

## Application Details

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### Manage Application: Textbook Transformation Grants: Round Eleven

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**Award Cycle:** Round 11

**Internal Submission Deadline:** Tuesday, January 23, 2018

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**Application Title:** 361

**Application ID:** 002080

**Submitter First Name:** J. Sean

**Submitter Last Name:** Callahan

**Submitter Title:** Assoc. Prof. of Psy./Director of Diversity Initiatives

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

**Submitter Phone Number:** 706-340-0192

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Kencho

**Applicant Last Name:** Tenzin

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

**Applicant Phone Number:** 404 276 5831

**Primary Appointment Title:** Assistant Professor of Philosophy and Religion

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

**Co-Applicant(s):** --

**Submission Date:** Tuesday, January 23, 2018

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**Proposal Title:** 361

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

**Final Semester of Instruction:** Fall 2018

**Are you using an OpenStax textbook?:** No

**Team Members (Name, Email Address):**

*Kencho Tenzin, [ktenzin@highlands.edu](mailto:ktenzin@highlands.edu)*

*Dr. J. Sean Callahan, [scallaha@highlands.edu](mailto:scallaha@highlands.edu)*

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

*Dr. Alan Nichols, Department Head, Division of Social Sciences, Business, and Education, Georgia Highlands College*

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

Phil 2010, 8, Spring 2018, Summer 2018, Fall 2018 and beyond

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Pojman, Louise P. (2015). Philosophy: The Quest For Truth, 10<sup>th</sup> ed. Required Course Materials \$89.95  
Philosophy: The Basics by Nigel Warburton Optional Course Materials \$20.65

**Average Number of Students per Course Section:** 30

**Number of Course Sections Affected by Implementation in Academic Year:** 8

**Average Number of Students Per Summer Semester:** 40

**Average Number of Students Per Fall Semester:** 100

**Average Number of Students Per Spring Semester:** 100

**Total Number of Students Affected by Implementation in Academic Year:** 240

**Requested Amount of Funding:** 10,800

**Original per Student Cost:** 110.55

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** 110.55

**Projected Total Annual Student Savings:** 26,376

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

D2L

**Project Goals:**

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Philosophy (Phil 2010) by converting from current purchased textbook and adopting an OER e-textbook. By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students.

The adoption of free, open, high quality resources also makes higher education more affordable to a higher number of Georgia Highlands College students, thus contributing to the goals of Complete College Georgia. To evaluate and assess the effectiveness of this conversion we will measure students' perceptions and experiences and course success rates with OER materials.

**Statement of Transformation:**

The recent push by the current administration to make community college free to anyone who wants to attend makes it imperative that the costs associated with pursuing a degree as affordable as possible (Mason, 2015). Georgia Highlands College (GHC) is an open access institution that offers high quality education at a reasonable price. Many of the students who attend GHC, however, come from backgrounds and are in life situations that impede them from purchasing the expensive learning materials. Many of these same students are also required to enroll and successfully complete Phil 2010 (in Area F category). The market costs for the current textbook is \$89.99, which does not include the recommended supplemental materials which costs an additional \$20.65 for a total cost of \$110.55. This is an extremely expensive option for many of the students who attend this institution. As a result of this transformation, the collective savings for students in these eight sections is \$26,376 each academic year. As the course is developed and more faculty adopt the redesigned course, the potential collective student savings is over \$200,000. Adopting an OER will also provide the instructor freedom to customize the course according to the need of the students to meet the college/departmental goals.

The families of our students are also impacted by this transformation, as many them use financial aid to help support households, pay for childcare, and for transportation to and from school. As an instructor, I have noticed that many students do not buy the textbooks, as they are very expensive. As a result, these students seem to rely heavily on the materials provided on D2L.

No-cost, high quality OER helps alleviate the deleterious factors that impede student success. For example, students will have access to the OER e-textbook at the start of the semester, rather than two weeks into the semester (after they receive financial aid overpayment), and are able to complete readings, quizzes, and tests associated with the course in a timely manner, thus increasing retention, course success, and graduation rates. The conversion to Open Educational Resources would attract more students to take courses in our philosophy program. More broadly, this move towards no-cost, easily accessible learning materials supports the mission of GHC as an access institution.

### **Transformation Action Plan:**

The transformation action plan is comprised of three phases before course delivery in the PHIL 2010 (pre-planning, planning, and course redesign).

#### Pre-planning

In this phase, the SME will collect and peruse any available OER Philosophy textbooks to serve as the primary textbook for PHIL 2010.

#### Planning and Course Redesign

In this phase of the plan, activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum.

This systematic reorganization, including the course syllabus revision, will occur during the spring semester 2018. Prof. Tenzin is the instructor of record and will serve as subject matter expert and identify course materials. Dr. Callahan will assist in identifying course materials and design components of the course for access in D2L. Both Prof. Tenzin and Dr. Callahan will serve co-Investigators and work together to evaluate and assess student success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

**Quantitative & Qualitative Measures:** Quantitative and qualitative measures administered in the Fall semester of the 2018 academic year will be used to gauge the impact on student success and experience. The quantitative assessment includes a pre- and post-survey to compare the perceived quality, experience, and satisfaction of students using OER Philosophy e-textbook and other online resources vs. previous semesters or classes using purchased textbook and materials. The achievement of learning outcomes, DFW rates, and tests/grades from courses using OER will also be compared to previous semester or courses using purchased textbooks to gauge the effectiveness of the redesigned course. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance.

**Timeline:**

**February 2018**—Attend Kick-off meeting, if funded

**March 2018– early April 2018**—Collect and review options for high quality e-textbook.

**mid-April 2018-mid-May 2018**— After e-textbook is selected, SME will identify and locate no-cost, online, supplemental content materials to address any gaps in coverage.

**June 2018-July 2018**—Systematic course redesign to modules on D2L

**August 2018**—Course delivery of redesigned PHIL 2010. Data collection on student experience and success begins and continues throughout semester

**December 2018**—Co-Investigators compile data and revise course per student evaluations

**Budget:**

Kencho Tenzin SME/Instr. Of Record/Co. P.I. \$5000

Sean Callahan Co. P.I. \$5000

Travel to Kick Off \$800

Total \$10,800

**Sustainability Plan:**

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Course materials will be maintained by Prof. Tenzin for use into the foreseeable future.

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1/20/2018

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Professor Kencho Tenzin's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Eleven for implementation beginning Fall Semester 2018.

Prof. Tenzin and Dr. Callahan are proposing to replace the textbook for Introduction to Philosophy (PHIL 2010) with Open Educational Resources. This will result in a savings for students of nearly \$89.99 - \$110.55 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting OER materials, a significant barrier to student performance and completion will be removed.

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

Best,

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

**Affordable Learning Georgia Textbook Transformation Grants  
Round Eleven  
For Implementations beginning Summer Semester 2017  
Running Through Spring Semester 2018**

**Proposal Form and Narrative**

- *Proposal form and narrative for offline drafting and review. Submitters must copy and paste their final draft into the online form for submission.*
- *Note: The only way to submit the proposal is through the online form in Georgia Tech's CompetitionSpace at:  
<http://gatech.infoready4.com/CompetitionSpace/#competitionDetail/1734734>*
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

<b>Submitter Name</b>	Kencho Tenzin
<b>Submitter Title</b>	Assistant Professor of Philosophy and Religion
<b>Submitter Email</b>	ktenzin@highlands.edu
<b>Submitter Phone Number</b>	404 276 5831
<b>Submitter Campus Role</b>	<i>Proposal Investigator</i>
<b>Applicant Name</b>	<i>Kencho Tenzin, Co-Primary Investigator/Team Lead</i>
<b>Applicant Email</b>	ktenzin@highlands.edu
<b>Applicant Phone Number</b>	404 276 5831
<b>Primary Appointment Title</b>	Assistant Professor of Philosophy and Religion
<b>Institution Name(s)</b>	Georgia Highlands College



<b>Team Members</b>	<p><b>Kencho Tenzin, Assistant Professor of Sociology, <a href="mailto:ktenzin@highlands.edu">ktenzin@highlands.edu</a></b></p> <p><b>Dr. J. Sean Callahan, Assistant Professor of Psychology and Director of Diversity Initiatives, <a href="mailto:scallaha@highlands.edu">scallaha@highlands.edu</a></b></p>				
<b>Sponsor, Title, Department, Institution</b>	<p><b>Dr. Alan Nichols, Department Head, Division of Social Sciences, Business, and Education, <a href="mailto:anichols@highlands.edu">anichols@highlands.edu</a></b></p>				
<b>Proposal Title</b>	<p>Making Phil 2010 Affordable One Instructor at a Time</p>				
<b>Course Names, Course Numbers and Semesters Offered</b>	<p>Phil 2010, 8, Spring 2018, Summer 2018, Fall 2018 and beyond</p>				
<b>Final Semester of Instruction</b>	<p>Course delivery will begin Fall 2018 and expected continue as long as the project is feasible and sensible.</p>				
<b>Average Number of Students Per Course Section</b>	30	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	8	<b>Total Number of Students Affected by Implementation in Academic Year</b>	240
<b>Award Category (pick one)</b>	<p><input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials</p> <p><input type="checkbox"/> OpenStax Textbooks</p> <p><input type="checkbox"/> Specific Top 50 Lower Division Courses</p>				
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<p>Pojman, Louise P. (2015). Philosophy: The Quest For Truth, 10<sup>th</sup> ed.</p> <p>Required Course Materials</p> <p>\$89.95</p> <p>Philosophy: The Basics by Nigel Warburton</p> <p>Optional Course Materials</p> <p>\$20.65</p>				

<b>Original Per Student Cost</b>	\$110.55
<b>Post-Proposal Projected Per Student Cost</b>	\$0
<b>Projected Per Student Savings</b>	100%
<b>Plan for Hosting Materials</b>	<input type="checkbox"/> <a href="#">OpenStax CNX</a> <input checked="" type="checkbox"/> D2L <input type="checkbox"/> <a href="#">LibGuides</a> <input type="checkbox"/> Other _____
<b>Requested Amount of Funding</b>	\$10,800

## NARRATIVE

## 1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Philosophy (Phil 2010) by converting from current purchased textbook and adopting an OER e-textbook. By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students.

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## 1.2 STATEMENT OF TRANSFORMATION

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Quantitative and qualitative measures administered in the Fall semester of the 2018 academic year will be used to gauge the impact on student success and experience. The quantitative assessment includes a pre- and post-survey to compare the perceived quality, experience, and satisfaction of students using OER Philosophy e-textbook and other online resources vs. previous semesters or classes using purchased textbook and materials. The achievement of learning outcomes, DFW rates, and tests/grades from courses using OER will also be compared to previous semester or courses using purchased textbooks to gauge the effectiveness of the redesigned course. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance.

## 1.5 TIMELINE

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**1.6 BUDGET**

Kencho Tenzin SME/Instr. Of Record/Co. P.I.	\$5000
Sean Callahan Co. P.I.	\$5000
<u>Travel to Kick Off</u>	<u>\$800</u>
Total	\$10,800

## 1.7 SUSTAINABILITY PLAN

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Course materials will be maintained by Prof. Tenzin for use into the foreseeable future.

## 1.8 REFERENCES & ATTACHMENTS

Open Educational Resources (OER) have proven a worthy response to the rising cost of textbooks. A review of the literature indicates substantial evidence for the success of the OER model; in fact, for community colleges in particular, the use of OER is considered a “best practice” (Myran, 2013).

For Georgia Highlands College specifically, the use of OER translates not only to cost savings for students, it is also closely aligned with the spirit embodied by the institution. Georgia Highlands College’s philosophy is that education should be accessible and affordable, and the ever-increasing cost of textbooks, for students already struggling to pay tuition, can add an extra, unnecessary burden—a burden that OER can alleviate.

For Georgia Highlands College’s PHIL 2010 students, the current text, at a cost of \$89.95. This additional financial obligation is at worst, so costly as to be an impediment—over 23 percent of students in one study said they “had occasionally not registered for a particular course or section because of the high textbook costs,” and at best, an additional expense—one that 37 percent of students in the same study opted to forgo (Morris-Babb & Henderson, 2012).

The benefits of OER adoption go beyond the financial, extending to the curricular; the use of OER is considered “a success factor of positive teaching and learning practices” (Everard & Pierre, 2014). Additionally, a 2012 study found that the grades were higher for students in courses using OER compared to those using standard textbooks (Feldstein, Martin, Hudson, Warren, Hilton, & Wiley). A separate study corroborated the positive effect on student grades, finding also an improvement in retention rates in classes that used open textbooks (Hilton & Laman, 2012).

An increased rate of OER adoption will benefit students, who will see positive educational outcomes and higher affordability, and institutions, which will benefit from an increased rate of student retention.

### References

Everard, A., & Pierre, K. S. (2014). A Case for Student Adoption of Open Textbooks. *Journal Of The Academy Of Business Education*, 1566-76.

Feldstein, A., Martin, M., Hudson, A., Warren, K., Hilton, J. I., & Wiley, D. (2012). Open Textbooks and Increased Student Access and Outcomes. *European Journal of Open, Distance And E-Learning*, (2),

Hilton, J., & Laman, C. (2012). One college’s use of an open psychology textbook. *Open Learning*, 27(3), 265-272.

Mason, K. C. (2015, January 20). *Obama: Community college should be ‘as free and universal in America as high school’*. Retrieved from

<http://www.pbs.org/newshour/rundown/community-college-tuition-top-theme-state-union-speech/>

Morris-Babb, M., & Henderson, S. (2012). An Experiment in Open-Access Textbook Publishing: Changing the World One Textbook at a Time. *Journal of Scholarly Publishing*, 43(2), 148-155.

Myran, G. (2013). The New Community College Business and Finance Model. *New Directions for Community Colleges*, 2013(162), 93-104.