

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

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

Institution Name	Kennesaw State University		
Team Members (Name, Title, Department and email address for each)	Seneca Vaught, Assistant Professor of History and Interdisciplinary Studies, svaught3@kennesaw.edu ; Griselda Thomas, Associate Professor of English, gthomas2@kennesaw.edu ; Nikki Hill, College of Humanities & Social Sciences Instructional Designer, rhill23@kennesaw.edu		
Sponsor, Title, Department	Interdisciplinary Studies Department (African & African Diaspora Studies Program)		
Course Name, Course Number and Semester Offered (Spring 2015 Required)	AADS 1102 Issues in African and African Diaspora Studies (Spring and Fall 2015)		
Average Number of Students in the Course	35+ per course	Number Course sessions per Academic year	5 sections per year
Award Category (pick one)	<input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials <input 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>Call and Response: Key Debates in African American Studies.</i> New York: W.W. Norton & Co, 2011 (required)	\$33.00	
	<i>Clashing Views on Controversial African Issues.</i> Maidenhead: McGraw-Hill Education, 2004. (required)	\$47.14	
	<i>You Majored in What?: Mapping Your Path from Chaos to Career.</i> New York, N.Y.: Viking, 2009. (required)	\$22.95	
	<i>Never Get a "Real" Job: How to Dump Your Boss, Build a Business, and Not Go Broke.</i> New York: Wiley, 2011. (required)	\$16.00	
		Total Cost	
		\$119.09	
Projected Per Student Cost	\$0	Projected Per Student Savings (%)	100%

1. PROJECT GOALS

The major goals of this project are to:

- a) replace the existing course texts with free and open educational resources
- b) attract larger numbers of underrepresented students to African & African Diaspora Studies (AADS) by addressing the financial challenges of affording textbooks
- c) identify and substitute materials currently used in this general education course with free and low-cost alternatives
- d) expand and support the existing online minor in Africa & African Diaspora Studies (AADS) with free materials and course resources

1.1 STATEMENT OF PROBLEM

AADS faculty have always been concerned with affordability, access, and student success. The AADS major was designed collaboratively by faculty with research-based components to foster these elements. We recently completed the process of transforming the AADS minor into an online format to increase access. Now students can complete the minor face-to-face and online. Faculty designing the minor used research from *Academically Adrift: Limited Learning on College Campuses* by Richard Arum and Josipa Roksa and *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education* by Anya Kamenetz to design each course with research-based elements to foster retention, completion, success, and increased employment opportunities. It is a natural next step for us to create open education resources for this course.

As part of the general education distribution, increasing numbers of students per year take AADS 1102 Introduction to African and African Diaspora Studies. Currently all sections are full to capacity. As growing numbers of African American, foreign-born, and international students participate in the University System of Georgia, they are attracted to this course because of its content and its broad appeal to a variety of issues this particular demographic faces. However, facing the rising cost of college tuition and other financial obligations, many students are unable to afford course texts and materials that would be necessary to their success. A recent study at Houston Community College showed that by assigning open educational resources instead of a costly textbook, faculty were able to foster student success and retention in psychology courses (Hilton and Laman).

Several key stakeholders are affected by this problem. The Interdisciplinary Studies Department at Kennesaw State University (ISD) is interested in expanding and growing the number of students who choose to major in and take courses in the department in which this course is offered. The First Year Learning Program is also a stakeholder because they are aware of the role that culturally specific courses play in student retention, progression, and graduation rates.

Textbook costs impact student success. By converting the learning materials of this course into an open and free access format, we are proposing a strategy for student success. Several key benefits that we hope to materialize as a result of this project are an increased enrollment of students in African and African Diaspora Studies by using the savings rationale as a marketing strategy. We will also be publishing the open resources in EPUB3 format to meet accessibility standards while also allowing a high level of interactivity. Ultimately, we hope to see increased achievement of student learning outcomes as students will have complete access to course material. Finally, as more high-risk students enroll in these courses due to their lower cost, we hope that there will be an overall impact on retention, progression, and graduation.

1.2 TRANSFORMATION ACTION PLAN

We plan to identify existing materials that would augment our existing resources. Specifically, we are interested in works that expand the definition of African & African Diaspora Studies and its application to a variety of career and personal learning outcomes that are not traditionally associated with the major. We would like to redesign the syllabus so that it is more interactive and we will create a digital book featuring pop out sections and drop down menus. Many of the existing course materials that already existing in the public domain will be rendered in a user-friendly format that includes features more typical of Web 2.0 (e.g. Twitter, Facebook, YouTube, and eblog integration, improved comment sections, user generated sections, etc).

We will collect qualitative data using a course survey that includes the following questions:

1. Did the cost of course materials play a role in your decision to take this course?
2. Did having access to course free course materials impact your performance in this class?
3. Were the types of materials used in the course conducive to your achievement of the learning outcomes?

We will also track the number of students who:

1. Drop, Fail, Withdraw (DFW) from the course
2. Compare the number of DFWs with baseline sections before the OER intervention
3. Track the numbers of students who cite OER as conducive to their success in the course *vis a vis* their overall performance.

1.3 TIMELINE

2014

- September 29: Reassess learning outcomes and assessment
- October 3: Sketch and develop interactive assessment tools
- October 17: Transfer existing course content and materials to host
- October 31: Capture and collect multimedia; Embed and test assessment tools
- November 14: Upload and test interactive content
- November 22: Run usability test and make revisions; Link EPub3 and publish alternate PDF version for download
- December 19: Submit First Status report

2015

- January 5: USG release of grant content and course redesign
- February 6: Review of OER usage data and interventions if necessary
- March 6: Review of OER usage data and additional interventions if necessary
- April 10: Collect and analyze data for transformation action plan
- May 1: Collate data and resources to draft final report
- May 28: Submit Final Report

1.4 BUDGET

Include Personnel & Projected Expenses not to exceed \$10,800.

Line Item	Costs
Seneca Vaught – Manages the project by delegating tasks, organizing contributions, overseeing students, and reviewing annotations for accuracy, plagiarism, and reliability.	\$3,500
Griselda Thomas - Oversees the project by contributing subject matter, editing, overseeing student contribution, reviewing annotations for accuracy, plagiarism, and reliability.	\$3,500
Rhonda “Nikki” Hill – Builds and creates the e-learning environment which will host the content. She will build, modify, and add content as necessary.	\$3,500
Closed Captioning Services	\$300
Total	\$10,800

1.5 SUSTAINABILITY PLAN

Going forward, we plan and have gotten commitment from full-time teaching faculty to offer this course every semester with possibilities for expanded offering during the summer months. We will keep these material current by updating them on the website as we normally update our course materials. We have commitment from the home department to offer this course regularly and institutional commitment to host it on the server.

1.6 REFERENCES & ATTACHMENTS

- Arum, Richard, and Josipa Roksa. *Academically Adrift : Limited Learning On College Campuses*. Chicago: University of Chicago Press, 2011. *Kennesaw State University Catalog*. Web. 3 Sept. 2014.
- Hilton, John, and Carol Laman. "One College’s Use Of An Open Psychology Textbook." *Open Learning* 27.3 (2012): 265-272. *Academic Search Complete*. Web. 3 Sept. 2014.
- Kamenetz, Anya. *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education*. White River Junction, VT: Chelsea Green Publishing (2010). Ebook.

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.

Appendix 1

SEMESTER	# OF STUDENTS	SAVINGS
Spring 2014	61	7320
Summer 2014	29	3480
Fall 2014	90	10800
Minimum total projected student savings per year with NO growth in program		\$21,600

September 4, 2014

Dear Selection Committee

I write this letter to support the proposal submission of Drs. Seneca Vaught and Griselda Thomas and instructional designer Nikki Hill for an Affordable Learning Georgia Textbook Transformation Grant. The team is proposing a grant in the “No-Cost-to-Students Learning Materials” category to support the facilitation of AADS 1102: Issues in African and African Diaspora Studies.

AADS 1102 is a general education course created in 2013 by the African & African Diaspora Studies program in the Interdisciplinary Studies Department (ISD). In line with department goals and the University’s strategic plan, the course is designed to increase students awareness of issues related to diversity and social justice worldwide and thus improve students’ abilities to understand their place in the world and engage their respective communities. The interdisciplinary and culturally specific focus of the course makes it appealing to various groups of students, including international students, students of African descent, and students from economically marginalized communities. The need for this grant is particularly imperative for students from economically marginalized groups who tend to be most attracted to the course.

AADS 1102 was first offered summer semester 2013, and it has been offered every semester since. It has been taught as a face-to-face course 9 times and as an online course twice with an enrollment increase from 31% of capacity the first time to 100% capacity in fall 2014. The online section of the course was first taught summer 2014 and also increased to 100% enrollment by fall 2014 with students requesting special permission to register for the course because it was full. We project that enrollment for this course will continue to be robust, and we plan to add hybrid sections of the course. The online course is also a part of the Online AADS Minor that many of KSU’s fulltime online students find attractive.

The average cost of textbooks for the course is about \$120. This grant will eliminate that cost to students as the learning materials for the course are converted into an open and free access format. It will also allow instructors to increase the scope of the course that examines the lives and ongoing issues of people of African descent in Africa, North America, the Caribbean, South America and Europe; expand the interdisciplinary focus of the course; and provide students with the most current resources to support their study of AADS. The grant will make the course more affordable, which may help contribute to student retention and graduation.

Sincerely,

Robbie Lieberman, Chair

Interdisciplinary Studies Department

College of Humanities and Social Sciences