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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fourteen (2019-2020)
Category:	University System of Georgia
Award Cycle:	Round 14
Submission Deadline:	04/09/2019 at 11:59 PM

Application Information

Submitted By:	Laura Letbetter
Application ID:	3389
Application Title:	455
Date Submitted:	04/09/2019 at 8:24 AM

Personal Details

Institution Name(s):	Georgia State University
Applicant First Name:	William
Applicant Last Name:	Bogner
Applicant Email Address:	wbogner@gsu.edu
Applicant Phone Number:	404-413-7022
Primary Appointment Title:	Associate Professor and Assistant Dean for Undergraduate Programs
Submitter First Name:	Laura
Submitter Last Name:	Letbetter
Submitter Email Address:	lletbetter@gsu.edu
Submitter Phone Number:	404-413-7353
Submitter Title:	Associate Director, Sponsored Research Development, Robinson College of Business

Application Details

Proposal Title

455

Final Semester of Project

Summer 2020

Requested Amount of Funding

26098

Type of Grant

Specific Core Curriculum Courses

Course Title(s)

Business, Value and You (Introduction to Business)

Course Number(s)

BUSA 1105

Team Member 1 Name

William Bogner

Team Member 1 Email

wbogner@gsu.edu

Team Member 2 Name

Leonard Jackson

Team Member 2 Email

ljackson58@gsu.edu

Team Member 3 Name

M. James Kahiga

Team Member 3 Email

mkahiga@gsu.edu

Team Member 4 Name

Janet Orr

Team Member 4 Email

jorr8@gsu.edu

Additional Team Members (Name and email address for each)

Brent Winner, bwinner@gsu.edu

Kate Kendall, kvkendall@gsu.edu

Leslie Dunn, ldunn@gsu.edu

Brian Way, wway@gsu.edu

Bryn Richardson, brynprichardson@gsu.edu

Sponsor Name

Todd Maurer

Sponsor Title

Associate Dean for Research Strategy

Sponsor Department

Robinson College of Business

Original Required Commercial Materials (title, author, price)

Bogner, William - #3389

2 of 30

Nickels, William G., McHugh, James, and McHugh, Susan. Understanding Business, 11th Edition. Boston: McGraw Hill.

List price in hard cover: \$229.00;

Paperback with all discounts from Amazon.com: \$61.16

Average Number of Students per Course Section Affected by Project in One Academic Year

50

Average Number of Sections Affected by Project in One Academic Year

64

Total Number of Students Affected by Project in One Academic Year

3150 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)

Average Number of Students Affected per Summer Semester

350 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)

Average Number of Students Affected per Fall Semester

1700 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)

Average Number of Students Affected per Spring Semester

1100 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)

Original Total Cost per Student

List price in hard cover: \$229.00; Paperback with all discounts from Amazon.com: \$61.16

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$61.16 to \$229.00 depending on how purchased.

Projected Total Annual Student Savings per Academic Year

Based on current prices, a low of \$192,654 and a high of \$721,350. Most likely in the \$250,000 vicinity

Using OpenStax Textbook?

No

Project Goals

OVERARCHING GOAL:

The overarching goal of this effort is to develop an initial digital “textbook” for students taking BUSA 1105, Business Value and You (Introduction to Business) for use on all campuses of Georgia State University (in a hybrid course in downtown Atlanta and at all Perimeter College locations, and in a 100% on-line course through Perimeter College).

This digital textbook will facilitate the delivery of an introduction to the world of business, markets, and the role of the manager in organizations of all kinds. The digital materials will be developed in a modular format, with full integration of all material into iCollege. This format will allow easy adaptation across the USG while enabling individual schools to adjust points of emphasis or add institution-specific elements.

In the digital textbook developed here, non-curricular, career-skill-building exercises that are appropriate for the start of their academic program in business are linked to the career services center. All of the modules will use open source content that will require students to engage on-line material in ways that teach and reinforce life-long learning habits and require critical thinking skills in every module.

This is an ambitious project. The team incorporates faculty members from both the Georgia State’s Robinson College of Business and Perimeter College; it brings in team members to build supporting content from the Robinson Delta Student Success Center and Georgia States’ Office of Supplemental Instruction; it integrates all the material into the USG’s iCollege LMS for easy distribution across users in the State; it does this with both a hybrid and an on-line format.

SPECIFIC GOALS:

1. Give students “30,000 foot” view of a world made up of organizations of all kinds (businesses, governments, NGOs, social clubs, etc.) and how they, as managers of all kinds, are needed for these organizations to successfully facilitate exchanges in transactions that (hopefully) will increase social welfare.
2. Develop in students an understanding of managers as decision makers that determine how people and resources are used to address real world issues ranging from global food distribution challenges to the redevelopment of Atlanta’s “railroad gulch”.
3. Show students the importance of critical thinking in these manager’s everyday decision making. Students will be introduced to the Toulmin method of argumentation to illustrate the way in which data are systematically used to support decisions and how those decisions are effectively presented.
4. Show student the importance of data analytical tools for managers to aid in making decisions. Exercises with Excel will illustrate the power and ease of tools to analyze and visualize data with students completing simple analysis of a contemporary economic or business environment.
5. Develop supplemental video content available 24/7 that complements the basic Excel skills developed in the course to increase student success and self-confidence with the software.
6. Connect the students with Robinson College of Business Delta Student Success Center to develop an initial career profile consisting of elements such as a first-year resume, a LinkedIn page and interviewing techniques.
7. Develop the digital textbook modules so that instructors can update and revise the content every semester with minimal effort.
8. Make the digital course content and the delivery format through iCollege available at no cost to all.

Statement of Transformation

THE NEED FOR CHANGES IN BUSINESS EDUCATION FOR UNDERGRADUATES

Part of the liberal arts tradition of undergraduate higher education has been teaching students to think, inquire, and communicate on a level that will enable them to address the complex issues they will encounter in life. A major criticism of undergraduates today, and particularly of business undergraduates, is that they are not showing these skills upon graduation. This has been a theme for the past decade. The Carnegie Foundation for the Advancement of Teaching's report in 2011 faulted undergraduate business education for "failing to challenge students to question assumptions, think creatively, or understand the place of business in larger institutional contexts." (Colby, et. al., 2011). These shortcomings echoed other contemporary critiques of undergraduate business education. (Glenn, 2011).

The employment market's response to this has been a change in the way undergraduate business students find their way into the labor force upon graduation. Over the last ten years the internship has become a critical part of the screening of prospective hires by organizations of all kinds. Increasingly, multiple internships are seen as desirable, starting as soon as after the second year of a four-year undergraduate program. Butler University has gone so far as to institutionalize this two-internship approach into a requirement for graduation with a business degree.

While the second trend can be seen as an economically understandable response to the first, it does not address the underlying shortcomings identified there. In fact, it only accelerates the sorting process among undergraduate students and effectively creates for the employer an option to hiring the student in the future, and option that may or may not be exercised based on internship performance.

This earlier sorting actually undercuts some of the core benefits of higher education. First, students entering university with higher levels of critical thinking and communication skills are more likely to emerge after a shortened period of time as better than students entering from less advantaged backgrounds. Second, in business education students do not generally encounter problem solving and communication skills tied to business, until the start of their third year, i.e., after the time of the desired first internship. And that junior level focus on business is generally delivered in a functionally siloed required core courses that are taught as first courses in a subject's major, often with little lateral linkage to other business material, and less still to other material from the lower-division liberal arts curriculum.

RESPONDING TO THESE MULTIPLE NEEDS IN A SINGLE COURSE

By developing a required second semester course for first year students, Georgia State seeks to address the above in a number of ways. GSU did not have a required Introduction to Business course prior to changes in the curriculum approved in 2019. This has allowed the course to be developed in the light of the above demands on students and on business education.

Initially this course was built around a textbook selected by the Steering Committee of the Robinson College of Business. That text, Nickels, William G., McHugh, James, and McHugh, Susan. Understanding Business, 11th Edition. Boston: McGraw Hill, was a "best fit" for the course envisioned. If the digital textbook envisioned here is not developed, this would be the likely choice of a conventional textbook.

The review of this and other books generally found that the texts were light on critical thinking, argumentation and basic career skill development. In fairness, there was material in the proposed book that addressed career skills, however this was the exception and the skill training in that text was not on the level that can be delivered with the software linkages available on-line.

Most significantly, it was thought that the material in texts were too functionally siloed and did not cover the wide breadth of organizational types, such as governments, NGOs, social and religious organizations, all of which need good management. Students in their first year need a broader view of organizations in general and how managers act within those organizations to achieve goals.

The textbooks reviewed did not tie the world of managers well into the other courses that students were encountering in early years of their degree program. For example, most did not emphasize the importance of managers in all areas understanding other social science disciplines such as Sociology, Psychology, and the role of cultural variation is defining both the challenge and the solution approaches organization managers need to understand today. Incorporating these perspectives into the critical thinking needed for good decision making was absent from all.

The broader focus on the manager and the inclusion of career skill development were only part of the reason for developing a digital alternative to the Understanding Business textbook. We looked at the number of students that would be taking this course across the units of Georgia State University by looking at the number of students currently taking the first Accounting course. The cost of outfitting these students with a copy of the textbook chosen, if done in the least expensive way (paperback from Amazon with free shipping), was over \$192,000. More likely we will be saving students at Georgia State over \$250,000 a year.

The modularity of the digital textbook proposed here and the financial savings for students will provide a greatly enhanced introductory experience at greatly reduced cost. To the extent this course material is adopted and modified, even just within the state of Georgia, savings for students could be over a million dollars per year.

References

Colby, Anne, Thomas Erlich, William M. Sullivan and Jonathan R. Dolle. (2011) Rethinking Undergraduate Business Education: Liberal Learning for the Profession. The Carnegie Foundation for the Advancement of Teaching: New York.

Glenn, David (2011) "The Default Major: Skating Through B-School" New York Times (14 April)

Transformation Action Plan

The following identifies the alignment of the Textbook Transformation Team members and the tasks that will be done in this process. The timeline listing in part 5 of this proposal sets out how these tasks will be accomplished over the next 8 months.

Development of the material content for the modules on markets, organizations and managers.

- Dr. Leonard Jackson (Robinson College)
- Dr. M. James Kahiga (Perimeter College)
- Ms. Janet Orr (Perimeter College)

These three faculty members will coordinate the initial and the on-going revisions in the course content on markets, organizations and managers. They will coordinate with other faculty members from both colleges that are teaching the course as well as with the team members developing and incorporating other modules to the total course. Overarching responsibility for delivery of the course at Robinson and Perimeter College will rest with these two leaders.

Dr. Jackson is currently teaching a pilot of BUSA 1105 on the downtown campus. He has been involved in the development and delivery of first and second-year programs for pre-BBA students at Robinson. Dr. Kahiga is the Chair of Business at Perimeter College and has been involved in the transition of Area F courses at Perimeter, identifying faculty members for BUSA 1105, scheduling classes and address on-line needs for Perimeter students. Ms. Orr is the Interim Assistant Chair of Business and she is active in curriculum develop. All of these faculty members have been active in organizing coordination meetings between the faculty members of the two schools so that the same experience can be delivered to all students regardless of College or format chosen.

Development of the material for modules on career preparedness and organization of linkages to on-line software (VMock) and RCB Delate Student Success Center Staff.

- Brent Winner (J. Mack Robinson Delta Student Success Center)

Mr. Winner has been the lead person in the development of the linkages between the Delta Center and the pilot versions of BUSA 1105 in the 2018-2019 AY. He has worked extensively with the VMock software that will be used in the career skill foundation building exercises in this course. (VMock, and its role is delivering course outcomes, and its role is assessment is described further in the next section.)

Development of Supplemental Instruction materials that will be available to all students with respect to the Excel exercises.

- Kate Kendall (GSU Office of Student Success – Supplemental Instruction)

Ms. Kendall leads the Supplemental Instruction (SI) initiatives in the Georgia State University Office of Student Success. She will and her staff will develop video materials that incorporate their expertise in effective SI techniques for the basic Excel exercises. By putting this material into on on-line, digital format, they will be producing for the digital textbook the first 24/7 SI material used at Georgia State. Because these SI materials in Excel address basic skills and focus on building confidence in students who feel challenges by this software, these lessons will be broadly useful across a vast array of disciplinary areas. And because these lessons and SI materials are tightly linked to the Lynda.com training videos that are available at zero cost through the GSU iCollege templates, the ability to complement other learning contexts will be particular high.

Development of the material for the Excel exercises and their integration into the weekly modules.

- Dr. William Bogner (Robinson College)

Dr. Bogner was involved in the early pilots of the BUSA 1105 course. He developed the initial Excel exercises that were tied to the Lynda.com training videos linked in iCollege

Modification of modules developed for a hybrid-format for use in 100% on-line classes.

- Leslie Dunn, Esq. (Perimeter College)

Dr. Dunn has extensive experience in both undergraduate business teaching at Perimeter College and in the effective delivery of 100% on-line courses. She is a member of the Georgia State University Distance Education Council. Dr. Dunn currently coordinates the delivery of BUSA 2106, Business Law and Ethics, across the Perimeter campus system. As Georgia State transitions its Area F to replace BUSA 2106 (moving to the upper division) with BUSA 1105, Dr. Dunn will become Curriculum Committee Chair for BUSA 1105 on Perimeter College campuses. She will work with Dr. Orr, below, on all aspects of developing the digital textbook for Perimeter College with a particular emphasis on the 100% on-line version and the on-line linkages to the Delta Students Success Center in downtown Atlanta.

Integrating all materials into a common iCollege template shareable across all sections and open to use across the USG.

- Mr. Bryn Richardson (College Technology Services, Robinson College of Business)

- Mr. Brian Way (College Technology Services, Robinson College of Business)

Mr. Richardson and Mr. Way are extensively trained and have years of collective experience in incorporating instructional material into the USG's iCollege system and making that material available across a wide range of sections in the University. During the module development, these team members will work to assure that materials can be incorporated into the iCollege portal. This will include the materials from the RCB Delta Students Success Center and the Office of Supplemental Instruction.

This team will be responsible for facilitating the update of the material in subsequent semesters and for assisting in transfer of open system templates and materials as necessary under this grant, if awarded.

Dr. Janet Orr (Perimeter College)

Dr. Orr is an Associate Professor in Economics with an emphasis in entrepreneurship. She will be the "one the ground" manager of the development of BUSA 1105's digital textbook at Perimeter College. Dr. Orr has extensive teaching experience with Perimeter students and has administrative experience as Associate Chair of her department. In the latter role she has extensive experience in integrating non-traditional elements (speakers, panels, workshops) into academic courses which will be particularly valuable when linking the digital textbook content to the course elements.

Quantitative & Qualitative Measures

There are three foundations that this course sets out to build three foundations for a student's success

Learning Outcomes Associated with Understanding of Markets and the Role of the Manager in Organizations

Because we do not have any current courses or training of students with respect to the nature markets, organizations and the role of the manager in shaping both, we cannot compare student outcomes in the future to a past record. However, we do want to be able to measure the increased effectiveness in student engagement and life-long learning skills that we think the digital textbook approach will bring. There are two aspects we will ask instructors to evaluate, largely in contrast to their other classroom experiences.

First, because of the ability to easily update the modular materials, the issues discussed, and examples given will be particularly relevant and engaging for students. Instructors will be asked to assess the quality of the discussions that result from requiring engagement with on-line material about contemporary issues involving market, organizations and managers. The number of students involved in the in-class discussions in the hybrid format and the number of comments received in the 100% on-line format will be noted as will the quality of the participation.

Second, because student will have to learn on-line, they will have to develop skills in how to learn from material available free and on-line. This will require significant change in how students consume digital material through their computers. And it will be of critical importance in future on-line and hybrid courses, as well as in life-long learning. Specific instructional approaches that challenge the students to learn with on-line material will be employed during the semester. Using the same measures of participation quantity and quality discussed in the preceding paragraph, we would anticipate both measures to increase over the course of the semester as students master the techniques of effective on-line learning.

Learning Outcomes Associated with Development of Foundation Career Management Skills (Résumé and LinkedIn)

Robinson has already begun an assessment program to capture the improvement of student career management skills. Currently students receive training in resume construction and other professional communication skills as part of their junior level course, Business Communications. In that course, a software package, VMock, assesses student resumes, provides feedback and engages the student in a continual improvement process until a standard is met. Through this means over 1000 students each year can do initial resume quality enhancement iterations prior to meeting with advisors for polishing the document.

In the beta tests of BUSA 1105 during the 2018-2019 academic year, VMock for resumes was incorporated into course through iCollege. In preparing their initial résumé, students were and linked to open source material on effective resume construction and then used VMock to iteratively improve their résumé until the standard was reached. These students went through similar exercises in constructing their first LinkedIn page. Currently VMock is developing software that can be applied to LinkedIn pages in the same manner as to résumés.

The assessment program for these skills is currently scoring juniors on the quality of their résumés and LinkedIn pages, for those that have them. Rubrics are in place against which current juniors are assessed with respect to the quality of both of these outputs. The assessment assumption is that when students who have begun developing their skills reach their junior year, they will be performing significantly above current juniors. This achievement will greatly benefit students needing to be ready to land their first internship following their sophomore year.

VMock is licensed to Georgia State and is available for use in all colleges of the University, including all Perimeter campuses. These assessments are part of the Robinson College Continual Improvement Report to AACSB for both 2020 and 2025.

Learning Outcomes Associated with Development of Decision Tool Skill (Excel)

In the beta tests of BUSA 1105 during the 2018-2019 academic year, exercises linked to the Lynda.com on line Excel training were used. These exercises were very basic. The goal was to both build some underlying skills and the student confidence in their capability to use this tool.

To assess this impact on students, Robinson is developing two measures that will look for retention of these skills over the next two years. First, the College has already begun collecting data at the start of their Area G MGS 3100, Business Analysis course. This is done through a day-one quiz to evaluate their retained Excel skills. In addition, D-F-W rates for the Area F Computer Information Systems class, CIS 2010, are recorded as they are for all courses. Current D-F-W rates for CIS 2010 at Robinson and Perimeter are establishing the baseline for future comparisons

As students taking BUSA 1105 matriculate through their Area F and Area G classes, we should be able to see positive impacts on both of these metrics. These assessments are part of the Robinson College Continual

Improvement Report to AACSB for both 2020 and 2025.

Timeline

May 2019 (Work led by Drs. Leonard Jackson (Robinson College of Business) and M. James Kahiga and Janet Orr (Perimeter College))

Meeting with instructional faculty members from the Robinson College of Business and Perimeter College.

- Review and assessment of instructional materials used in the pilots and their effectiveness in achieving learning outcomes
- Identification of adaptations in effective materials between the hybrid and wholly-on-line formats of the course.
- Assessment of non-learning-outcome materials and exercises linked into the pilots from the RCB Delta Student Success Center.
- Agreement of the initial array of instructional materials needed for delivery of BUSA 1105 at all GSU sites and in both formats.

May 2019 (Work led by Dr. M. James Kahiga, Janet Orr and Leslie Dunn, Esq. (Perimeter College))

- Review and approval of digital textbook by Perimeter College.
- Initial meeting of BUSA 1105 curriculum committee at Perimeter to set points of emphasis for the digital content and assessment measurement and metrics for Fall 2019

June 2019 (Work led by Mr. Brent Winner (RCB Delta Student Success Center))

- Initial Meetings by digital textbook designers with RCB Delta Student Success Center staff to incorporate VMock Materials for the Fall 2019 course offerings.

June 2019 (Work led by Ms. Kate Kendell (Supplemental Instructions) and Dr. William Bogner (Robinson College))

- Revise and update Excel exercises based on feedback from pilot efforts in the 2018-2019 AY.
- Identify needed Supplemental Instruction opportunities and how to align specific SI material to the specific Excel lessons
- Determine transferability of "live" SI best practices to on on-line video environment.
- Identify initial SI content that could be piloted for Fall 2019 sections.
- (Note: Dr. Bogner will retire from GSU at the end of June 2019)

July 2019 (Work led by Dr. M. James Kahiga, Janet Orr and Leslie Dunn, Esq. (Perimeter College) and Dr. Leonard Jackson (Robinson College of Business))

- Finalize Content for both Hybrid and On-line

July 2019 (Work led by Mr. Bryn Richardson and Mr. Brian Way (College Technology Services, Robinson College of Business))

- Build iCollege sites for all instructors in both hybrid and 100% on-line formats. Populate individual instructor's iCollege pages with the comprehensive digital textbook appropriate for the format in which they are teaching.

August 2019 (Work led by Drs. Leonard Jackson (Robinson College of Business) and M. James Kahiga (Perimeter College))

- Joint RCB and Perimeter College Faculty Meeting for final coordination and review of content and delivery of digital textbook material for four sections of BUSA 1105 in downtown Atlanta and four sections through Perimeter College

Fall 2019 Semester (Work led by Mr. Brent Winner (RCB Delta Student Success Center))

- Ongoing assessment of the ability of the Delta Student Success Center to deliver services as scale and adaptation to close any gaps in performance.

Fall 2019 Semester (Work led by Drs. Leonard Jackson (Robinson College of Business) and Ms. Kate Kendell (Supplemental Instructions)).

- Assessment of the students' capability development in Excel through the combination of Lynda.com exercises and Supplemental Instruction materials, where provided.

- Continued revision and development of materials of the Supplemental Instruction components of the Excel training.

Fall 2019 Semester (Work led by Drs. Leonard Jackson (Robinson College of Business), Dr. M. James Kahiga and Leslie Dunn, Esq. (Perimeter College))

- Work with instructors on in-semester assessment of improvements in student capabilities' about to learn through on-line material, the students' level of preparedness for in-class discussion based on on-line material assigned, and overall student engagement in course discussions due to the contemporary nature of the material in the course.
- Conduct meetings of the Perimeter College BUAS 1105 Curriculum Committee and RCB BUSA 1105 Core Faculty groups, including join meets at least three times during the semester

December 2019-January 2020 (Work led by Drs. Leonard Jackson (Robinson College of Business) and Ms. Leslie Dunn, Esq. (Perimeter College))

- Collect and aggregate feedback from instructors on all the above components are is channeled to course development groups on both campuses.
- Conduct and initial assessment of student capability and performance on the key goals of BUSA 1105: a) awareness of the role of market, organizations and managers in society, the importance of managing their career and their capability to use important decision-making tools effectively in their lives.
- Obtain identification and agreement on areas to be modified for Spring 2020 semester, and for more significant modifications for the Fall 2020 semester.
- Conduct training session for new faculty coming to the course for the Spring 2020 Semester

December 2019-January 2020 (Work led by Mr. Bryn Richardson and Mr. Brian Way (College Technology Services, Robinson College of Business))

- Make modifications deemed most important in the digital textbook for Spring Semester 2020.
- Scale BUSA 1105 in iCollege to handle 40 sections and close to 2000 students on the two campuses.

Spring 2020 Semester

Modified BUSA 1105 rolled out for the first wave of second semester freshmen, estimated at about 2000

- Conduct comprehensive assessment of all learning outcomes and collect data for longer term assessment of changes in student skill capabilities for AACSB reporting.
- Development of any larger-scale revisions in the digital textbook for the Fall of 2021
- Establishment of the pattern and practice of, active faculty engagement and post-Spring-Semester continual improvement.

Budget

Personnel:

- \$3,759 (2.42% effort) Dr. Leonard Jackson will be the coordinator of the development activities of the digital textbook at the Robinson College of Business. He will chair the faculty group that will review and continually improve the course modules through Spring Semester 2020, he will coordinate his faculty's recommendations with those from Perimeter College at the end of each semester, and he will have responsibility for coordinating the agreed upon revisions with the Robinson College Technological service team members.
- \$3,759 (5.72% effort) Ms. Janet Orr will be the coordinator of development activities of the digital textbook at Perimeter College. She will chair the course committee of faculty from all Perimeter College campuses that will continually evaluate and review the course effectiveness at Perimeter. Assist liaising between the Perimeter College Curriculum Committee and the team at RCB. She will have responsibility for coordinating revisions with Dr. Jackson after each semester.
- \$3,759 (5.72% effort) Ms. Leslie Dunn, Esq. will focus on development of the digital textbook content for Perimeter College with a primary emphasis on the 100% on-line version of the course. She will Chair the Perimeter College Curriculum Committee
- \$2,256 (3.13% effort) Mr. Brent Winner will be responsible to establishing and maintaining all the digital textbook linkages between all section of BUSA 1105 and the Delta Student Success Center. Between semesters will be reasonable for coordinating upgrades and modifications in the digital textbook content for items that are linked through the Delta Center.
- \$2,256 (4.79% effort) Ms. Kate Kendall will supervise and coordinate the development and production of the Supplemental Instruction videos for the digital textbook. She will coordinate the integration of the materials her office produces with the Robinson College Technological team.
- \$1,504 (1.95% effort) Mr. Bryn Richardson will be responsible, with Mr. Way, for integrating the digital textbook content designed by the faculty members at both Perimeter College and the Robinson College into iCollege templates and have those available for students and instructors through the iCollege system each semester.
- \$1,504 (2.63% effort) Mr. Brian Way will be responsible, with Mr. Richardson, for I integrating the digital textbook content designed by the faculty members at both Perimeter College and the Robinson College into iCollege templates and have those available for students and instructors through the iCollege system each semester.

Total Personnel = \$18,797

Fringe Benefits:

GSU's standard rate is 33% for full time faculty and staff

Total Fringe = \$6,303

Travel:

- Travel funds in the amount of \$800 are allocated for the project personnel to attend the Kick-Off meeting

Total Travel = \$800

Supplies:

- Video materials for Supplementary Instruction production. Creating live-action SI material is ne for this office, but equipment needs should be minimal. A Camtasia for capturing video & audio clips and a microphone for capturing video & audio clips are needed to create the video and audio content. Camtasia = \$249.00;

Microphone = \$49.00

Total Supplies = \$298.00

Total Request = \$26,098.00

Sustainability Plan

The sustainability of the BUSA 1105 digital textbook is facilitated by the modular design of the materials. The BUSA 1105 course itself is being organized around a course coordinator and a core faculty from both the Robinson College and Perimeter College. This team is charged with the continually updating of the materials for both the hybrid and the 100% on-line formats. Their modifications of the subject matter content will be coordinated with the career skill components that are managed through the Robinson College of Business Delta Student Success Center. The integration of the modifications from both of these sources will be placed into the iCollege LMS by Members of Robinson College of Business' technology support staff.

These annual tasks will be financially supported, in part, by donor support for first-year programs in the Robinson College that has already been obtained.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

Mailing Address:

P.O. Box 3989
Atlanta, GA 30302-3989

In Person:

35 Broad Street, Suite 700
Atlanta, GA 30303

Phone 404-413-7009
Fax 404-413-7036
Web robinson.gsu.edu



April 5, 2019

Dear Colleagues,

I am writing to express my strongest support for the BUSA 1105 Digital Textbook project proposed by Dr. Bill Bogner and his team in response to the 2019 Affordable Learning Georgia request for proposals.

Part of my role in the Robinson College is to provide leadership and oversight for sponsored programs carried out by our business faculty. Research administration staff within the Robinson College work in collaboration with GSU's central Office of Sponsored Proposals and Awards to support project directors and to ensure that funds are received, distributed, and expended according to all applicable rules and policies. Therefore, I can assure you that this project will receive proper administrative oversight.

The project director, Dr. Bill Bogner, is Assistant Dean for Undergraduate Programs in the Robinson College of Business, and his project team includes colleagues from our Georgia Perimeter campus. Together they will develop an initial digital "textbook" for students taking BUSA 1105, Business, Value and You (Introduction to Business). We anticipate that materials developed under this project will be sustainable due to their modular design, the plan for continually updating subject matter content, and the efforts of our technology support staff, as described in the proposal's Sustainability Plan.

Feel free to contact my office if you have further questions about the Robinson College's commitment to support and sustain the BUSA 1105 Digital Textbook project.

Sincerely,

A handwritten signature in blue ink, appearing to read "T. Maurer".

Professor & Associate Dean for Research Strategy
J. Mack Robinson College of Business
Georgia State University
35 Broad Street; Atlanta, GA 30303
+1 404-413-7538 | tmaurer@gsu.edu



Textbook Transformation Grants, Round Fourteen (Summer 2019 – Summer 2020)

Proposal Form and Narrative

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)	Georgia State University
Applicant Name	William Bogner
Applicant Email	wbogner@gsu.edu
Applicant Phone #	404-413-7022
Applicant Position/Title	Associate Professor and Assistant Dean for Undergraduate Programs
Submitter Name	Laura Letbetter
Submitter Email	lletbetter@gsu.edu
Submitter Phone #	404-413-7353
Submitter Position	Associate Director, Sponsored Research Development, Robinson College of Business

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	William Bogner	wbogner@gsu.edu
Team Member 2	Leonard Jackson	ljackson58@gsu.edu
Team Member 3	M. James Kahiga	mkahiga@gsu.edu
Team Member 4	Janet Orr	jorr8@gsu.edu
Team Member 5	Brent Winner	bwinner@gsu.edu
Team Member 6	Kate Kendall	kvkendall@gsu.edu
Team Member 7	Leslie Dunn	ldunn@gsu.edu
Team Member 8	Brian Way (Robinson College Technology Services)	wway@gsu.edu

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

Bryn Richardson, brynprichardson@gsu.edu
--

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

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Project Information and Impact Data

Title of Grant Project	BUSA 1105 Digital Textbook
Type of Grant	"Specific Core Curriculum Courses,"
Requested Amount of Funding	\$26,098
Course Names and Course Numbers	BUSA 1105, Business, Value and You
Final Semester of Project	Spring 2020
Average Number of Students Per Course Section Affected by Project	50
Average Number of Sections Affected by Project in One Academic Year	64
Total Number of Students Affected by Project in One Academic Year	3150 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)
Average Number of Students Affected per Summer Semester	350 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)
Average Number of Students Affected per Fall Semester	1700 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)
Average Number of Students Affected per Spring Semester	1100 (estimates based on ACCT 2101 enrollments at Robinson and Perimeter in the 2017-18 AY)
Title/Author of Original Required Materials	Nickels, William G., McHugh, James, and McHugh, Susan. <u>Understanding Business</u> , 11th Edition. Boston: McGraw Hill.
Original Total Cost Per Student	List price in hard cover: \$229.00; Paperback with all discounts from Amazon.com: \$61.16
Post-Project Cost Per Student	\$0.00
Post-Project Savings Per Student	\$61.16 to \$229.00 depending on how purchased.
Projected Total Annual Student Savings Per Academic Year	Based on current prices, a low of \$192,654 and a high of \$721,350. Most likely in the \$250,000 vicinity
Using OpenStax Textbook?	No

Narrative Section

1. Project Goals

OVERARCHING GOAL:

The overarching goal of this effort is to develop an initial digital “textbook” for students taking BUSA 1105, Business Value and You (Introduction to Business) for use on all campuses of Georgia State University (in a hybrid course in downtown Atlanta and at all Perimeter College locations, and in a 100% on-line course through Perimeter College).

This digital textbook will facilitate the delivery of an introduction to the world of business, markets, and the role of the manager in organizations of all kinds. The digital materials will be developed in a modular format, with full integration of all material into iCollege. This format will allow easy adaptation across the USG while enabling individual schools to adjust points of emphasis or add institution-specific elements.

In the digital textbook developed here, non-curricular, career-skill-building exercises that are appropriate for the start of their academic program in business are linked to the career services center. All of the modules will use open source content that will require students to engage on-line material in ways that teach and reinforce life-long learning habits and require critical thinking skills in every module.

This is an ambitious project. The team incorporates faculty members from both the Georgia State’s Robinson College of Business and Perimeter College; it brings in team members to build supporting content from the Robinson Delta Student Success Center and Georgia States’ Office of Supplemental Instruction; it integrates all the material into the USG’s iCollege LMS for easy distribution across users in the State; it does this with both a hybrid and an on-line format.

SPECIFIC GOALS:

1. Give students “30,000 foot” view of a world made up of organizations of all kinds (businesses, governments, NGOs, social clubs, etc.) and how they, as managers of all kinds, are needed for these organizations to successfully facilitate exchanges in transactions that (hopefully) will increase social welfare.
2. Develop in students an understanding of managers as decision makers that determine how people and resources are used to address real world issues ranging from global food distribution challenges to the redevelopment of Atlanta’s “railroad gulch”.
3. Show students the importance of critical thinking in these manager’s everyday decision making. Students will be introduced to the Toulmin method of argumentation to illustrate the way in which data are systematically used to support decisions and how those decisions are effectively presented.

4. Show student the importance of data analytical tools for managers to aid in making decisions. Exercises with Excel will illustrate the power and ease of tools to analyze and visualize data with students completing simple analysis of a contemporary economic or business environment.
5. Develop supplemental video content available 24/7 that complements the basic Excel skills developed in the course to increase student success and self-confidence with the software.
6. Connect the students with Robinson College of Business Delta Student Success Center to develop an initial career profile consisting of elements such as a first-year resume, a LinkedIn page and interviewing techniques.
7. Develop the digital textbook modules so that instructors can update and revise the content every semester with minimal effort.
8. Make the digital course content and the delivery format through iCollege available at no cost to all.

2. Statement of Transformation

THE NEED FOR CHANGES IN BUSINESS EDUCATION FOR UNDERGRADUATES

Part of the liberal arts tradition of undergraduate higher education has been teaching students to think, inquire, and communicate on a level that will enable them to address the complex issues they will encounter in life. A major criticism of undergraduates today, and particularly of business undergraduates, is that they are not showing these skills upon graduation. This has been a theme for the past decade. The Carnegie Foundation for the Advancement of Teaching's report in 2011 faulted undergraduate business education for "failing to challenge students to question assumptions, think creatively, or understand the place of business in larger institutional contexts." (Colby, et. al., 2011). These shortcomings echoed other contemporary critiques of undergraduate business education. (Glenn, 2011).

The employment market's response to this has been a change in the way undergraduate business students find their way into the labor force upon graduation. Over the last ten years the internship has become a critical part of the screening of prospective hires by organizations of all kinds. Increasingly, multiple internships are seen as desirable, starting as soon as after the second year of a four-year undergraduate program. Butler University has gone so far as to institutionalize this two-internship approach into a requirement for graduation with a business degree.

While the second trend can be seen as an economically understandable response to the first, it does not address the underlying shortcomings identified there. In fact, it only accelerates the sorting process among undergraduate students and effectively creates for the employer an option to hiring the student in the future, and option that may or may not be exercised based on internship performance.

This earlier sorting actually undercuts some of the core benefits of higher education. First, students entering university with higher levels of critical thinking and communication skills are more likely to emerge after a shortened period of time as better than students entering from less advantaged backgrounds. Second, in business education students do not generally encounter problem solving and communication skills tied to business, until the start of their third year, i.e., after the time of the desired first internship. And that junior level focus on business is generally delivered in a functionally siloed required core courses that are taught as first courses in a subject's major, often with little lateral linkage to other business material, and less still to other material from the lower-division liberal arts curriculum.

RESPONDING TO THESE MULTIPLE NEEDS IN A SINGLE COURSE

By developing a required second semester course for first year students, Georgia State seeks to address the above in a number of ways. GSU did not have a required Introduction to Business course prior to changes in the curriculum approved in 2019. This has allowed the course to be developed in the light of the above demands on stunts and on business education.

Initially this course was built around a textbook selected by the Steering Committee of the Robinson College of Business. That text, Nickels, William G., McHugh, James, and McHugh, Susan. Understanding Business, 11th Edition. Boston: McGraw Hill, was a "best fit" for the course envisioned. If the digital textbook envisioned here is not developed, this would be the likely choice of a conventional textbook.

The review of this and other books generally found that the texts were light on critical thinking, argumentation and basic career skill development. In fairness, there was material in the proposed book that addressed career skills, however this was the exception and the skill training in that text was not on the level that can be delivered with the software linkages available on-line.

Most significantly, it was though that the material in texts were too functionally siloed and did not cover the wide breadth of organizational types, such as governments, NGOs, social and religious organizations, all of which need good management. Students in their first year need a broader view of organizations in general and how managers act within those organizations to achieve goals.

The textbooks reviewed did not tie the world of managers well into the other courses that students were encountering in early years of their degree program. For example, most did not emphasize the importance of managers in all areas understanding other social science

disciplines such as Sociology, Psychology, and the role of cultural variation is defining both the challenge and the solution approaches organization managers need to understand today. Incorporating these perspectives into the critical thinking needed for good decision making was absent from all.

The broader focus on the manager and the inclusion of career skill development were only part of the reason for developing a digital alternative to the Understanding Business textbook. We looked at the number of students that would be taking this course across the units of Georgia State University by looking at the number of students currently taking the first Accounting course. The cost of outfitting these students with a copy of the textbook chosen, if done in the least expensive way (paperback from Amazon with free shipping), was over \$192,000. More likely we will be saving students at Georgia State over \$250,000 a year.

The modularity of the digital textbook proposed here and the financial savings for students will provide a greatly enhanced introductory experience at greatly reduced cost. To the extent this course material is adopted and modified, even just within the state of Georgia, saving for students could be over a million dollars per year.

References

Colby, Anne, Thomas Erlich, William M. Sullivan and Jonathan R. Dolle. (2011) Rethinking Undergraduate Business Education: Liberal Learning for the Profession. The Carnegie Foundation for the Advancement of Teaching: New York.

Glenn, David (2011) "The Default Major: Skating Through B-School" *New York Times* (14 April)

3. Transformation Action Plan

The following identifies the alignment of the Textbook Transformation Team members and the tasks that will be done in this process. The timeline listing in part 5 of this proposal sets out how these tasks will be accomplished over the next 8 months.

Development of the material content for the modules on markets, organizations and managers.

- Dr. Leonard Jackson (Robinson College)
- Dr. M. James Kahiga (Perimeter College)
- Ms. Janet Orr (Perimeter College)

These three faculty members will coordinate the initial and the on-going revisions in the course content on markets, organizations and managers. They will coordinate with other faculty members from both colleges that are teaching the course as well as with the team members

developing and incorporating other modules to the total course. Overarching responsibility for delivery of the course at Robinson and Perimeter College will rest with these two leaders.

Dr. Jackson is currently teaching a pilot of BUSA 1105 on the downtown campus. He has been involved in the development and delivery of first and second-year programs for pre-BBA students at Robinson. Dr. Kahiga is the Chair of Business at Perimeter College and has been involved in the transition of Area F courses at Perimeter, identifying faculty members for BUSA 1105, scheduling classes and address on-line needs for Perimeter students. Ms. Orr is the Interim Assistant Chair of Business and she is active in curriculum develop. All of these faculty members have been active in organizing coordination meetings between the faculty members of the two schools so that the same experience can be delivered to all students regardless of College or format chosen.

Development of the material for modules on career preparedness and organization of linkages to on-line software (VMock) and RCB Delate Student Success Center Staff.

- Brent Winner (J. Mack Robinson Delta Student Success Center)

Mr. Winner has been the lead person in the development of the linkages between the Delta Center and the pilot versions of BUSA 1105 in the 2018-2019 AY. He has worked extensively with the VMock software that will be used in the career skill foundation building exercises in this course. (VMock, and its role is delivering course outcomes, and its role is assessment is described further in the next section.)

Development of Supplemental Instruction materials that will be available to all students with respect to the Excel exercises.

- Kate Kendall (GSU Office of Student Success – Supplemental Instruction)

Ms. Kendall leads the Supplemental Instruction (SI) initiatives in the Georgia State University Office of Student Success. She will and her staff will develop video materials that incorporate their expertise in effective SI techniques for the basic Excel exercises. By putting this material into on on-line, digital format, they will be producing for the digital textbook the first 24/7 SI material used at Georgia State. Because these SI materials in Excel address basic skills and focus on building confidence in students who feel challenges by this software, these lessons will be broadly useful across a vast array of disciplinary areas. And because these lessons and SI materials are tightly linked to the Lynda.com training videos that are available at zero cost through the GSU iCollege templates, the ability to complement other learning contexts will be particular high.

Development of the material for the Excel exercises and their integration into the weekly modules.

- Dr. William Bogner (Robinson College)

Dr. Bogner was involved in the early pilots of the BUSA 1105 course. He developed the initial Excel exercises that were tied to the Lynda.com training videos linked in iCollege

Modification of modules developed for a hybrid-format for use in 100% on-line classes.

- Leslie Dunn, Esq. (Perimeter College)

Dr. Dunn has extensive experience in both undergraduate business teaching at Perimeter College and in the effective delivery of 100% on-line courses. She is a member of the Georgia State University Distance Education Council. Dr. Dunn currently coordinates the delivery of BUSA 2106, Business Law and Ethics, across the Perimeter campus system. As Georgia State transitions its Area F to replace BUSA 2106 (moving to the upper division) with BUSA 1105, Dr. Dunn will become Curriculum Committee Chair for BUSA 1105 on Perimeter College campuses. She will work with Dr. Orr, below, on all aspects of developing the digital textbook for Perimeter College with a particular emphasis on the 100% on-line version and the on-line linkages to the Delta Students Success Center in downtown Atlanta.

Integrating all materials into a common iCollege template shareable across all sections and open to use across the USG.

- Mr. Bryn Richardson (College Technology Services, Robinson College of Business)
- Mr. Brian Way (College Technology Services, Robinson College of Business)

Mr. Richardson and Mr. Way are extensively trained and have years of collective experience in incorporating instructional material into the USGs iCollege system and making that material available across a wide range of sections in the University. During the module development, these team members will work to assure that materials can be incorporated into the iCollege portal. This will include the materials from the RCB Delta Students Success Center and the Office of Supplemental Instruction.

This team will be responsible for facilitating the update of the material in subsequent semesters and for assisting in transfer of open system templates and materials as necessary under this grant, if awarded.

Dr. Janet Orr (Perimeter College)

Dr. Orr is an Associate Professor in Economics with an emphasis in entrepreneurship. She will be the “one the ground” manager of the development of BUSA 1105s digital textbook at Perimeter College. Dr. Orr has extensive teaching experience with Perimeter students and has administrative experience as Associate Chair of her department. In the latter role she has extensive experience in integrating non-traditional elements (speakers, panels, workshops) into academic courses which will be particularly valuable when linking the digital textbook content to the course elements.

4. Quantitative and Qualitative Measures

There are three foundations that this course sets out to build three foundations for a student's success

Learning Outcomes Associated with Understanding of Markets and the Role of the Manager in Organizations

Because we do not have any current courses or training of students with respect to the nature markets, organizations and the role of the manager in shaping both, we cannot compare student outcomes in the future to a past record. However, we do want to be able to measure the increased effectiveness in student engagement and life-long learning skills that we think the digital textbook approach will bring. There are two aspects we will ask instructors to evaluate, largely in contrast to their other classroom experiences.

First, because of the ability to easily update the modular materials, the issues discussed, and examples given will be particularly relevant and engaging for students. Instructors will be asked to assess the quality of the discussions that result from requiring engagement with on-line material about contemporary issues involving market, organizations and managers. The number of students involved in the in-class discussions in the hybrid format and the number of comments received in the 100% on-line format will be noted as will the quality of the participation.

Second, because student will have to learn on-line, they will have to develop skills in how to learn from material available free and on-line. This will require significant change in how students consume digital material through their computers. And it will be of critical importance in future on-line and hybrid courses, as well as in life-long learning. Specific instructional approaches that challenge the students to learn with on-line material will be employed during the semester. Using the same measures of participation quantity and quality discussed in the preceding paragraph, we would anticipate both measures to increase over the course of the semester as students master the techniques of effective on-line learning.

Learning Outcomes Associated with Development of Foundation Career Management Skills (Résumé and LinkedIn)

Robinson has already begun an assessment program to capture the improvement of student career management skills. Currently students receive training in resume construction and other professional communication skills as part of their junior level course, Business Communications. In that course, a software package, VMock, assesses student resumes, provides feedback and engages the student in a continual improvement process until a standard is met. Through this means over 1000 students each year can do initial resume quality enhancement iterations prior to meeting with advisors for polishing the document.

In the beta tests of BUSA 1105 during the 2018-2019 academic year, VMock for resumes was incorporated into course through iCollege. In preparing their initial résumé, students were and linked to open source material on effective resume construction and then used VMock to iteratively improve their résumé until the standard was reached. These students went through similar exercises in constructing their first LinkedIn page. Currently VMock is developing software that can be applied to LinkedIn pages in the same manner as to résumés.

The assessment program for these skills is currently scoring juniors on the quality of their résumés and LinkedIn pages, for those that have them. Rubrics are in place against which current juniors are assessed with respect to the quality of both of these outputs. The assessment assumption is that when students who have begun developing their skills reach their junior year, they will be performing significantly above current juniors. This achievement will greatly benefit students needing to be ready to land their first internship following their sophomore year.

VMock is licensed to Georgia State and is available for use in all colleges of the University, including all Perimeter campuses. These assessments are part of the Robinson College Continual Improvement Report to AACSB for both 2020 and 2025.

Learning Outcomes Associated with Development of Decision Tool Skill (Excel)

In the beta tests of BUSA 1105 during the 2018-2019 academic year, exercises linked to the Lynda.com on line Excel training were used. These exercises were very basic. The goal was to both build some underlying skills and the student confidence in their capability to use this tool.

To assess this impact on students, Robinson is developing two measures that will look for retention of these skills over the next two years. First, the College has already begun collecting data at the start of their Area G MGS 3100, Business Analysis course. This is done through a day-one quiz to evaluate their retained Excel skills. In addition, D-F-W rates for the Area F Computer Information Systems class, CIS 2010, are recorded as they are for all courses. Current D-F-W rates for CIS 2010 at Robinson and Perimeter are establishing the baseline for future comparisons

As students taking BUSA 1105 matriculate through their Area F and Area G classes, we should be able to see positive impacts on both of these metrics. These assessments are part of the Robinson College Continual Improvement Report to AACSB for both 2020 and 2025.

5. Timeline

May 2019 (Work led by Drs. Leonard Jackson (Robinson College of Business) and M. James Kahiga and Janet Orr (Perimeter College))

Meeting with instructional faculty members from the Robinson College of Business and Perimeter College.

- Review and assessment of instructional materials used in the pilots and their effectiveness in achieving learning outcomes
- Identification of adaptations in effective materials between the hybrid and wholly-on-line formats of the course.
- Assessment of non-learning-outcome materials and exercises linked into the pilots from the RCB Delta Student Success Center.
- Agreement of the initial array of instructional materials needed for delivery of BUSA 1105 at all GSU sites and in both formats.

May 2019 (Work led by Dr. M. James Kahiga, Janet Orr and Leslie Dunn, Esq. (Perimeter College))

- Review and approval of digital textbook by Perimeter College.
- Initial meeting of BUSA 1105 curriculum committee at Perimeter to set points of emphasis for the digital content and assessment measurement and metrics for Fall 2019

June 2019 (Work led by Mr. Brent Winner (RCB Delta Student Success Center))

- Initial Meetings by digital textbook designers with RCB Delta Student Success Center staff to incorporate VMock Materials for the Fall 2019 course offerings.

June 2019 (Work led by Ms. Kate Kendell (Supplemental Instructions) and Dr. William Bogner (Robinson College))

- Revise and update Excel exercises based on feedback from pilot efforts in the 2018-2019 AY.
- Identify needed Supplemental Instruction opportunities and how to align specific SI material to the specific Excel lessons
- Determine transferability of “live” SI best practices to on on-line video environment.
- Identify initial SI content that could be piloted for Fall 2019 sections.
- (Note: Dr. Bogner will retire from GSU at the end of June 2019)

July 2019 (Work led by Dr. M. James Kahiga, Janet Orr and Leslie Dunn, Esq. (Perimeter College) and Dr. Leonard Jackson (Robinson College of Business))

- Finalize Content for both Hybrid and On-line

July 2019 (Work led by Mr. Bryn Richardson and Mr. Brian Way (College Technology Services, Robinson College of Business))

- Build iCollege sites for all instructors in both hybrid and 100% on-line formats. Populate individual instructor’s iCollege pages with the comprehensive digital textbook appropriate for the format in which they are teaching.

August 2019 (Work led by Drs. Leonard Jackson (Robinson College of Business) and M. James Kahiga (Perimeter College))

- Joint RCB and Perimeter College Faculty Meeting for final coordination and review of content and delivery of digital textbook material for four sections of BUSA 1105 in downtown Atlanta and four sections through Perimeter College

Fall 2019 Semester (Work led by Mr. Brent Winner (RCB Delta Student Success Center))

- Ongoing assessment of the ability of the Delta Student Success Center to deliver services as scale and adaptation to close any gaps in performance.

Fall 2019 Semester (Work led by Drs. Leonard Jackson (Robinson College of Business) and Ms. Kate Kendell (Supplemental Instructions)).

- Assessment of the students' capability development in Excel through the combination of Lynda.com exercises and Supplemental Instruction materials, where provided.
- Continued revision and development of materials of the Supplemental Instruction components of the Excel training.

Fall 2019 Semester (Work led by Drs. Leonard Jackson (Robinson College of Business), Dr. M. James Kahiga and Leslie Dunn, Esq. (Perimeter College))

- Work with instructors on in-semester assessment of improvements in student capabilities' about to learn through on-line material, the students' level of preparedness for in-class discussion based on on-line material assigned, and overall student engagement in course discussions due to the contemporary nature of the material in the course.
- Conduct meetings of the Perimeter College BUAS 1105 Curriculum Committee and RCB BUSA 1105 Core Faculty groups, including join meets at least three times during the semester

December 2019-January 2020 (Work led by Drs. Leonard Jackson (Robinson College of Business) and Ms. Leslie Dunn, Esq. (Perimeter College))

- Collect and aggregate feedback from instructors on all the above components are is channeled to course development groups on both campuses.
- *Conduct and initial assessment of student capability and performance on the key goals of BUSA 1105: a) awareness of the role of market, organizations and managers in society, the importance of managing their career and their capability to use important decision-making tools effectively in their lives.*
- Obtain identification and agreement on areas to be modified for Spring 2020 semester, and for more significant modifications for the Fall 2020 semester.
- Conduct training session for new faculty coming to the course for the Spring 2020 Semester

December 2019-January 2020 (Work led by Mr. Bryn Richardson and Mr. Brian Way (College Technology Services, Robinson College of Business))

- Make modifications deemed most important in the digital textbook for Spring Semester 2020.
- Scale BUSA 1105 in iCollege to handle 40 sections and close to 2000 students on the two campuses.

Spring 2020 Semester

Modified BUSA 1105 rolled out for the first wave of second semester freshmen, estimated at about 2000

- Conduct comprehensive assessment of all learning outcomes and collect data for longer term assessment of changes in student skill capabilities for AACSB reporting.
- Development of any larger-scale revisions in the digital textbook for the Fall of 2021
- Establishment of the pattern and practice of, active faculty engagement and post-Spring-Semester continual improvement.

6. Budget

Personnel:

- \$3,759 (2.42% effort) Dr. Leonard Jackson will be the coordinator of the development activities of the digital textbook at the Robinson College of Business. He will chair the faculty group that will review and continually improve the course modules through Spring Semester 2020, he will coordinate his faculty's recommendations with those from Perimeter College at the end of each semester, and he will have responsibility for coordinating the agreed upon revisions with the Robinson College Technological service team members.
- \$3,759 (5.72% effort) Ms. Janet Orr will be the coordinator of development activities of the digital textbook at Perimeter College. She will chair the course committee of faculty from all Perimeter College campuses that will continually evaluate and review the course effectiveness at Perimeter. Assist liaising between the Perimeter College Curriculum Committee and the team at RCB. She will have responsibility for coordinating revisions with Dr. Jackson after each semester.

- \$3,759 (5.72% effort) Ms. Leslie Dunn, Esq. will focus on development of the digital textbook content for Perimeter College with a primary emphasis on the 100% on-line version of the course. She will Chair the Perimeter College Curriculum Committee
- \$2,256 (3.13% effort) Mr. Brent Winner will be responsible to establishing and maintaining all the digital textbook linkages between all section of BUSA 1105 and the Delta Student Success Center. Between semesters will be reasonable for coordinating upgrades and modifications in the digital textbook content for items that are linked through the Delta Center.
- \$2,256 (4.79% effort) Ms. Kate Kendall will supervise and coordinate the development and production of the Supplemental Instruction videos for the digital textbook. She will coordinate the integration of the materials her office produces with the Robinson College Technological team.
- \$1,504 (1.95% effort) Mr. Bryn Richardson will be responsible, with Mr. Way, for integrating the digital textbook content designed by the faculty members at both Perimeter College and the Robinson College into iCollege templates and have those available for students and instructors through the iCollege system each semester.
- \$1,504 (2.63% effort) Mr. Brian Way will be responsible, with Mr. Richardson, for I integrating the digital textbook content designed by the faculty members at both Perimeter College and the Robinson College into iCollege templates and have those available for students and instructors through the iCollege system each semester.

Total Personnel = \$18,797

Fringe Benefits:

GSU's standard rate is 33% for full time faculty and staff

Total Fringe = \$6,303

Travel:

- Travel funds in the amount of \$800 are allocated for the project personnel to attend the Kick-Off meeting

Total Travel = \$800

Supplies:

- Video materials for Supplementary Instruction production. Creating live-action SI material is new for this office, but equipment needs should be minimal. A Camtasia for capturing video & audio clips and a microphone for capturing video & audio clips are needed to create the video and audio content. Camtasia = \$249.00; Microphone = \$49.00

Total Supplies = \$298.00

Total Request = \$26,098.00

7. Sustainability Plan

The sustainability of the BUSA 1105 digital textbook is facilitated by the modular design of the materials. The BUSA 1105 course itself is being organized around a course coordinator and a core faculty from both the Robinson College and Perimeter College. This team is charged with the continually updating of the materials for both the hybrid and the 100% on-line formats. Their modifications of the subject matter content will be coordinated with the career skill components that are managed through the Robinson College of Business Delta Student Success Center. The integration of the modifications from both of these sources will be placed into the iCollege LMS by Members of Robinson College of Business' technology support staff.

These annual tasks will be financially supported, in part, by donor support for first-year programs in the Robinson College that has already been obtained.

Note: Letter of Support

The Robinson College of Business at Georgia State University is the unit responsible for carrying out the project and expending funds. A letter from Dr. Todd Maurer, Associate Dean for Research Strategy, has been included with the application.