

**Affordable Learning Georgia Textbook Transformation Grants
Proposal Form**

Please complete per inline instructions; completed form not to exceed four pages.

Institution Name	South Georgia State College		
Team Members (Name, Title, Department and email address for each)	Dr. Molly E. Smith, Professor of Biology, molly.smith@sgsc.edu Sara Selby, Professor of English and Academic Affairs Projects Specialist, sara.selby@sgsc.edu		
Sponsor, Title, Department	Dr. Charles Johnson, Chair, Division of Natural Sciences, Physical Education, and Mathematics		
Course Name, Course Number and Semester Offered (Spring 2015 Required)	Biology 1020K, Introductory Biology II, Spring 2015		
Average Number of Students in the Course	24	Number Course sessions per Academic year	4
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Material <input checked="" type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots		
List the original course materials for students (including title, whether optional or required, & cost for each item)	<i>[Material Title, opt req]</i> <i>Biology Science for Life w/ Physiology by Belk, required</i>	<i>[Cost]</i> \$170.20 Total Cost: \$170.20	
Projected Per Student Cost	\$0.00	Projected Per Student Savings (%)	100%

1. PROJECT GOALS

The primary goal is to reduce costs for students, which should lend support to the 15 to Finish initiative (because if they aren't paying as much for course materials, they can afford to take more courses).

Another goal is to enhance recruitment and increase enrollment, which in turn should increase retention and graduation rates, thus helping to fulfill the goals of Complete College Georgia.

1.1 STATEMENT OF PROBLEM

- *The Problem:* Course materials are too expensive for many students. Biology 1020K is a course that fulfills core curriculum requirements for non-STEM majors; therefore, it is not a high-stakes course for most, and student engagement suffers as a result.
- *Stakeholders affected:* Students, instructors, the institution, and, ultimately, the USG
- *Impact on stakeholders and course success:* Students choose not to buy textbooks and thus struggle to complete the course and often choose not to attend if they are not adequately prepared for class; and when they do attend, because they are not science-oriented, it is often difficult for them to maintain interest in the course. Instructors are frustrated by ill-prepared and/or disinterested students; they are also frustrated by publishing companies' profit-making practices which can cause them to choose inferior texts because they are lower-priced, thus compromising the effectiveness of the course materials and/or creating more work for themselves when they must supplement inferior texts. The institution and the USG suffer when decreasing retention and graduation rates result in decreased budgets.
- *Proposed solution:* Adoption of an OpenStax text will solve the cost problem for students. Incorporation of flipping techniques into the course design will increase student engagement by requiring them to do the work prior to class meetings so that they can participate in active learning exercises.
- *Key benefits:* All students and the instructor will have a peer-reviewed superior text at no cost, and the course will be more dynamic. Enrollment and student satisfaction should increase. Absenteeism should decrease.

1.2 TRANSFORMATION ACTION PLAN

The OpenStax text *Concepts of Biology* is already in use for the first time this semester in Biology 1010K, Introductory Biology I. The same text will be used for Biology 1020K in the Spring semester, but the syllabus and the course must be redesigned to support the new text. Flipping techniques will also be incorporated to increase active learning and student engagement. Quantitative measures will include attendance tracking and comparison with past sections delivered traditionally and assessment of student learning outcomes and comparison with past assessments; qualitative measures will include surveys of student experience and satisfaction administered at the beginning and the end of the semester as well as analysis of response to pertinent questions on the institutional annual course evaluation instrument. Student surveys will be

administered via SurveyMonkey.com, which provides analytics for each question.

1.3 TIMELINE

Oct. 1, 2014: Begin review of chapters in *Concepts of Biology* to determine flipping techniques to be incorporated.

Nov. 1, 2014: Begin to redesign the course to reflect the text and the techniques identified by review.

Dec. 1, 2014: Redesign syllabus and course calendar.

Dec. 19, 2014: Submit first status report.

Jan. 2015: Offer redesigned course.

June 1, 2015: Submit final report.

1.4 BUDGET

Stipend for Dr. Molly Smith: \$5000.00*

Stipend for Sara Selby: \$5000.00*

Projected expenses (travel, incidentals, etc.): \$800.00

*South Georgia State College does not employ instructional designers, nor do we have a Teaching and Learning Center. All work done for this project will be done by the principals on their own time in addition to their regular responsibilities and obligations to the institution.

1.5 SUSTAINABILITY PLAN

Biology 1020K is offered every semester and will continue to be offered every semester. Once the course is redesigned, any instructor (at our institution or throughout the USG) can make use of the materials and techniques developed.

1.6 REFERENCES & ATTACHMENTS

See attached letter from Dr. Charles Johnson.

PROPOSAL SUBMISSION: ALL PROPOSAL DOCUMENTS, REFERENCES, AND ATTACHMENTS SHOULD BE SUBMITTED IN A SINGLE EMAIL TO ALG@GATECH.EDU BY 5:00 PM, EST, SEPTEMBER 8, 2014.