**Affordable Learning Georgia Textbook Transformation Grants**

**Gateways to Completion Pilot**

**Beginning Summer Semester 2018, Ending Fall Semester 2019**

**Applications Due Friday, May 18, 2018***Please submit at least a draft application by May 18. If you will need more time, please contact Jeff Gallant at* [*jeff.gallant@usg.edu*](mailto:jeff.gallant@usg.edu) *as soon as possible.*

**Proposal Form and Narrative**

*Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal.*

|  |  |
| --- | --- |
| **Submitter Name** | Rebecca Gerdes-McClain |
| **Submitter Title** | Assistant Professor of English; Director of First Year Composition |
| **Submitter Email** | gerdesmcclain\_rebecca@columbusstate.edu |
| **Submitter Phone Number** | 706-565-1217 |
| **Submitter Campus Role** | Director of First Composition |
| **Applicant Name** | Same |
| **Applicant Email** |  |
| **Applicant Title** |  |
| **Applicant Phone Number** |  |
| **Institution Name(s)** | Columbus State University |
| **Team Members** | 1. Rebecca Gerdes-McClain [gerdesmcclain\_rebecca@columbusstate.edu](mailto:gerdesmcclain_rebecca@columbusstate.edu), Assistant Professor of English Director of First Year Composition 2. Crystal Woods [woods\_crystal@columbusstate.edu](mailto:woods_crystal@columbusstate.edu), Lecturer 3. Clayton O’Dell [odell\_clayton@columbusstate.edu](mailto:odell_clayton@columbusstate.edu), Lecturer 4. Sundi, Rose [holt\_sundi@columbusstate.edu](mailto:holt_sundi@columbusstate.edu), Lecturer 5. Courtney George [george\_courtney2@columbusstate.edu](mailto:george_courtney2@columbusstate.edu), Associate Professor 6. Patrick Jackson [jackson\_patrick5@columbusstate.edu](mailto:jackson_patrick5@columbusstate.edu), Associate Professor |
| **Course Title(s)** | Supplemental English Composition  Composition 1  Composition 2 |
| **Course Number(s)** | ENGL 0999, ENGL 1101, ENGL 1102 |
| **Final Semester of Instruction** | Fall 2019 |
| **Average Number of Course Sections Per Year** | ENGL 0999: 3  ENGL 1101: 58  ENGL 1102: 56 |
| **Average Number of Students Per Course Section** | 24 |
| **Average Number of Students Per Summer Semester** | ENGL 1101: 30  ENGL 1102: 50 |
| **Average Number of Students Per Fall Semester** | ENGL 0999: 40  ENGL 1101: 950  ENGL 1102: 400 |
| **Average Number of Students Per Spring Semester** | ENGL 0999: 20  ENGL 1101: 200  ENGL 1102: 915 |
| **Average Number of Students Per Year** | 2605 |
| **Are you planning on using an OpenStax textbook?** | Yes  No |
| **List the original course materials for students (including title, whether optional or required, & cost for each item)** | Textbooks are currently chosen by instructors and range from a handful of sections that use OERs to classes requiring $100 in textbooks.  Average textbook costs are about $60 a student. |
| **Requested Amount of Funding** | $29,750 |
| **Original Per Student Cost** | $60 |
| **Post-Proposal Projected Per Student Cost** | $0 |
| **Projected Per Student Savings** | $60 |
| **Projected Total Annual Student Savings** | $156,300 |

## Narrative

## Transformation Action Plan

Through incorporating OERs (Open Educations Resources) for all First Year Composition (FYC) sections, this project seeks to link the Gateways to Completion (G2C) ENGL 1101 redesign and the ENGL 0999 redesign supported by a grant from the Academic Center for Excellence at CSU to a redesign of the entire FYC (First Year Composition) sequence at Columbus State University. This grant is being proposed as both a necessary supplement to current redesigns, especially the G2C project, and to ensure that these redesigns meaningfully incorporate OERs into course structures and assignments in ways that support student success and disciplinary values. Dr. Gerdes-McClain, Ms. Woods, and Mr. O’Dell are serving on the committee redesigning ENGL 0999. Drs. Gerdes-McClain, George, and Jackson are serving the G2C committee to redesign ENGL 1101. All are frequent instructors of these courses. Bringing them together (as well as Sundi Rose, a composition instructor and the designer of a particularly popular ENGL 1102 course), this grant will allow us to make individual course redesigns part of a purposeful redesign of the entire FYC sequence and embed OERs into these courses.

Course redesign and alignment (specifically shared OER texts) is particularly necessary for FYC. Due to staff turnover in the past decade, the connection between ENGL 1101 to ENGL 1102 courses is currently weak. While there is alignment in the general language of course descriptions, in practice different philosophies about teaching writing shape courses. For students, this means that rather than two semesters to practice and develop their writing in targeted and consistent ways, each course in the FYC sequence can appear unrelated to and sometimes even at odds with the other. Historically, the FYC program has had a history of teacher autonomy in course design (including textbook adoption), largely because such autonomy is assumed to support innovation and engaging instruction. Moving forward, we hope to retain the positive aspects of teacher autonomy while offering a more coherent FYC course arc. Incorporating shared OERs into every course will provide shared texts and language to discuss writing, while the prompt outlines (and additional course materials) we plan to provide will continue to allow room for teacher autonomy in shaping course themes and content.

The major goals of this project are to save students money (through replacing traditional textbooks with OERs) and redesign the FYC course arc. By redesigning the FYC course sequence we plan to consistently build students’ writing, research, and revision skills, preparing them to succeed in the variety of writing situations they will encounter as students and professionals. Because FYC is a two semester 6 credit sequence (7 credits if a student places in ENGL 0999), redesign to one course impacts every course in the sequence. Therefore, we feel redesigning the courses together makes the most sense. This grant will support redesigning the entire FYC sequence (outcomes, syllabi, texts, etc.) which includes ENGL 0999, ENGL 1101, and ENGL 1102. Additionally, this grant will allow us to embed OERs into this redesign (saving students money), to create supplemental teaching resources specific to CSU (such as sample syllabi, course calendars, and prompts) and to train all instructors not only on the new curriculum, but also on how to use the now-required OERs effectively. Combining the support from this proposed grant, resources from G2C, and resources from the Learning Support Grant we will be able to revamp the entire course sequence of FYC and bring the curriculum live across all CSU sections in the Fall 2019 semester.

*Identification, Review, Selection, and Adoption/Adaptation/Creation of new course materials:*

This grant will support the following outcomes:

* reviewing and annotating OERs appropriate to FYC with the goal of adoption;
* choosing OER adoptions for each course; and
* developing 3 sets of sample syllabi, course calendars, and prompts (per course) that model the thoughtful and thorough integration of OER resources.

*Course and Syllabus Instructional Design/Redesign Necessary for the Transformation:*

This grant will support the following outcomes:

* integrating OERs to support course and shared prompt outcomes developed by the ENGL 1101 G2C and ENGL 0999 Learning Support redesign;
* creating supplemental support materials designed for CSU that make use of OERs to support the goals of the G2C and Learning Support redesigns; and
* funding an OER teacher training workshop which will ensure *all* FYC teachers understand and are fully supported in the transition to OERs and developing their own teaching materials (syllabi, course calendars, prompts) etc. that both utilize OERs and meet the G2C and Learning Support redesign goals.

*Activities Expected from Each Team Member and their Role(s):*

Dr. Rebecca Gerdes-McClain: Subject matter expert; instructional designer, instructor of record.

* Her responsibilities include:
  + serving as liaison between OER teams, and G2C, and Learning Support teams ensuring all elements work toward the same goals;
  + gathering and annotating OERs appropriate to FYC;
  + recommending and incorporating OERs for ENGL 1101[[1]](#footnote-2);
  + serving on the ENGL 1101 Redesign Team (creating a syllabus, course calendar, and prompts incorporating OERs) and piloting at least 1 ENGL 1101 section using OERs in the Spring 2019 semester;
  + developing assessment tools for OER pilots focusing on G2C identified areas and student/teacher feedback;
  + developing ongoing assessment tools;
  + collecting assessment data;
  + collecting and sharing all developed OER and curricular materials with entire FYC faculty;
  + leading the design and implementation of the OER Teacher Training Workshop in Summer 2019; and
  + collecting ongoing assessment of course and OERs to continue revising and refining the course.

Crystal Woods: Subject matter expert; instructional designer, instructor of record.

* Her responsibilities include:
  + gathering and annotating OERs appropriate to FYC;
  + recommending and incorporating OERs for ENGL 1101;
  + serving on the ENGL 1101 Redesign Team (creating a syllabus, course calendar, and prompts incorporating OERs) and piloting at least 1 ENGL 1101 section using OERs in the Spring 2019 semester;
  + collecting assessment data; and
  + participating in the design and implementation of the OER Teacher Training Workshop in Summer 2019.

Clayton O’Dell: Subject matter expert; instructional designer, instructor of record.

* His responsibilities include:
  + gathering and annotating OERs appropriate to FYC;
  + recommending and incorporating OERs for ENGL 1101;
  + serving on the ENGL 1101 Redesign Team (creating a syllabus, course calendar, and prompts incorporating OERs) and piloting at least 1 ENGL 1101 section using OERs in the Spring 2019 semester;
  + collecting assessment data; and
  + participating in the design and implementation of the OER Teacher Training Workshop in Summer 2019.

Sundi Rose: Subject matter expert; instructional designer, instructor of record.

* Her responsibilities include:
  + gathering and annotating OERs appropriate to FYC;
  + recommending and incorporating OERs for ENGL 1102;
  + serving on the ENGL 1102 Redesign Team (creating a syllabus, course calendar, and prompts incorporating OERs) and piloting at least 1 ENGL 1102 section using OERs in the Spring 2019 semester;
  + collecting assessment data; and
  + participating in the design and implementation of the OER Teacher Training Workshop in Summer 2019.

Dr. Courtney George: Subject matter expert; instructional designer, instructor of record.

* Her responsibilities include:
  + gathering and annotating OERs appropriate to FYC;
  + recommending and incorporating OERs for ENGL 1102;
  + serving on the ENGL 1102 Redesign Team (creating a syllabus, course calendar, and prompts incorporating OERs) and piloting at least 1 ENGL 1102 section using OERs in the Spring 2019 semester;
  + collecting assessment data; and
  + participating in the design and implementation of the OER Teacher Training Workshop in Summer 2019.

Dr. Patrick Jackson: Subject matter expert; instructional designer, instructor of record.

* His responsibilities include:
  + gathering and annotating OERs appropriate to FYC;
  + recommending and incorporating OERs for ENGL 1102;
  + serving on the ENGL 1102 Redesign Team (creating a syllabus, course calendar, and prompts incorporating OERs) and piloting at least 1 ENGL 1102 section using OERs in the Spring 2019 semester;
  + collecting assessment data; and
  + participating in the design and implementation of the OER Teacher Training Workshop in Summer 2019.

## QUantitative and Qualitative Measures

*Quantitative* measures of success will be collected through student course performance measures including average grades (compared to past semesters), DWF rates (compared to past semesters), and course evaluation numerical scores (compared to past semesters). In addition to these metrics, we expect to run at least 6 pilots (approximately 144 students) in the Spring 2019 semester, saving students approximately $8,640. In the 2019-2020 school year, when we anticipate using OERs across all sections, we expect to impact 2,605 students, saving them a total at $156,300.

*Qualitative* measures will include a survey designed by Dr. Gerdes-McClain in the Fall 2018 semester. In addition to measuring student expectations of textbooks and overall satisfaction with the OER materials, the surveys will also incorporate data points identified during the G2C analysis of ENGL 1101.

## Timeline

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| --- | --- |
| **Date Range** | **Take to be Completed** |
| June 2018 | * Collect OERs and annotate list of OER texts that might be appropriate for FYC class sequences. |
| July – August 2018 | * Collect revised course sequence with shared prompt learning outcomes from FYC Redesign Committee and distribute to redesign teams * ENGL 1101/0999[[2]](#footnote-3) Redesign Team reviews their outcomes and the OER list to choose course texts * ENGL 1102 Redesign Team reviews their outcomes and the OER list to choose course texts |
| September-October 2018 | * ENGL 1101/0999 Redesign Team chooses OER text(s) * ENGL 1102 Redesign Team chooses OER text(s) * Dr. Gerdes-McClain uses G2C data and redesign OER goals to create assessment goals/instruments for pilots |
| November 2018 | * ENGL 1101/0999 Redesign Team drafts, shares, and edits three sample prompt sets that match shared prompt outcomes reflecting OERs (one set per member) * ENGL 1102 Redesign Team drafts, shares, and edits three sample prompt sets that match shared prompt outcomes reflecting OERs (one set per member) * Dr. Gerdes-McClain solicits feedback (from G2C team and Redesign Teams) on assessment instruments |
| December 2018 | * ENGL 1101/0999 Redesign Team drafts, shares, and edits three sample syllabi and calendar sets reflecting OERs (one set per member) * ENGL 1102 Redesign Team drafts, shares, and edits three sample syllabi and calendar sets reflecting OERs (one set per member) * Dr. Gerdes-McClain creates timeline for assessment during Spring 2019 pilots |
| January-May 2019 | * OER pilots (at least 1 section of ENGL 0999, 3 of ENGL 1101, and 3 of ENGL 1102) are run * Dr. Gerdes-McClain collects data (pre and post-surveys from students and teachers) |
| May- June 2019 | * Dr. Gerdes-McClain collects numerical data (DWFs, other metrics suggested by G2C team) and shares assessment data with Redesign Teams * Redesign teams revise class materials (including support for including OER texts) * OER Teaching Training team begins designing summer workshop |
| July 2019 | * OER Teaching Training team continues designing summer work * Dr. Gerdes-McClain designs ongoing assessment tools for upcoming semesters |
| August 2019 | * 1-day, 7 hour workshop required for *all* FYC teachers introducing revised curriculum (including the adoption of OER resources *and* G2C changes) |
| Fall 2019 | * New curriculum (with OER adoptions and G2C changes) goes live across all FYC sections * Ongoing collection of assessment data |

## Budget

**Budget: Total Request $29,750**

*Personnel*

Dr. Gerdes-McClain: $5000, ENGL 1101/0999 OER Redesign Team + teacher training workshop + assessment develop and collection + collecting developed materials and making them available to FYC teachers

* + - * + $500 Summer 2018 (collecting OERs, arc design, liaison)
        + $1750 Fall 2018 (course design; assessment design; liaison)
        + $1750 Spring 2019 (run pilot, collect assessment; liaison)
        + $1000 Summer 2019 (analyze assessment data; design and lead training workshop; liaison)

Crystal Woods: $3000, ENGL 1101/0999 OER Redesign Team + teaching training workshop

* + - * + $1250 Fall 2018 (course design)
        + $1250 Spring 2019 (run pilot, collect assessment)
        + $500 Summer 2019 (lead training workshop)

Clayton O’Dell: $3000, ENGL 1101/0999 OER Redesign Team + teaching training workshop

* + - * + $1250 Fall 2018 (course design)
        + $1250 Spring 2019 (run pilot, collect assessment)
        + $500 Summer 2019 (lead training workshop)

Sundi Rose: $3000, ENGL 1102 OER Redesign Team + teaching training workshop

* + - * + $1250 Fall 2018 (course design)
        + $1250 Spring 2019 (run pilot, collect assessment)
        + $500 Summer 2019 (lead training workshop)

Dr. Patrick Jackson: $3000, ENGL 1102 OER Redesign Team + teaching training workshop

* + - * + $1250 Fall 2018 (course design)
        + $1250 Spring 2019 (run pilot, collect assessment)
        + $500 Summer 2019 (lead training workshop)

Dr. Courtney George: $3000, ENGL 1102 OER Redesign Team + teaching training workshop

* + - * + $1250 Fall 2018 (course design)
        + $1250 Spring 2019 (run pilot, collect assessment)
        + $500 Summer 2019 (leading training workshop)

*Total Personal Costs*: $20,000

*Projected Expenses*

$400 travel to kick-off meeting; 2 people= $800

$250 stipend per attendee/summer training workshop; estimated 35 attendees= $8,750

$200 to provide lunch and snacks at workshop

*Total Projected Expenses*: $9,750

## Sustainability Plan

FYC courses are taught every semester. Armed with the ongoing assessment tools developed in July 2019, the FYC Committee (a standing committee within the English Department) will continue to collect and review data on the success of the course. This data will track both goals/areas for improvement identified through G2C as well as student/teacher satisfaction with OER texts and their integration with the redesign curriculum.

1. ENGL 0999 is a one credit dual enrollment course attached to an ENGL 1101 section. As such, ENGL 0999 design will be incorporated into ENGL 1011 course design. [↑](#footnote-ref-2)
2. ENGL 0999 is a one credit dual enrollment course attached to an ENGL 1101 section. As such, ENGL 0999 design will be incorporated into ENGL 1011 course design. [↑](#footnote-ref-3)