

## Application Details

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### Manage Application: Textbook Transformation Grants Round Seven

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**Award Cycle:** Round 7

**Internal Submission Deadline:** Sunday, September 4, 2016

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**Application Title:** 268

**Application ID:** #001173

**Submitter First Name:** Sharryse

**Submitter Last Name:** Henderson

**Submitter Title:** Professor

**Submitter Email Address:** shenders@highlands.edu

**Submitter Phone Number:** 678-872-8112

**Submitter Campus Role:** Other

**Applicant First Name:** Scott

**Applicant Last Name:** Flynn

**Applicant Email Address:** sflynn@highlands.edu

**Applicant Phone Number:** 678-872-8414

**Primary Appointment Title:** Associate Professor of Physical Education

**Institution Name(s):** Georgia Highlands College

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

**Submission Date:** Tuesday, September 6, 2016

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

**Scott Flynn**, Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, sflynn@highlands.edu

**Lisa Jellum**, Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, ljellum@highlands.edu

**Althea Moser**, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, amoser@highlands.edu

**Jonathan Howard**, Instructor of Physical Education, Division of Natural Science and Physical

Education, Georgia Highlands College, jhoward@highlands.edu

**Sharryse Henderson**, Professor of Biology and Science Coordinator, Division of Natural Science and Physical Education, Georgia Highlands College, shenders@highlands.edu

**Christin Collins**, Assistant Librarian of Public Services, Paulding Campus, Georgia Highlands College, ccollins@highlands.edu

**Amanda West**, Research Analyst, Office of Planning, Assessment, Accreditation, and Research, Georgia Highlands College, awest@highlands.edu

**David Mathis**, Lab Coordinator and Assistant Director of Athletics, Division of Natural Science and Physical Education, Georgia Highlands College, dmathis@highlands.edu

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

Renva Watterson, Ed.D

Vice President for Academic Affairs

Office of Academic Affairs

Georgia Highlands College

**Final Semester of Instruction:** Fall 2017

**Proposal Title:** 268

**Course Names, Course Numbers and Semesters Offered:**

**Concepts of Fitness and Wellness** (PHED 1010) is an institutional requirement for all students graduating from Georgia Highlands College. This course is offered in fall, spring, and summer semesters in both face-to-face and online formats.

**Walking and Jogging** (PHED 1130) is an elective which satisfies an institutional requirement for any student graduating from Georgia Highlands College. This course is offered in the fall, spring, and summer semesters in a face-to-face format only.

**Average Number of Students per Course Section:** PHED 1010 = 23; PHED 1130 = 21

**Number of Course Sections Affected by Implementation in Academic Year:** PHED 1010 = 54; PHED 1130 = 10

**Total Number of Students Affected by Implementation in Academic Year:** PHED 1010 = 1242; PHED 1130 = 210; COMBINED: 1452

**List the original course materials for students (including title, whether optional or required, & cost for each item):**

PHED 1010:  
Principles and Labs for Fitness and Wellness by Hoeger, 13th edition, Cengage Publishing, ISBN: 9781305251076. Georgia Highlands College Bookstore Cost (New): \$164.00. Required Text

PHED 1130:  
Walking and Jogging for Health and Wellness by Frank Rosato, 6th edition, Cengage Publishing, ISBN: 9780840048127. Georgia Highlands College Bookstore Cost (New): \$58.50. Required Text

**Requested Amount of Funding:** 30,000

**Original per Student Cost:** PHED 1010=\$164; PHED 1130=\$58

**Post-Proposal Projected Student Cost:** PHED 1010=\$0; PHED 1130=\$0

**Projected Per Student Savings:** PHED 1010=\$164; PHED 1130=\$58

**Projected Total Annual Student Savings:** PHED 1010=\$203,688; PHED 1130=\$12,285; COMBINED: \$215,973

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

Desire2Learn (D2L) by Brightspace

MERLOT II

USG LibGuides and LibGuides by SpringShare

GALIELO Open Learning Materials website

**Project Goals:**

The cost of college textbooks has risen over 1000% in the last 37 years with only five publishers currently controlling 85% of the market (NBC News, 2015). The cost of these materials has risen three times more than the rate of inflation - far outpacing medical expenses and home prices (Bureau of Labor Statistics 2015). Such shocking statistics have prompted

the inclusion of textbook provisions in two acts to the US Congress: The Higher Education Opportunity Act in 2008 and the Affordable College Textbook Act in 2013 and 2015 (Scholarly Publishing and Academic Resources Coalition, 2015). Exorbitantly high textbook prices have also negatively impacted other aspects of college enrollment as documented in 2014 by the U.S. Public Interest Research Group (USPIRG) report: Fixing the Broken Textbook Market (U.S. Public Interest Research Group, 2014). In this report, 65% of students surveyed decided not to purchase a textbook for at least one class and of those students, 94% believed that not purchasing a text would hurt their grade. Nearly half the students surveyed stated that the price of textbooks directly impacted their decision regarding the number and type of courses in which they enrolled. In fact, the National Center for Education and Statistics reports that socioeconomic status is a major indicator in the successful attainment of postsecondary education (National Center for Education Statistics, 2015). This statement does not bode well for the college students of Northwest Georgia, which is characterized by a large number of families (14.4%) living below poverty level (U.S. Department of Commerce American Community Survey, 2014). Consequently, our team believes students enrolled in Physical Education courses at Georgia Highlands College (GHC) fail to purchase the required text or the current edition of the text which negatively impacts their success and persistence in college.

With the above in mind, participation by Georgia Highlands College in the Affordable Learning Georgia Textbook Transformation project will make post-secondary education more affordable and accessible to economically disadvantaged students who might not otherwise consider pursuing a college education. Reduced textbook prices or no-cost options will also contribute to student retention, progression, and graduation which aligns with GHC's mission to serve northwest Georgia students. Our ALG project objective is to redesign and provide Open Educational Resources (OERs) for PHED 1010 (Concepts of Fitness and Wellness) and Walking and Jogging (PHED 1130) which are both offered every semester (fall, spring, summer) of the academic year. These courses fulfill an institutional requirement for completion of an Associate's degree from GHC and satisfies the transfer requirements to multiple programs within the USG thereby saving students the cost of the book and indirectly, the difference in cost of taking the course at a more expensive 4-year institution (currently, about 50% of USG institutions have a similar PHED requirement). Thus, the redesign of these two course and the inclusion of OERs will impact about 20% of our student population every academic year.

Our project goals are to:

Identify and adopt appropriate Open Educational Resources (OER) to best compliment student learning outcomes for PHED 1010 and PHED 1130.

Generate new OERs if appropriate OERs are not currently available and make them freely-accessible using LibGuides, Merlot II, D2L, and GALILEO Open Learning Materials website.

Redesign all course materials for PHED 1010 and PHED 1130 using the OER framework and available OER ancillary materials (images, tables, test banks, etc.).

Survey students enrolled in the redesigned courses and faculty who teach them to assess adopted OERs with regard to 1) convenience and ease-of-use, 2) effectiveness and quality, and 3) attainment of student learning outcomes.

Improve student success in PHED 1010 and PHED 1130 and reduce drop/fail/withdraw (DFW) rates.

### **Statement of Transformation:**

Georgia Highlands College (GHC) is a limited four-year college in the University System of Georgia that serves more than 6000 students in northwest Georgia and Northeast Alabama. GHC offers transfer associate degree programs, career associate degree programs, and targeted baccalaureate degree programs as well as instruction on five diversified campuses, which provides the opportunity to develop, implement, and compare new teaching materials and pedagogies across campuses. Participation of faculty from our various locations will be utilized in the development of new course materials. Furthermore, we will be implementing this project in courses taught in all formats including face-to-face, online, and hybrid formats.

Mean annual income in the geographic areas served by GHC is about \$60,825 (U.S. Department of Commerce American Community Survey, 2014). According to the 2014-2015 Georgia Highlands College Fact Book the average student at GHC is a 23.9 year-old female. Furthermore, approximately 45.4% of GHC students are eligible for Pell Grant and many of our students have full-time jobs in addition to undertaking a full course load (at least 12 hours). Currently, the cost of the textbook for the PHED 1010 course is about \$164 through our campus bookstore while the cost of the PHED 1130 course text is approximately \$58. Adoption of open source materials will provide every student access to all course materials at no charge. We expect this to reduce the incidence of DWFs in PHED 1010 and PHED 1130 courses compared to past PHED 1010 and 1130 courses that used traditional texts.

Additionally, the primary student learning outcomes of PHED 1130 are to improve student understanding of the cardiorespiratory system, build fitness during the course, and teach students how to properly create and implement a personal fitness plan outside of class. A major part of accomplishing these student learning outcomes and developing related course materials is the use of current technologies. The Pearson Mobile Device Survey published in 2014 suggests 8 out of 10 students use smartphones on a regular basis (Pearson Device Survey, 2014). When combined with other health-related devices such as a heart rate monitor, smartphones can serve as a powerful tool to keep track of activities, analyze fitness improvements, and create or share workouts for teachers and students. For example, the Garmin Fitbit is actively used by 6.7 million people worldwide and 10.1 million people own one (Business Insider, 2015). Fitbit keeps track of heart rate and other parameters to help users better understand their activity levels. Other heart rate monitors connect via Bluetooth to smartphones using applications to generate the same kind of data as the Fitbit. Our team feels the development of the PHED 1130 course materials should reflect current trends and increasing use of technology by our students. Therefore, we propose to use a small portion of

the award to purchase, or develop via GitHub, reusable heart rate monitor software which can be seamlessly integrated into new course materials and provide instructors a more effective means to engage students, administer the course content, and assist students in gaining a deeper understanding of the key principles being taught.

All course materials developed in support of the ALG Textbook Transformation project will be stored within a master course on GHC's learning management system, currently Brightspace by D2L (<http://www.brightspace.com>). This will allow all PHED 1010 and PHED 1130 instructors free and unrestricted access for use in their courses. Furthermore, newly developed course materials will be uploaded to LibGuides by SpringShare (<http://springshare.com/libguides>), which serves as a comprehensive content management system used by thousands of libraries worldwide, and MERLOT II, a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community. Finally, at the conclusion of this ALG project, all newly developed course materials will be posted on the GALILEO Open Learning Materials website (<http://oer.galileo.usg.edu/>). Consequently, any student enrolled in PHED 1010 or PHED 1130 and any faculty teaching at GHC, within the USG, or across the country or internationally will have 24-hour-access to our OERs and ancillary materials.

### **Transformation Action Plan:**

The action plan will consist of procuring and adopting the materials to be used followed by evaluation of those materials and how they can be improved.

**Design of Course:** The team will share ideas and formulate a blueprint for the type of material to be adopted/created for the courses. The formulation of this blueprint will be based on teaching experience, current curriculum, applicability in the classroom, and primary learning objectives of the course.

**Identification of Materials:** Course materials will be identified and pooled for review by the team. Possible sources for the gathering of those course materials will include OER's already available through OpenStax, CNX, Cool4EdMerlot, Saylor Academy, GALILEO, Lumen Learning, and others.

**Review, Selection, and Organization:** Once materials are identified, we will examine the how and if these materials can be utilized in both face-to-face and online settings. Materials will then be organized into the areas of specialty and assigned to individual team members for development into course material.

**Creation:** Each team member will organize the materials assigned to them preparing them for publication. Any materials not found in the identification process, will be created and evaluated by the team before publication.

**Adoption:** The team will adopt the new materials, published through LibGuides and

Brightspace (D2L). Use of the new resource will begin in the classrooms and online.

**Course Syllabi:** the master syllabi for each course will be made available for faculty and students on D2L and will provide 1.) clear instructions on how to access the new course materials, 2.) a list of assigned readings and associated deadlines, and 3.) a list of assigned labs and their associated deadlines. Although there will not be a requirement to print the majority of the reading materials, some of the lab materials may require students to print them in order to successfully and efficiently perform lab activities in class.

**Course Evaluation/Redesign:** After use of materials begin, the team will evaluate the effectiveness of the new material and feasibility for the students. This will include 1) a comparison of grades from when the previous textbook was used and during the incorporation of new materials and 2) surveys to determine how the students feel about the implementation and use of the new material. It will also include adjustments in the course material and syllabi, omission of unnecessary material, and creation/adoption of new material where needed.

Each of the following team members will take an active role in implementing the Transformation Action Plan:

**Scott Flynn:** Principle Investigator; will oversee project from start to finish including: writing the grant proposal, identification and adoption of appropriate OERs, development of related course materials; administration of surveys and data collection, and creation of project final report. He will also serve as a curriculum expert for the PHED 1010 and 1130 course by searching and identifying OER materials or creating new materials for the courses.

**Lisa Jellum:** Curriculum Expert in nutrition, CVD, and weight management; will work with the library faculty to identify, review, select, and adopt appropriate OERs for both PHED 1010 and 1130. Develop summer workshop to train teaching faculty in use of OERs and ancillary materials. Oversee development of master syllabi for PHED 1010 and 1130 and create master courses for PHED 1010 and 1130 within Desire2Learn.

**Althea Moser:** Curriculum Expert for cancer development, substance use and abuse, STI's; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.

**Jonathan Howard:** Curriculum Expert strength and endurance, health behavior change and stress; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.

**Sharryse Henderson:** Previous ALG grant recipient; provide administrative support, assist in grant proposal development, application submission, provide expertise in carrying out the grant plan of action.

**Christin Collins:** Library Support Staff; will collaborate with team members to identify and adopt OERs and make OER materials created during this project freely accessible on LibGuides.

**Amanda West:** Research Assistant; will provide past DFW data for PHED 1010 courses, compile/analyze data from student and faculty surveys, and provide DFW rates in

transformed PHED 1010 courses.

**David Mathis:** Technology Support; will provide training of devices in summer workshop.

**3 Physical Education Faculty:** additional full-time and part-time faculty will take part in summer training workshop; teach PHED 1010 sections using adopted and/or created OERs; participate in faculty surveys.

**Quantitative & Qualitative Measures:** Both quantitative and qualitative methods will be used to measure and gauge the success of our transition from the use of traditionally-available books to OER materials. Quantitative methods will consist of pre- and post-course surveys that measure the number of students who use the textbook, the frequency in which they access the textbook, the ways in which they use the textbooks, and reasons they accessed the textbook. Similarly, pre- and post-course surveys will quantify faculty use of, and any problems associated with, the open source textbooks and their ancillary materials. Faculty will also be asked to provide detailed qualitative critiques of the new materials adopted for each course. An optional discussion forum on D2L will also be devised to elicit additional qualitative feedback from students with regard to ease of material access and use -- including text design, quality and readability, and appropriateness of ancillary materials. Students will also be asked to compare their experiences in the redesigned course compared to classes using traditional texts. Data on DFW rates from the past two years in PHED 1010 and 1130 (when traditional texts were used) will be compared to DFW rates for the courses that use the redesigned OER materials. All data will be compiled, analyzed and presented in a project report.

**Timeline:**

**September 4th 2016 December 31st 2016**

Submit Service Level Agreement (SLA) to University System Office

Invoice USG

Attend Grant Kick-off meeting Oct 17th

Assess course learning objectives (CLOs) with reference to new text adoption and resources

Identify open source text and accompanying resources (e.g., short films, web-based resources, interactive exercises, etc.)



Develop pre- and post-course surveys for faculty and students  
Develop question guide for D2L discussion (see above)  
Create 50% new materials where applicable

### **January 1st 2017 May 1st 2017**

Finalize surveys and methodology to analyze surveys  
Finalize question guide for D2L discussion  
Create D2L master course shell for all sections and include CLOs, open source textbook and resource materials, and surveys and discussion  
Create remaining 50% of learning materials where applicable

### **May 2nd 2017 –July 31st 2017**

Conduct workshop to train part-time faculty and new full-time faculty in the use of selected open source materials

### **Aug 1st 2017-Dec 31st 2017**

Conduct fall semester course with open source text, surveys, and D2L discussion  
Compile and analyze Fall 2017 data  
Compare Spring 2017 data with Fall 2017 data  
Revise surveys, D2L Master course and CLO's, if necessary  
Generate final report summarizing study findings

### **Budget:**

We are requesting the second level of funding appropriate for textbook transformation projects within one or more courses or sections or department-wide adoptions with 500 or more students enrolled on average per academic year total. The \$30,000 award will be distributed as follows:

1) Release Time for Project Team Members Responsible for Procuring or Creating New Material for the OER: \$20,000;

Scott Flynn, Associate Professor and Principal Investigator: \$5000

Lisa Jellum, Associate Professor: \$5000

Althea Moser, Instructor: \$5000

Jonathan Howard, Instructor: \$5000

2) Administrative and Research Support: \$3200;

Sharryse Henderson

3) Library Support: \$500;

Christin Collins

4) Equipment Use, Care, and Training: \$500;

David Mathis

5) Heart Rate Monitors or IT personnel to create Heart Rate Monitor Software: \$5000

6) Travel for Team members to attend Grant Kick-Off Meeting: \$800;

Scott Flynn, Associate Professor and Principal Investigator: \$400

Lisa Jellum, Associate Professor: \$400

### **Sustainability Plan:**

We view the ALG Textbook Transformation project as a long-term commitment to the success of students at GHC and expect that this transformation will ultimately have a positive impact on students enrolled in PHED 1010 and PHED 1130. To ensure sustainability, team members will review and update all generated course materials in the master course templates three times a year (August, January, and May). We will also regularly review external links to online materials to ensure they are still active. Outdated materials or broken links will be replaced and appropriate new materials added, as needed. This maintenance process is vitally important to ensure the most up-to-date and relevant materials are available to faculty and students.

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# GEORGIA HIGHLANDS



## COLLEGE

FLOYD CAMPUS  
3175 Cedartown Highway  
Rome, GA 30161

VICE PRESIDENT  
FOR ACADEMIC AFFAIRS

September 2, 2016

Dear ALG Grants Committee Members:

I am pleased to write this letter in support of Associate Professor of Physical Education Lisa Jellum, Associate Professor of Physical Education Scott Flynn, Instructor of Physical Education Althea Moser, Instructor of Physical Education Jonathan Howard, and Professor of Biology Sharryse Henderson, as they seek grant funding to incorporate free and open texts for two courses, PHED 1010 and PHED 1130. There are numerous reasons of efficiency, pedagogy, and instructional transformation which compel me to support this initiative.

First, this outstanding team of collegiate educators will engage in a thoughtful process that will broadly affect the student body at Georgia Highlands College. We expect to affect just under 1,500 students through reform of these two courses, a phenomenal number of students needing to complete our own institutional requirements, to say nothing of those who will be able to benefit from the work outside of our institution. Students in fitness, wellness, walking, and jogging deserve to have far greater access to learning materials through meaningful redesign of these courses.

Second, money saved through this plan's implementation would provide overwhelming opportunity for both economy and learning. Case in point, with textbook costs rising at an unheard of rate, our students could be saving some \$215,000 by replacing current texts with open educational resources and through the generation of new materials that will be free and open to all students. We know that affects our students' foundational learning, tenacity, and ability to thrive in these classes.

Finally, this affordable learning grant will serve as a catalyst for enhanced teaching and learning. It will serve as a springboard for innovation on the part of faculty who work to make those materials more creative, applied, and relevant in today's mathematics classroom. It will send the message that GHC faculty care about their students, economically, socially and intellectually. It will urge students to persist and to complete in a discipline that too often is a stumbling block to college completion.

I wholeheartedly endorse this ALG Transformation Grant application from these forward-thinking, action-oriented professors. Their plan is noteworthy and laudable. Please allow them to continue their essential work through the approval of the grant.

Sincerely,

Renva Watterson, Ed.D.

highlands.edu

Affirmative Action / Equal Employment and Educational Opportunity Institution

CARTERSVILLE CAMPUS  
678-872-8000

DOUGLASVILLE SITE  
678-872-4200

FLOYD CAMPUS  
706-802-5000

MARIETTA SITE  
678-872-8501

PAULDING SITE  
678-946-1100

**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**

<b>Submitter Name</b>	Sharryse Henderson
<b>Submitter Title</b>	Professor of Biology
<b>Submitter Email</b>	shenders@highlands.edu
<b>Submitter Phone Number</b>	678-872-8112
<b>Submitter Campus Role</b>	Other; Professor and Coordinator
<b>Applicant Name</b>	Scott Flynn
<b>Applicant Email</b>	sflynn@highlands.edu
<b>Applicant Phone Number</b>	678-872-8414
<b>Primary Appointment Title</b>	Associate Professor of Physical Education
<b>Institution Name(s)</b>	Georgia Highlands College
<b>Team Members</b>	<b>Scott Flynn</b> , Associate Professor of Physical Education and Principal Investigator, Division of Natural Science and Physical Education, Georgia Highlands College, <a href="mailto:sflynn@highlands.edu">sflynn@highlands.edu</a> <b>Lisa Jellum</b> , Associate Professor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands

	<p>College, <a href="mailto:ljellum@highlands.edu">ljellum@highlands.edu</a></p> <p><b>Althea Moser</b>, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, <a href="mailto:amoser@highlands.edu">amoser@highlands.edu</a></p> <p><b>Jonathan Howard</b>, Instructor of Physical Education, Division of Natural Science and Physical Education, Georgia Highlands College, <a href="mailto:jhoward@highlands.edu">jhoward@highlands.edu</a></p> <p><b>Sharryse Henderson</b>, Professor of Biology and Science Coordinator, Division of Natural Science and Physical Education, Georgia Highlands College, <a href="mailto:shenders@highlands.edu">shenders@highlands.edu</a></p> <p><b>Christin Collins</b>, Assistant Librarian of Public Services, Paulding Campus Library, Georgia Highlands College, <a href="mailto:ccollins@highlands.edu">ccollins@highlands.edu</a></p> <p><b>Amanda West</b>, Research Analyst, Office of Planning, Assessment, Accreditation, and Research, Georgia Highlands College <a href="mailto:awest@highlands.edu">awest@highlands.edu</a></p> <p><b>David Mathis</b>, Lab Coordinator and Assistant Athletics Director, Division of Natural Science and Physical Education, Georgia Highlands College, <a href="mailto:dmathis@highlands.edu">dmathis@highlands.edu</a></p>
<p><b>Sponsor, Title, Department, Institution</b></p>	<p>Renva Watterson, Ed.D.</p> <p>Vice President for Academic Affairs</p> <p>Georgia Highlands College</p>
<p><b>Proposal Title</b></p>	<p>ALG Textbook Transformation Project to adopt and/or create Open Educational Resources (OERs) for Concepts of Fitness and Wellness (PHED 1010) and Walking and Jogging (PHED 1130), two courses that satisfy institutional requirements at Georgia Highlands College</p>
<p><b>Course Names, Course Numbers and Semesters Offered</b></p>	<p><b>Concepts of Fitness and Wellness (PHED 1010)</b> is an institutional requirement for all students graduating from Georgia Highlands College. This course is offered in fall, spring and summer semesters in both face-to-face and online formats.</p> <p><b>Walking and Jogging (PHED 1130)</b> is an institutional elective for any student graduating from Georgia Highlands College. This course is offered in the fall, spring, and summer semesters in a face-to-face format only.</p>

<b>Final Semester of Instruction</b>	Fall 2017				
<b>Average Number of Students Per Course Section</b>	PHED 1010=23 PHED 1130=21	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	PHED 1010=54 PHED 1130=10	<b>Total Number of Students Affected by Implementation in Academic Year</b>	PHED 1010=1242 PHED 1130=210 <b>Combined student impact=1452</b>
<b>Award Category (pick one)</b>	<input checked="" type="checkbox"/> 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				
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<p><b>PHED 1010:</b> Principles and Labs for Fitness and Wellness by Hoeger, 13<sup>th</sup> edition, Cengage Publishing, ISBN: 9781305251076. Cost New at GHC Bookstore: \$164.00. Required Text</p> <p><b>PHED 1130:</b> Walking and Jogging for Health and Wellness by Frank Rosato, 6<sup>th</sup> edition, ISBN: 9780840048127. Cost New at GHC Bookstore: \$58.50. Required Text</p>				
<b>Requested Amount of Funding</b>	\$30,000				
<b>Original Per Student Cost</b>	PHED 1010 = \$164 per student PHED 1130 = \$58 per student				
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<b>Projected Total Annual Student Savings</b>	<p><b>PHED 1010</b> = \$203,688</p> <p><b>PHED 1130</b> = \$12,285</p> <p>COMBINE SAVINGS: \$215,973</p>
<b>Creation and Hosting Platforms Used</b>	<p>Desire2Learn (D2L) by Brightspace</p> <p>MERLOT II</p> <p>USG LibGuides and LibGuides by SpringShare</p> <p>GALIELO Open Learning Materials website</p>

## NARRATIVE



## 1.1 PROJECT GOALS

The cost of college textbooks has risen over 1000% in the last 37 years with only five publishers currently controlling 85% of the market (NBC News, 2015). The cost of these materials has risen three times more than the rate of inflation - far outpacing medical expenses and home prices (Bureau of Labor Statistics 2015). Such shocking statistics have prompted the inclusion of textbook provisions in two acts to the US Congress: The Higher Education Opportunity Act in 2008 and the Affordable College Textbook Act in 2013 and 2015 (Scholarly Publishing and Academic Resources Coalition, 2015). Exorbitantly high textbook prices have also negatively impacted other aspects of college enrollment as documented in 2014 by the U.S. Public Interest Research Group (USPIRG) report: Fixing the Broken Textbook Market (U.S. Public Interest Research Group, 2014). In this report, 65% of students surveyed decided not to purchase a textbook for at least one class and of those students, 94% believed that not purchasing a text would hurt their grade. Nearly half the students surveyed stated that the price of textbooks directly impacted their decision regarding the number and type of courses in which they enrolled. In fact, the National Center for Education and Statistics reports that socioeconomic status is a major indicator in the successful attainment of postsecondary education (National Center for Education Statistics, 2015). This statement does not bode well for the college students of Northwest Georgia, which is characterized by a large number of families (14.4%) living below poverty level (U.S. Department of Commerce American Community Survey, 2014). Consequently, our team believes students enrolled in Physical Education courses at Georgia Highlands College (GHC) fail to purchase the required text or the current edition of the text which negatively impacts their success and persistence in college.

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- Generate new OERs if appropriate OERs are not currently available and make them freely-accessible using LibGuides, Merlot II, D2L, and GALILEO Open Learning Materials website.
- Redesign all course materials for PHED 1010 and PHED 1130 using the OER framework and available OER ancillary materials (images, tables, test banks, etc.).
- Survey students enrolled in the redesigned courses and faculty who teach them to assess adopted OERs with regard to 1) convenience and ease-of-use, 2) effectiveness and quality, and 3) attainment of student learning outcomes.
- Improve student success in PHED 1010 and PHED 1130 and reduce drop/fail/withdraw (DFW) rates.

## 1.2 STATEMENT OF TRANSFORMATION

Georgia Highlands College (GHC) is a limited four-year college in the University System of Georgia that serves more than 6000 students in northwest Georgia and Northeast Alabama. GHC offers transfer associate degree programs, career associate degree programs, and targeted baccalaureate degree programs as well as instruction on five diversified campuses, which provides the opportunity to develop, implement, and compare new teaching materials and pedagogies across campuses. Participation of faculty from our various locations will be utilized in the development of new course materials. Furthermore, we will be implementing this project in courses taught in all formats including face-to-face, online, and hybrid formats.

Mean annual income in the geographic areas served by GHC is about \$60,825 (U.S. Department of Commerce American Community Survey, 2014). According to the 2014-2015 Georgia Highlands College Fact Book the average student at GHC is a 23.9 year-old female. Furthermore, approximately 45.4% of GHC students are eligible for Pell Grant and many of our students have full-time jobs in addition to undertaking a full course load (at least 12 hours). Currently, the cost of the textbook for the PHED 1010 course is about \$164 through our campus bookstore while the cost of the PHED 1130 course text is approximately \$58. Adoption of open source materials will provide every student access to all course materials at no charge. We expect this to reduce the incidence of DWFs in PHED 1010 and PHED 1130 courses compared to past PHED 1010 and 1130 courses that used traditional texts.

Additionally, the primary student learning outcomes of PHED 1130 are to improve student understanding of the cardiorespiratory system, build fitness during the course, and teach students how to properly create and implement a personal fitness plan outside of class. A major part of accomplishing these student learning outcomes and developing related course materials is the use of current technologies. The Pearson Mobile Device Survey published in 2014 suggests 8 out of 10 students use smartphones on a regular basis (Pearson Device Survey, 2014). When combined with other health-related devices such as a heart rate monitor, smartphones can serve as a powerful tool to keep track of activities, analyze fitness improvements, and create or share workouts for teachers and students. For example, the Garmin Fitbit is actively used by 6.7 million people worldwide and 10.1 million people own one (Business Insider, 2015). Fitbit keeps track of heart rate and other parameters to help users better understand their activity levels. Other heart rate monitors connect via Bluetooth to smartphones using applications to generate the same kind of data as the Fitbit. Our team feels the development of the PHED 1130 course materials should reflect current trends and increasing use of technology by our students. Therefore, we propose to use a small portion of the award to purchase, or develop via GitHub, reusable heart rate monitor software which can be seamlessly integrated into new course materials and provide instructors a more effective means to engage students, administer the course content, and assist students in gaining a deeper understanding of the key principles being taught.

All course materials developed in support of the ALG Textbook Transformation project will be stored within a master course on GHC's learning management system, currently Brightspace by D2L (<http://www.brightspace.com>). This will allow all PHED 1010 and PHED 1130 instructors free and unrestricted access for use in their courses. Furthermore, newly developed course materials will be uploaded to LibGuides by SpringShare (<http://springshare.com/libguides>), which serves as a comprehensive content management system used by thousands of libraries worldwide, and MERLOT II, a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community. Finally, at the conclusion of this ALG project, all newly developed course materials will be posted on the GALIELO Open Learning Materials website (<http://oer.galileo.usg.edu/>). Consequently, any student enrolled in PHED 1010 or PHED 1130 and any faculty teaching at GHC, within the USG, or across the country or internationally will have 24-hour-access to our OERs and ancillary materials.

### 1.3 TRANSFORMATION ACTION PLAN

The action plan will consist of procuring and adopting the materials to be used followed by evaluation of those materials and how they can be improved.

**Design of Course:** The team will share ideas and formulate a blueprint for the type of material to be adopted/created for the courses. The formulation of this blueprint will be based on teaching experience, current curriculum, applicability in the classroom, and primary learning objectives of the course.

**Identification of Materials:** Course materials will be identified and pooled for review by the team. Possible sources for the gathering of those course materials will include OER's already available through OpenStax, CNX, Cool4EdMerlot, Saylor Academy, GALILEO, Lumen Learning, and others.

**Review, Selection, and Organization:** Once materials are identified, we will examine the how and if these materials can be utilized in both face-to-face and online settings. Materials will then be organized into the areas of specialty and assigned to individual team members for development into course material.

**Creation:** Each team member will organize the materials assigned to them preparing them for publication. Any materials not found in the identification process, will be created and evaluated by the team before publication.

**Adoption:** The team will adopt the new materials, published through LibGuides and Brightspace (D2L). Use of the new resource will begin in the classrooms and online.

**Course Syllabi:** the master syllabi for each course will be made available for faculty and students on D2L and will provide 1.) clear instructions on how to access the new course materials, 2.) a list of assigned readings and associated deadlines, and 3.) a list of assigned labs and their associated deadlines. Although there will not be a requirement to print the majority of the reading materials, some of the lab materials may require students to print them in order to successfully and efficiently perform lab activities in class.

**Course Evaluation/Redesign:** After use of materials begin, the team will evaluate the effectiveness of the new material and feasibility for the students. This will include 1) a comparison of grades from when the previous textbook was used and during the incorporation of new materials and 2) surveys to determine how the students feel about the implementation and use of the new material. It will also include adjustments in the course material and syllabi, omission of unnecessary material, and creation/adoption of new material where needed.

Each of the following team members will take an active role in implementing the Transformation Action Plan:

- **Scott Flynn:** Principle Investigator; will oversee project from start to finish including: writing the grant proposal, identification and adoption of appropriate OERs, development of related course materials; administration of surveys and data collection, and creation of project final report. He will also serve as a curriculum expert for the PHED 1010 and 1130 course by searching and identifying OER materials or creating new materials for the courses.
- **Lisa Jellum:** Curriculum Expert in nutrition, CVD, and weight management; will work with the library faculty to identify, review, select, and adopt appropriate OERs for both PHED 1010 and 1130. Develop summer workshop to train teaching faculty in use of OERs and ancillary materials. Oversee development of master syllabi for PHED 1010 and 1130 and create master courses for PHED 1010 and 1130 within Desire2Learn.
- **Althea Moser:** Curriculum Expert for cancer development, substance use and abuse, STI's; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.
- **Jonathan Howard:** Curriculum Expert strength and endurance, health behavior change and stress; assist in searching and identifying OER resources and developing curriculum; assist in development of master syllabi for 1010 and 1130.
- **Sharryse Henderson:** Previous ALG grant recipient; provide administrative support, assist in grant proposal development, application submission, provide expertise in carrying out the grant plan of action.
- **Christin Collins:** Library Support Staff; will collaborate with team members to identify and adopt OERs and make OER materials created during this project freely accessible on LibGuides.
- **Amanda West:** Research Assistant; will provide past DFW data for PHED 1010 courses, compile/analyze data from student and faculty surveys, and provide DFW rates in transformed PHED 1010 courses.
- **David Mathis:** Technology Support; will provide training of devices in summer workshop.
- 3 Physical Education Faculty: additional full-time and part-time faculty will take part in summer training workshop; teach PHED 1010 sections using adopted and/or created OERs; participate in faculty surveys.

## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Both quantitative and qualitative methods will be used to measure and gauge the success of our transition from the use of traditionally-available books to OER materials. Quantitative methods will consist of pre- and post-course surveys that measure the number of students who use the textbook, the frequency in which they access the textbook, the ways in which they use the textbooks, and reasons they accessed the textbook. Similarly, pre- and post-course surveys will quantify faculty use of, and any problems associated with, the open source textbooks and their ancillary materials. Faculty will also be asked to provide detailed qualitative critiques of the new materials adopted for each course. An optional discussion forum on D2L will also be devised to elicit additional qualitative feedback from students with regard to ease of material access and use -- including text design, quality and readability, and appropriateness of ancillary materials. Students will also be asked to compare their experiences in the redesigned course compared to classes using traditional texts. Data on DFW rates from the past two years in PHED 1010 and 1130 (when traditional texts were used) will be compared to DFW rates for the courses that use the redesigned OER materials. All data will be compiled, analyzed and presented in a project report.

## 1.5 TIMELINE

### **September 4<sup>th</sup> 2016 December 31<sup>st</sup> 2016**

- Submit Service Level Agreement (SLA) to University System Office
- Invoice USG
- Attend Grant Kick-off meeting Oct 17th
- Assess course learning objectives (CLOs) with reference to new text adoption and resources
- Identify open source text and accompanying resources (e.g., short films, web-based resources, interactive exercises, etc.)
- Develop pre- and post-course surveys for faculty and students
- Develop question guide for D2L discussion (see above)
- Create 50% new materials where applicable

### **January 1<sup>st</sup> 2017 May 1<sup>st</sup> 2017**

- Finalize surveys and methodology to analyze surveys
- Finalize question guide for D2L discussion
- Create D2L master course shell for all sections and include CLOs, open source textbook and resource materials, and surveys and discussion
- Create remaining 50% of learning materials where applicable

### **May 2<sup>nd</sup> 2017 –July 31<sup>st</sup> 2017**

- Conduct workshop to train part-time faculty and new full-time faculty in the use of selected open source materials

### **Aug 1<sup>st</sup> 2017-Dec 31<sup>st</sup> 2017**

- Conduct fall semester course with open source text, surveys, and D2L discussion
- Compile and analyze Fall 2017 data
- Compare Spring 2017 data with Fall 2017 data
- Revise surveys, D2L Master course and CLO's, if necessary
- Generate final report summarizing study findings



## 1.6 BUDGET

We are requesting the second level of funding appropriate for textbook transformation projects within one or more courses or sections or department-wide adoptions with 500 or more students enrolled on average per academic year total. The \$30,000 award will be distributed as follows:

Release Time for Project Team Members Responsible for Procuring or Creating New Material for the OER: \$20,000;

Scott Flynn, Associate Professor and Principal Investigator: \$5000

Lisa Jellum, Associate Professor: \$5000

Althea Moser, Instructor: \$5000

Jonathan Howard, Instructor: \$5000

Administrative and Research Support: \$3200;

Sharryse Henderson

Library Support: \$500;

Christin Collins

Equipment Use, Care, and Training: \$500;

David Mathis

Heart Rate Monitors: \$5000

Travel for Team members to attend Grant Kick-Off Meeting: \$800;

Scott Flynn, Associate Professor and Principal Investigator: \$400

Lisa Jellum, Associate Professor: \$400

## **1.7 SUSTAINABILITY PLAN**

We view the ALG Textbook Transformation project as a long-term commitment to the success of students at GHC and expect that this transformation will ultimately have a positive impact on students enrolled in PHED 1010 and PHED 1130. To ensure sustainability, team members will review and update all generated course materials in the master course templates three times a year (August, January, and May). We will also regularly review external links to online materials to ensure they are still active. Outdated materials or broken links will be replaced and appropriate new materials added, as needed. This maintenance process is vitally important to ensure the most up-to-date and relevant materials are available to faculty and students.

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