) such as "Are you satisfied with the quality of the textbook and online homework exercises for this course?", "Do you wish the instructors in your other courses would adopt open-source texts?", and "Do you think that using no-cost, open-source materials has been detrimental to this course and to your learning in this course?" Qualitative measures will include open-ended comments on end-of-course student evaluation as well as open-ended comments on the satisfaction survey.

Timeline:

August 2016

Prepare materials (syllabus, PowerPoint presentations, participatory exercises, recorded lecture modules, exams, and assessment widget) for start of offering on August 24.

September - November 2016

Develop additional exercises, lectures, and alternate forms of exams.

December 2016

Prepare assessment and survey data for analysis and perform initial analysis comparing the OpenStax section with matched online sections using the current text.

Prepare status report.

January - April 2017

Continue to develop exercises, lectures, and alternate forms of exams.

May 2017

Prepare assessment and survey data for analysis and perform second analysis comparing the OpenStax section with matched online sections using the current text.

Prepare report of findings from fall 2016 and spring 2017 semesters.

June - July 2017

Teach the course with all enhancements developed through the past two semesters. Analyze assessment and satisfaction survey data at the end of July.

Prepare final project report.

Budget:

The PSYC 1101 course referred to in this proposal will be part of Dr. Brian Pope's regular teaching load and will also be part of Dr. Lisa McNeal's duties as Director of e-Learning. The team members will receive $400 each to cover travel expenses, plus $5000 each for the proposal investigator and co-applicant.

Sustainability Plan:

The plan is to develop and deliver this course for on-line delivery in the fall, spring, and summer academic terms for the foreseeable future. Changes in content will be implemented based on student survey results and as the OpenStax Psychology text is updated. We do not expect any additional expenses to be added as all materials will be available. Assuming that students are satisfied with the OpenStax Psychology text, we will be considering a large-scale transformation for all PSYC 1101 courses taught at the College of Coastal Georgia.

July 28, 2016

Mr. Jeff Gallant
ALG Program Officer for Open Educational Resources
Affordable Learning Georgia

Dear Mr. Gallant,

The College of Coastal Georgia (CCGA) is strongly supportive of Dr. Brian Pope and Dr. Lisa McNeal in their application of a Round Six Textbook Transformation Grant for a Standard-Scale Transformation from Affordable Learning Georgia.

A Round Two Textbook Transformation Grant for a Large-Scale Transformation allowed the Department of Mathematics at CCGA to successfully adopt materials from Open Stax in College Algebra, Trigonometry, Precalculus, and Statistics. This has proven to be a huge success. Drs. Pope and McNeal will continue to expand this project to provide no cost / low cost textbooks to students in the area of Psychology, which is one of the fastest growing and in high demand areas of study at CCGA. The potential savings to the students of approximately $70,000 annually is a great reason to move ahead with this project. The expertise and passion for helping students will be the model for others at CCGA and across Georgia to follow when the project is implemented.

Many students who attend CCGA have a difficult time obtaining all of the needed materials for their classes. This will certainly be another step in the right direction to make college affordable and accessible to all Georgians.

The Office of Academic Affairs is in complete support of Dr. Pope and Dr. McNeal in their application and implementation of their Textbook Transformation Grant Proposal. If you have any questions regarding this support letter, please do not hesitate to contact me at (912) 279-5960.

Sincerely,

Dr. Tracy Pellett,
Vice President for Academic Affairs
Interim Vice President for Advancement
College of Coastal Georgia
tpellett@ccga.edu