

Textbook Transformation Grants, Round Thirteen

(Spring 2019 –Spring 2020)

Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech’s InfoReady Review. The link to the online application is on the [Round 13 RFP Page](#).
- The italic text we provide is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.

Institution(s)	Columbus State University
Applicant Name	Dr. Sherika Derico
Applicant Email	derico_sherika@columbusstate.edu
Applicant Phone #	706-565-1492
Applicant Position/Title	Assistant Director of Undergraduate Programs
Submitter Name	Michael S. Wetherholt, PhD
Submitter Email	wetherholt_michael@columbusstate.edu

Submitter Phone #	706-507-8949
Submitter Position	Director, Office of Sponsored Programs

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Amanda Hawkins	hawkins_amanda@columbu sstate.edu
Team Member 2	Parul Acharya	acharya_parul@columbussta te.edu
Team Member 3	Brittany Grissette	grissette_brittany@columbu sstate.edu

If you have any more team members to add, please enter their names and email addresses in the text box below.

N/A

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dr. Deborah Bordelon, Provost and Executive Vice President, Office of the Provost,
Columbus State University

Project Information and Impact Data

Title of Grant Project	Quality and Affordability using Open Education Resources in an RN to BSN Program
Type of Grant	No-or-Low-Cost-to-Students Learning Materials
Requested Amount of Funding	\$20,800
Course Names and Course Numbers	NURS 3191 Professional Clinical Nursing RN I NURS 3293 Health Assessment RN NURS 3194 Pathophysiology NURS 3195 Evidence Based Practice
Final Semester of Project	Fall 2019 or Spring 2020
Average Number of Students Per Course Section Affected by Project	30 students per section
Average Number of Sections Affected by Project in One Academic Year	18
Total Number of Students Affected by Project in One Academic Year	558

Average Number of Students Affected per Summer Semester	NURS 3191 = 24 NURS 3194 = 34 NURS 3293 = 22 Total = 80
Average Number of Students Affected per Fall Semester	NURS 3191 = 46 NURS 3194 = 30 NURS 3195 = 58 NURS 3293 = 53 Total = 187
Average Number of Students Affected per Spring Semester	NURS 3191 = 74 NURS 3194 = 63 NURS 3195 = 77 NURS 3293 = 77 Total = 291
Title/Author of Original Required Materials	<p><i>Enter information for each required textbook, homework platform, or other required materials for the course before the grant project.</i></p> <p>American Psychological Association. (2010). <i>Publication manual of the American psychological association</i> (6th Ed.). Washington, DC: American Psychological Association. ISBN 1-4338-0561 (Required) Cost \$29.00</p> <p>Grossman, S. & Porth, C. (2014). <i>Pathophysiology: Concepts of altered health states</i> (9th Ed.). St. Louis, MO: Lippincott, Williams, & Wilkins. ISBN: 978-1-4511-4600-4 (Required) Cost \$129.00</p> <p>D’Amico, D. & Barbarito, C. (2016). <i>Health & physical assessment in nursing</i>. (3rd Ed.) Upper Saddle River, New Jersey: Prentice Hall ISBN 0-13-387640-3 (Required) Cost \$95.00</p>

	Grove, S., Burns, N., & Gray, J. (2013). <i>The practice of nursing research: Appraisal, synthesis, and generation of evidence</i> . (7th Ed.) St. Louis, MO: Elsevier ISBN-13: 978-1-455-70736-2 (Required) Cost \$83.00
Original Total Cost Per Student	\$336.00 total cost for all textbooks in the RN-BSN program
Post-Project Cost Per Student	<i>This is for any post-project materials costs such as low-cost homework platforms.</i> N/A
Post-Project Savings Per Student	<i>This is typically the original cost minus the post-project cost.</i> \$336.00
Projected Total Annual Student Savings Per Academic Year	<i>This is the total number of students per academic year multiplied by the post-project per student savings estimate.</i> 558 students x \$336/each for cost of textbooks = \$187,488
Using OpenStax Textbook?	<i>Yes/No. This is to indicate to OpenStax that they can provide additional support to your team during the adoption process.</i> No

Narrative

1.1 Project Goals

Project Goals

Goals for a Textbook Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.

The goal of the Textbook Transformation Grant project is to design nursing classes to offer affordable open educational resources to reduce cost for a savings of \$336.00 per student in four nursing courses: NURS 3191 Professional Clinical Nursing RN I, NURS 3293 Introduction to Health Assessment and Wellness, NURS 3194 Pathophysiology, and NURS 3195 Evidence Based Practice. The faculty will replace the required textbooks in the four courses with no-cost open educational resources. The grant project will be implemented in the online RN to BSN program in the four courses by Summer Term June, 2019. The RN-BSN faculty will implement selected open educational resources (OERs) that make education more equitable by supporting the assembly, creation and dissemination of high-quality reusable, affordable resources on the first day of class that will support student success (noted by academic grades and reduction in withdrawals) in nursing classes by June 1, 2019; produce the new pedagogical transformation to deliver greater learning efficiency of using open education resources to all stakeholders and consumers by June 1, 2019; achieve 100% usage of open educational resources by all nursing students enrolled; and promote continuous improvement of instruction and learning by May, 2020. By implementing OERs, the faculty anticipate increasing the retention rate of nursing students from current 90% to 95% by May 2020.

1.2 Statement of Transformation

2. Statement of Transformation

Textbook Transformation Grants are awarded to teams focused on creating impactful changes.

This section allows teams to describe why the project should be awarded. Include the following:

- *A description of the current state of the course, department, and/or institution if relevant.*
- *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

In recent years, there has been a move toward transforming higher education courses to replace commercially licensed textbooks with library or open educational resources (OER). If the goal of inclusive and equitable education and lifelong learning for all is to be achieved, affordable alternatives must be utilized to expand the access to lifelong learning opportunities in courses (UNESCO, 2015).

To support this equality, the faculty in the RN-BSN program at Columbus State University are eagerly working together to replace our required four textbooks with innovative library and OER. According to McKenzie (2018), a large scale study at the University of Georgia revealed that providing free course materials significantly resulted in better academic grades, reduction in withdrawals by a small percentage, and most importantly brought equality with everyone having the same resources on the first day of class.

While maintaining quality standards, the RN-BSN team will begin to redesign all nursing courses by finding comprehensive, appropriate, and accessible resources to support the program outcomes and course objectives. After reviewing the OER for appropriateness, the team will promote and advertise the savings of \$336.00 for each student in the new pedagogical format. Resources will be incorporated into the modules to promote engagement and enhancement of student success. Evaluation will take place on all student grades and withdrawals for the time period 2019 - 2020.

The stakeholders most affected by the transformation are all RN-BSN students. Many students budget for tuition, but not for the cost of books. Many students have taken out large student loans to cover the cost of their degree, and unfortunately, many are still paying student loans from prior degrees. Some students have reached their Federal undergraduate student borrowing limits and were denied Federal financial aid due to reaching the undergraduate student borrowing limits. Hence, their only option was to secure private loans for which it is hard to qualify. These loans also usually carry very high interest rates without a grace period from the time of graduation to the beginning of repayment (AACN, 2015). According to Senack and Donoghue (2016), 5.2 million undergraduate students use financial aid to purchase textbooks. The overall savings for the RN to BSN program will be \$187,488. This will impact 558 nursing students.

Another stakeholder is Columbus State University. The School of Nursing is leading the charge to transform to OER which is in line with the goal for reducing higher educational cost. Textbook costs have become simply unaffordable for too many students, and in some cases a barrier to academic success (SPARC, 2017). Faculty members are challenged to ensure learning resources are affordable in the courses they teach. Students unable to afford learning materials may have to withdraw if their performance is affected due to financial hardship and institutions will lose tuition dollars.

The overall goal of the Textbook Transformation project is to promote student success at Columbus State University School of Nursing (RN-BSN 100% online program) through the adoption and use of no-cost learning materials in four required courses in the RN-BSN Program. Once this is completed, the RN-BSN program will be textbook free. Textbook alternatives will help reduce the overall costs of education and the associated burdens. According to McGreal

(2013), when students can access OER course material that is free and accessible, achievement and student completion rates increase. Not requiring textbooks in the nursing courses will make the RN-BSN program 100% OER.

<https://www.fosteropenscience.eu/sites/default/files/pdf/514.pdf>

Due to their flexibility, OER can help to facilitate positive change in the education sector, ensuring that the knowledge and skills taught are current, relevant, and accessible to target audiences. Moreover, OER can contribute to making education more equitable by supporting the assembly, creation, and dissemination of high-quality reusable and affordable resources.

1.3 **Transformation Action Plan**

Transformation Action Plan

Textbook Transformation Grant projects can be work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. Include the following:

- The activities expected from each team member and their role(s): subject matter experts, instructional designer, librarian, instructor of record, et al.
 - The identification, review, selection, and adoption/adaptation/creation of the new course materials.
 - A fully prepared application should include a preliminary evaluation of currently existing OER or no/low-cost materials for adoption or modification, or a preliminary plan to create new materials.
- Any redesign work necessary for the transformation.
 - This includes instructional design, curriculum alignment, accessibility, etc.
- The plan for providing open access to the new materials.
 - GALILEO Open Learning Materials will host any newly created materials. Please indicate if you are using other platforms in addition to the repository.

The RN-BSN team members understand their responsibilities for the Textbook Transformation project and are committed to offer OER to lower student cost and maintain a quality program. This project seeks to replace current textbook resource materials with OER for NURS 3191, NURS 3293, NURS 3194 and NURS 3195. The lead faculty member will research and share with all faculty the no-cost-to-students learning materials which may include, but are not limited to the following: Open Textbooks, Open Courseware, and/or other Open Educational Resources. Sources include MERLOT, Cool4Ed, OpenStax CNX, Open Textbook Library, Saylor Academy and Lumen Learning. Adoption of materials are also available in GALILEO and other available online

free resources. The Columbus State University School of Nursing librarian will be consulted to explore available OER and other online resources that are easily accessible to students.

As we already use a learning management system, no design changes will need to be made to the course(s) or syllabus. The OER reading assignments, with links, will be displayed in the current reading list in the learning management system module and on the School of Nursing webpage with 24/7 access. Faculty meetings will occur to ensure curriculum alignment and accessibility. All faculty teaching in the program have an accessibility certificate and are considered “accessibility champions” at Columbus State University. The project will be shared with the face to face undergraduate BSN program faculty and students by making resources available to all nursing students. This in turn can lead to improved performance and promote higher retention, progression, and graduation rates of all nursing students.

With the surge in textbook cost, faculty in the RN-BSN program have adopted the mindset to provide alternate course materials to make the students’ savings possible. Higher education should be diligent and consistent in integrating learning resources that are affordable. The transformation will occur starting Spring 2019.

- Institutional Review Board Application: The research faculty will prepare an IRB application before data can be collected on student performance. The IRB application will clearly define the program goals, timeline, and quantitative and qualitative measures of data collection to ensure that the grant evaluation plan is in compliance with the policies and procedures of IRB to submit by February, 2019.
- Lead faculty will be responsible for the research and evaluation of OER to replace current textbook content by April 1, 2019 (Dr. Sherika Derico is lead faculty for NURS 3194 and NURS 3293, Amanda Hawkins is lead faculty for NURS 3191, and Brittany Grissette is lead faculty for NURS 3195) by May 1, 2019.
- Lead faculty will share resources with all RN-BSN faculty for crosscheck by May 1, 2019.
- Additional RN-BSN faculty will cross check the OER and provide feedback to lead faculty on the quality of the resources by May 1, 2019.
- OER will be integrated into the courses by June 1, 2019 (Implementation starts Summer Term, 2019)
- Courses will be taught with OER for Summer 2019, Fall term I and II 2019 and Spring term I and II Spring 2020 before the final report is written (Spring, 2020).
- Dr. Parul Acharya is the Assistant Professor and she will guide us in collecting and analyzing data for the written evaluation plan.

1.4 Evaluation Plan

A longitudinal, mixed-methods research design will be implemented for the evaluation plan where both quantitative and qualitative measures will be collected in accordance with the overall project goals.

Data Collection Plan: We would utilize multiple formative and summative data elements rather than just one that would be directly tied to the goal and objectives as defined in sections 1.1, 1.2, and 1.3. Multiple data elements have psychometric and statistical advantages. A single data element is an imperfect indicator of any activity and multiple data elements allows capturing the essence of the entire activity. It helps to improve validity and reliability of the results because an array of specific data elements that are directly related to the activities would be simultaneously collected thereby improving the accuracy and decreasing the subjectivity in the results. Data will be collected in three phases:

- **Baseline Data Collection:** Baseline data will be collected from Fall 2018 semester. Baseline data are initial measurement data collected prior to the program evaluation. The purpose of the baseline information is to assess the effect of the program and to compare data before and after the program has been implemented. Without baseline data, it is difficult to estimate any changes or to demonstrate progress. (Chappelle, 2014).
- **Ongoing Data Collection:** Data will be collected in each semester of the grant period starting from Spring 2019 until Spring 2020. Data from each semester will be compared to baseline data to monitor student's academic progress and performance.
- **Final Data Collection:** Final data collection will take place in Spring 2020 semester. The final written report will be published and disseminated by May 15, 2020.

Quantitative Measures:

4. Quantitative and Qualitative Measures

All Textbook Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:

- *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*
- *If the team needs IRB (Institutional Review Board) approval, please indicate this here. Each institution's IRB functions differently and teams will need to know how their institution's IRB evaluates and approves of institutional research.*

All new OERs will be compared to the evaluation of the current hard copy textbooks to establish effectiveness and student success. Student success will be evaluated based on student retention, progression in degree program and student satisfaction with OER course materials. The quantitative data will be used to evaluate the overall effectiveness and impact of all RN-BSN students. Information on student's GPA, grades, credit hours, and enrollment will be used to evaluate if the usage of OERs was effective in improving student's academic performance as these are required courses that add to number of credit hours needed for student's academic progression in the nursing program and degree completion. Demographic information will provide an additional layer of information on the the relationship between age, gender, ethnicity and use of OERs. The main purpose of student engagement survey is to assess student's involvement, interest, and motivation towards learning and understanding OER course material. Past research has demonstrated that there is a strong relationship between student engagement and academic achievement (Northey, Govind, Bucic, Chylinski, Dolan & Esch, 2017). The survey will have question on average amount of time a student spends every week in reading OER resource posted in the course. Baseline, ongoing and final data will be collected on the following measures:

- Student demographic information: Gender, ethnicity, age, employment status-Collected from CSU Banner Student Information System (SIS) that holds institutional student data.
- Student GPA (Semester, mid-term and institutional GPA)-CSU Banner SIS.
- Credit hours attained towards degree completion (both institutional and transfer since most students in these courses are transfers)-CSU Banner SIS.
- Number of credit hours remaining for graduation-CSU Banner SIS.
- Number of students enrolled each semester in the four required courses in the RN-BSN Program (NURS 3191, 3293, 3194 and 3195)-CSU Banner SIS.
- Number of students passing in each of the four required courses in the RN-BSN Program (NURS 3191, 3293, 3194 and 3195)-CSU Banner SIS.
- Grade earned by each student in the four required courses in the RN-BSN Program (NURS 3191, 3293, 3194 and 3195)-CSU Banner SIS.
- Student engagement survey-Qualtrics online survey

Qualitative Measures: We plan to conduct an asynchronous discussion board (DB) assignment in each of the four required courses to understand the level of effectiveness of OER on student learning, engagement and student perceptions about using a commercial textbook versus a OER that is specifically custom-built for each course. The DB will focus on feedback by students on the open educational resources that they utilized during the semester. The discussion board will also have questions that will ask students to compare general or commercial nursing textbook with the OER. The discussion board questions will encompass four aspects to evaluate these resources. These four aspects are:

- Organization (usefulness, consistency, accuracy, format, examples, unit and domain specific vocabulary).
- Content (coherence, clarity, alignment to standards and learning objectives, integration, appropriateness, diversity, depth of knowledge, assessment tools used to test content knowledge, range and quality of material, material enhances creative thinking, collaboration, and problem solving skills).
- Inclusion (differentiation, sensitivity and diversity).
- Alignment (course objectives, unit objectives, career readiness skills).

Discussion Board Questions:

Please provide elaborate responses preferably supported by relevant examples:

Content

1. How do you feel about the alignment of lesson(s) with the standards?
2. What are your thoughts about the lesson contents in relation to length of the course?
3. How do you feel about the clarity and accuracy of the lesson contents?
4. What do you think about the essential skills and knowledge that you have acquired after reading the lessons?
5. How confident do you feel about integrating the skills and concepts after reading the lessons and applying them at your workplace?
6. What differences do you find in general nursing textbooks and the OER developed in the course in terms of lesson contents, alignment with lesson standards, clarity, accuracy and development of your nursing skills?

Organization

1. What are your thoughts on the organization and uniformity of study units?
2. Were the introductions and summaries with key points and ideas clear and concise? Please provide your comments.
3. What differences do you find in general nursing textbooks and the OER developed in the course in terms of organization, consistency and summary of key points?

Inclusion and Alignment

1. Did you appreciate the cost savings for not purchasing a textbook in this course?
2. In what ways not purchasing a textbook for this course help you?

3. According to you, in what ways did the lessons, ancillary material, alternate reading assignments, videos cover the learning and course objectives in an clear and appropriate manner?

4. What differences do you find in general nursing textbooks and the OER developed in the course in terms of developing your career readiness skills?

Data Analysis Plan: To improve the validity and reliability of our data analysis plan, we aim to utilize a longitudinal, mixed-methods approach. This approach has several advantages. First, we will track all the undergraduate students in the four courses each semester to closely monitor their academic progress. Tracking the student's academic progress longitudinally at several different points in a year is critical to achieve the goals and objectives outlined in Section 1.1, 1.2 and 1.3 and because the grant project is spread across one year. Second, we plan to follow a mixed-method data analysis approach utilizing both quantitative and qualitative data elements which would remain relatively distinct during the data collection phases, but we will bring together all the data sources during a comprehensive analysis and interpretation.

We will use linear regression and structural equation model as the primary statistical analysis techniques. Both these methods helps to parse out the unique contribution of each independent variable in the statistical model on the dependent variable. Structural equation model helps to estimate causal relationships between the variables. The models will also provide a quantitative measure of the direction and magnitude of the relationship between the variables used in the models such as student engagement scores, gender, age, GPA, credit hours, and time spent in OER's in each course. Structural equation model helps to establish causal relationships between the variables and will help us to assess whether usage of open educational resources actually impacted student's academic performance (as measured by Banner SIS data elements described in quantitative measures). In addition, we will also conduct power analysis which would be able to detect the true impact of using OER on the academic performance of students by estimating the effect size (strength or magnitude of the relationship between the variables under investigation). Qualitative data analysis will be conducted in NVivo (Version 11) by following the guidelines for analyzing qualitative data outlined by Walsh (2003)-Teaching Qualitative Analysis Using QSR NVivo-The Qualitative Report.

Data Management Plan:

Data Collection and Storage: All student tracking data collected from Banner SIS and Qualtrics will be compiled in a password protected Excel database on the office work computer of the faculty and project evaluator. Survey data will be collected through Qualtrics online platform

which is secure and employs a Transport Layer Security (TLS) encryption (also known as HTTPS) for all transmitted data. The student-level data is protected within the Banner Student Information System which is maintained and monitored by CSU IT department. Data collected in discussion boards will be collected and stored within the course which is accessible only to the faculty.

Data Sharing: Evaluation Data with student identifiers will not be released in any form. All the data will be aggregated and published. Project findings and analyses maybe published on the research conferences, workshops, trainings and/or publications. When appropriate, student data will be made accessible through the institutional database only to authorized personnel.

Ethics and Privacy: Whether or not required as a condition of Institutional Review Board for the Protection of Human Subjects in Research approval, an informed consent process will include language to ensure that all nursing students understand that data are being generated for the purpose of sharing with the research community. Data from this Project are highly unlikely to pose a risk for disclosure; however, to further protect students, data will be anonymized before long-term storage.

Data Organization and Storage Duration: Faculty and program evaluator will be responsible for cataloging and storing all final forms of data, analysis and representation. All project data will be stored for three years beyond the award period after which it will be deleted from the computer's hard drive.

1.5 Timeline

5. Timeline

This section allows teams to describe how the project will progress from its inception to the final report (submitted at the end of the final semester of the project). Please provide a list of major milestones for the project here, aligning it with the Transformation Action Plan and your selected Final Semester of the project. Do not put this in the form of a table, as it will create issues within InfoReady Review for the official application – a bullet-point list is acceptable.

September 10 – January 14, 2019: Applications submitted

- ***January 14, 2019: Deadline for applications***
- ***January 15-28, 2019: Peer Reviews***
- ***January 31, 2019: Notification Date***

• **February 25, 2019: Kickoff Meeting, Middle Georgia State University Hatcher Conference Center**

Month	Action	Measure of Success
January 31, 2019	Notification of grant	Institutional sign-off on Service Level Agreement (SLA) provided by the University System Office
February 1 to February 30, 2019	<p>Lead nursing faculty will be responsible for researching and evaluation of OER to replace current textbook content.</p> <p>Review course objectives, teaching/ learning practices and no-cost textbooks to ensure course alignment.</p> <p>Analyze the complete modification for summer syllabi</p> <p>Map and design no cost to students learning materials to learning modules in the four courses</p>	<p>Revise if needed for approval until accepted</p> <p>Minimum of two will attend meeting Acharya, Derico, Grissette and/or Hawkins</p>
February 25, 2019	<p>Attendance by at least two team members at a required kickoff meeting, Middle Georgia State University Hatcher Conference Center 100 University Parkway Macon, GA</p> <p>Submit IRB for approval</p>	
March 1 to March 30 2019	Amanda Hawkins will send an email to all RN-BSN students announcing no textbooks will be purchased beginning summer, 2019 in the RN-BSN program after IRB approval. We are requesting that all students participate in	Students notified of Teaching/ learning practices with no-cost

	<p>completing the three qualtrics surveys when they take NURS 3191, 3293, 3194 and 3195. At the end of the 7 week course and once the three surveys are completed by the deadline each student will receive 5% extra credit toward his/her grade. By not completing all three surveys by the deadline, no extra credit will be applied for that individual student.</p> <p>Lead nursing faculty will be responsible for researching and evaluation of OER to replace current textbook content.</p> <p>Review course objectives, teaching/ learning practices and no-cost textbooks to ensure course alignment.</p> <p>Analyze the complete modification for summer syllabi</p> <p>Map and design no cost to students learning materials to learning modules in the four courses</p> <p>Baseline data based on evaluation plan will be collected from Institutional Research in CSU for Fall 2018 semester after IRB approval. Setting qualtrics survey and discussion board questions in each course.</p>	<p>materials to achieve objectives</p>
<p>April 1 to April 30, 2019</p>	<p>Lead faculty will be responsible for researching and evaluation of OER to replace current textbook content.</p> <p>Review course objectives, teaching/ learning practices and no-cost textbooks to ensure course alignment.</p> <p>Analyze the complete modification for summer syllabi</p>	<p>Hawkins is lead faculty for NURS 3191, Derico is lead faculty for NURS 3293 and NURS 3194 and Grissette is lead faculty for NURS 3195</p>

	Map and design no cost to students learning materials to learning modules in the four courses	
May 1 to May 31, 2019	Additional RN-BSN faculty will cross check the OER and provide feedback to lead faculty on the quality of the resource Team meeting for interim report for OER, data collected to date	Resources shared with all faculty in google docs
June 1, 2019 to July 30, 2019 Small-scale implementation of OER (Pilot Study)	Continue to cross check OER. (Pilot) OER will be integrated into all 4 courses Backup plan - Students will be provided an opportunity to purchase a hard-copy textbook or an online access code from the publisher.	Implementation of OER starts Summer Term, 2019 (pilot)
August 1 to November 30 2019 (Fall Semester)	Continue to teach with OER in all the four nursing courses. Collect ongoing data based on evaluation plan Faculty will meet monthly to review the current digital learning materials, evaluate student feedback, and ensure ongoing achievement of the desired learning outcomes. Review data collection process	Data collection based on the evaluation plan in progress Interim evaluation report by December 2019
Spring 2019 until Spring 2020	Continue to teach with OER in all the four nursing courses. Faculty will meet monthly to review the current digital learning materials, evaluate student feedback, and ensure ongoing achievement of the desired learning outcomes. Review data collection process.	Ongoing data collection based on the evaluation plan with the Final Written Report by May 15, 2020.

	Ongoing data will be collected based on the evaluation plan starting from summer 2019 until spring 2020.	
Sustainability	Faculty will meet once a semester to evaluate the current digital learning materials, evaluate student feedback, and ensure ongoing achievement of the desired learning outcomes. Submit project findings to disseminate information at (Georgia Association of Nurse Educators) GANE conference and other professional workshops/conferences. Publish project results in scholarly nursing journals.	Review faculty and class evaluations, discussion board comments

1.6 Budget

6. Budget

Include overall personnel & projected expenses. Be sure to include the \$800 in travel funding, which is required for all Textbook Transformation Grants. Do not put this in the form of a table, as it will create issues within InfoReady Review for the official application – a bullet-point list is acceptable. Please keep all funding guidelines from the corresponding RFP in mind.

Michael to set up 6.1 STANDARD-SCALE AND LARGE-SCALE (INCLUDING PRIORITY CATEGORIES)

For standard-scale and large-scale grants, all proposals must be submitted via Georgia Tech’s InfoReady

Review at the following link:

View the application form on the Round 13 Request for Proposals Page.

PERSONNEL:

Amanda Hawkins.....\$4,644.68

Sherika Derico.....\$4,644.68

Brittany Grissette.....\$4,644.68

Parul Acharya.....\$4,644.68

Total Personnel.....\$18,578.72

FRINGE BENEFITS:

6.20% (FICA) Hawkins....\$287.97

1.45% (FICA Medicare) Hawkins...\$67.35

6.20% (FICA) Derico....\$287.97

1.45% (FICA Medicare) Derico...\$67.35

6.20% (FICA) Grissette....\$287.97

1.45% (FICA Medicare) Grissette...\$67.35

6.20% (FICA) Acharya....\$287.97

1.45% (FICA Medicare) Acharya...\$67.35

Total Fringe Benefits.....\$1,421.28

Total Personnel and Fringe Benefits.....\$20,000.00

TRAVEL:

Mileage and Per Diem.....\$800.00

Total Travel.....\$800.00

TOTAL PROJECT.....\$20,800.00

1.6.1.1 Funding Details

Requested \$20,800. Grant recipients will be paid at the conclusion of the grant May 15, 2019.

1.7 Sustainability Plan

7. Sustainability Plan

Textbook Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:

- *The maintenance and updating of course materials*
- *Any possible expansion of the project to more course sections in the future*

- *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

Our sustainability plan aligns with the School of Nursing's effort to continuously improve the quality of teaching. Open textbooks are the most effective way to reduce textbook cost. The RN-BSN faculty are committed to collaborating to find free available learning materials that will promote excellence in teaching, cultural enrichment and lifelong learning for the students. Students can freely access open textbooks anytime, anywhere, either online or by downloading to a laptop, tablet or smartphone. Faculty will align OER with course and program outcomes and continuously check on the relevant and current material (within the last 5 years). As a part of the evaluation and sustainability process, the team members will meet each semester to review the current digital learning materials, evaluate student feedback, and ensure ongoing achievement of the desired learning outcomes. In addition to the coordinator arrangement and course related no-cost-to-students learning materials availability within the School of Nursing, each semester, our department also organizes a day for course assessment. The purpose of this assessment is to evaluate the student learning outcomes of each course and update course content using no-cost-to-students learning materials according to the evaluation. This is to make sure that we continuously improve our courses using no-cost-to-students learning materials. OER provide a means of addressing the cost of education and the need for more student-centered materials in the RN-BSN program. This is a powerful tool to enhance learning while lowering the cost and maintaining quality. Supporting and using OER will produce a significant return on investment for the students.

References

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