Affordable Materials Grants, Round 18:

Transformation Grants

(Fall 2020 – Fall 2021)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 18 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r18).
* The italic text provided below is meant for clarifications and can be deleted.

# Applicant and Team 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, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Gordon State College |
| Applicant name | Jessica Traylor |
| Applicant email  | Jtraylor1@gordonstate.edu |
| Applicant position/title | Assistant Professor |
| Submitter name  |  |
| Submitter email  |  |
| Submitter position/title |  |

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.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Jessica Traylor | Jtraylor1@gordonstate.edu |
| Team member 2 | Jane-Marie McKinney | jmckinney@gordonstate.edu  |
| Team member 3 | Autumn Schaffer | autumns@gordonstate.edu  |
| Team member 4 |  |  |
| Team member 5 |  |  |
| Team member 6 |  |  |

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

|  |
| --- |
|  |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories*Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | * *Student Participation in Materials Evaluation and/or Development*
* *Departmental Scaling Projects*
* *Collaborative Project with Professional Support*

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| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *$26,400* |
| Final Semester of Project | *Fall 2021* |
| Using OpenStax Textbook?*This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *No* |

# Impact Data

Please fill in the data below with impact data in below with *one course taught by one instructor* in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.**

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | PSYC 1101 |
| N/A | Course instructor | Various Instructors |
| 1 | Average number of students enrolled per section | 32 |
| 2 | Average number of affected course sections scheduled in a summer semester | 2 |
| 3 | Average number of affected course sections scheduled in a fall semester | 16 |
| 4 | Average number of affected course sections scheduled in a spring semester | 12 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 30 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 960 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Instructors used different texts. They will be listed below and averaged to provide the average cost per student.Exploring Psychology in Modules by Myers - $183.38https://www.amazon.com/Exploring-Psychology-Modules-David-Myers/dp/1464154384OpenStax Psychology - $38.50https://openstax.org/details/books/psychologyPsychology in Everyday Life by Myers - $119.05https://www.amazon.com/Psychology-Everyday-Life-David-Myers/dp/1319013732Think Psychology by Baird - $113.31https://www.amazon.com/THINK-Psychology-2nd-Abigail-Baird/dp/0132128403Introductory Psychology by Lumen Waymaker - $29.41https://lumenlearning.com/courses-intro-psychology/Psychology in Your Life by Grison - $146.67https://www.amazon.com/Psychology-Your-Second-Sarah-Grison/dp/039360067XPsychology with My Psych Lab by Ciccarelli - $234.97https://www.amazon.com/Psychology-MyPsychLab-eText-Access-Package/dp/0205973353 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $123.61 |
| 9 | Average post-project cost per student section enrollment | $29.41 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $94.20 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $90,432 |

# Narrative Section

## 1. Project Goals

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

This proposal has four overarching goals: (1) expand the adoption of low-cost materials to all sections of PSYC 1101; (2) increase support for adjunct instructors; (3) increase equity across courses; (4) increase student success.

Expanding the adoption of low-cost materials to all sections of PSYC 1101 will save students an average of $94.20 for this high-enrollment course. Through the use of Lumen Waymaker’s courseware, we will offer a mostly turn-key curriculum to support teaching by adjunct instructors who have a limited amount of time to dedicate to their teaching commitments. We will also support adjunct instructors through professional development focused on best practices in teaching. By offering low-cost materials and supporting adjunct instructors, we will be increasing equity across all sections of PSYC 1101. Our ultimate goal is the fourth one, increasing student success. We believe that access to low-cost materials, support for adjunct instructors, and equitable learning experiences will support student success as measured by course grades and student evaluations.

## 2. Statement of Transformation

*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.*

Gordon State College is an access institution located in rural Georgia. As an access institution, a large percentage of our students are low income, first generation college students and often need more support than those at other colleges. Textbook costs can be an additional hindrance to their success. According to the Bureau of Labor Statistics “Textbook prices rose 1041% from 1977 to 2015, over three times the prices of inflation over the same time period” (Popken, 2015). Textbook costs create a further obstacle for lower income students. Tinter (2006) found that “rising textbook and course material costs are most noticeable among the low-income, first generation, and first year college students, all of whom represent the most vulnerable from a student success perspective.” In addition, Gordon State College has recently experienced budget cuts which resulted in advertised faculty positions being eliminated. Our department now has three full-time psychology professors, and only two of those teach PSYC 1101. Considering that PSYC 1101 is a high-enrollment course, most sections are currently taught by adjunct instructors. While our college has carefully selected and supported the instructors, there are still needs that could be further fulfilled through the use of a department-wide, low-cost curriculum paired with targeted professional development. Several of the adjuncts are using standard textbooks because of the need for supplemental resources not currently available through Open Educational Resources at the level they need to be successful. Of the two full-time faculty teaching PSYC 1101, one is currently using OpenStax but has concerns about the lack of additional resources especially when considering supporting each adjunct. The other is using Lumen Waymaker and has proposed that the entire department adopt this low-cost curriculum due to its affordability, quality content, and supplementary resources for instructors

Our proposed project would involve department-wide adoption of Lumen Waymaker for PSYC 1101. According to proponents of adaptive learning, the technology has the ability to profoundly enhance undergraduate teaching and learning while simultaneously liberating us from higher education’s “iron triangle” of cost, quality, and access (Tyton Partners, 2013; Zimmer, 2014).With one professor currently using this curriculum, we are interested in and uniquely positioned to scale this adoption to all sections of the course Lumen Waymaker has faculty resources, intelligent agents, formative assessments, and summative evaluations to support student success. Additionally, Lumen Waymaker has built in student success analytics that will allow us to differentiate instruction based on the needs of our specific population.

Using this courseware department-wide will broaden our access to data that can help identify any gaps in the curriculum or any special developmental needs of our students. With greater support for student success and equitable access, our students will experience higher course grades and increased satisfaction with their course experience. Salem (2017) stated that “the cost of access to course materials has emerged as a student success issue.” This statement was further supported by a research study done at UGA involving 35,985 students and eight courses. Researchers had Professors adopt OER textbooks and found that students performed better in these courses and the DFW rates decreased. The researchers also found that the decrease in the withdrawal and failing rates were significantly smaller from students in lower SES backgrounds (Colvand, Watson, & Park, 2018). This data is especially encouraging for Gordon State due to our student population. Overall, greater student success and satisfaction will increase our retention, progression, and graduation rate. This will in turn increase student enrollment.

Colvard, N. B., Watson, C. E., & Park, H. (2018). The impact of open educational resources on various student success metrics. *International Journal of Teaching and Learning in Higher Education*, *30*(2), 262-276.

Popken, B. (2015). College textbook prices have risen 1041 percent since 1977. (Retrieved September 30th, 2020 from <https://www.nbcnews.com/feature/freshman-year/college-textbook-prices-have-risen-812-percent-1978-n399926>.)

Salem Jr, J. A. (2017). Open pathways to student success: Academic library partnerships for open educational resource and affordable course content creation and adoption. *The Journal of Academic Librarianship*, *43*(1), 34-38.

Tinto, V. (2006). Research and practice of student retention: What next? *Journal of college student retention: Research, Theory & Practice, 8*(1), 1-19.

## 3. Action Plan

*Transformation Grant projects are 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. This section must include:*

* *The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).*
* *A review of existing open, no-cost, and/or low-cost course materials for the course(s).*
* *The plan for the selection, adoption, adaptation, and/or creation of new course materials (if applicable). Include plans for open licensing and plans for making your materials accessible.*
* *The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*
* *The plan for providing open access to the new materials. Affordable Learning Georgia will host any newly created materials in our repository; please indicate if you are using other platforms in addition to the repository to host them.*

**Team Member Roles and Action Plan**

**Jessica Traylor**

* Course Redesign (40 hours)

Work closely with Autumn Schaffer (Instructional Designer at Gordon State) and Jane-Marie McKinney to design a D2L shell with the learning modules, quizzes, assignments, and activities to foster student learning and streamline PSYC 1101.

* Implementation (40 hours)

Implement new course design and curriculum alignment for the fall 2021 semester for full- departmental adoption

* Meetings (20 hours)

Hold monthly meetings with Adjunct Instructors and fellow team members to discuss the implementation of the curriculum, tips and tools for success in the classroom, and any obstacles to student learning.

* Data Collection (15 hours)

Data will be collected through our Institutional Research department at Gordon State as well as through surveys with the help of our student interns, and the course analytics available through Lumen Waymaker.

* Data Analysis (30 hours).

Analyze data from the past three semesters of PSYC 1101 classes to compare the data with the fall 2021 data. SPSS will be used for the statistical analysis of all quantitative data.

* Editing the Course (30 hours)

Using the data analysis as a guide, the PSYC 1101 course will be edited and revised for the final adoption to be used department wide.

* Professional Development (15 hours)

Complete the Lumen Circles Professional Development Training program

**Jane-Marie McKinney**

* Course Redesign (40 hours)

Work closely with Autumn Schaffer (Instructional Designer at Gordon State) and Jessica Traylor to design a D2L shell with the learning modules, quizzes, assignments, and activities to foster student learning and streamline PSYC 1101.

* Implementation (40 hours)

Implement new course design and curriculum alignment for the fall 2021 semester for full- departmental adoption

* Meetings (15 hours)

Hold monthly meetings with Adjunct Instructors and fellow team members to discuss the implementation of the curriculum, tips and tools for success in the classroom, and any obstacles to student learning.

* Data Collection (15 hours)

 Data will be collected through our Institutional Research department at Gordon State as well as through surveys with the help of our student interns, and the course analytics available through Lumen Waymaker.

* Data Analysis (30 hours).

Analyze data from the past three semesters of PSYC 1101 classes to compare the data with the fall 2021 data. SPSS will be used to for the statistical analysis of all quantitative data.

* Editing the Course (30 hours)

Using the data analysis as a guide, the PSYC 1101 course will be edited and revised for the final adoption to be used department wide.

* Professional Development (15 hours)

Complete the Lumen Circles Professional Development Training program

**Autumn Schaeffer**

* Course Design (60 hours)

Design a streamlined D2L course that can be used for each of our PSYC 1101 courses. Autumn will work closely with Jessica and Jane-Marie to help make the D2L course shell easy to use and implement by the adjunct instructors.

**Adjunct Instructors** (5)

* Implementation (40 hours)

Implement new course design and curriculum alignment for the fall 2021 semester for full- departmental adoption

* Meetings (10 hours)

Attend monthly team meetings with team members to discuss the implementation of the curriculum, tips and tools for success in the classroom, and any obstacles to student learning.

* Professional Development (15 hours)

Complete the Lumen Circles Professional Development Training program

**Intern Students** (2)

* Data Collection (50 hours)

Students will be responsible for creating surveys, data collection, and preliminary data analysis.

## 4. Quantitative and Qualitative Measures

*All 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.*

We will measure the outcomes through student satisfaction, student grades, course-level retention, and department-level learning objectives. Student satisfaction will be measured using the standard end-of-course student evaluations in addition to a departmental student satisfaction survey. A student intern will use the data to guide focus group discussions and submit an analysis of the data as part of the evaluation process.

We will measure student performance and success using final course grades. Student grades from the implementation period will be analyzed in comparison to comparable semester grades from the previous two years. Finally, our department will partner with Lumen to analyze department-level data after the spring semester. We will use this data to create new assignments and provide updated supplemental resources to support student success with specific learning outcomes for the fall semester. We will analyze the department-level course learning outcomes again at the end of the fall semester to determine whether there was improvement in student success on the individual learning outcomes.

Because of our desire to present this information at local, state, and national conferences, we will seek IRB approval.

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

*Do not put this timeline in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable.*

**Fall 2020**

* Attend grant kickoff meeting; this meeting is after textbook orders are due for spring courses, which will limit our ability to fully implement in the spring
* Initial meeting with team members and instructors to explain the grant details, timeline, and expectations

**Spring 2021**

* Instructors who are willing to will use Lumen Waymaker for PSYC 1101
* Monthly meetings with team members and instructors
* Begin professional development with Lumen Circles
* Create a master course for PSYC 1101
* Student interns will create surveys, gather data, and conduct preliminary analysis
* Gather student satisfaction and performance data for the current semester
* Analyze data using Lumen’s analytics to determine the specific needs of our student population based on PSYC 1101 learning outcomes
* Instructors will complete the Lumen Circles Professional Development Training Program
* Submit the semester report

**Summer 2021**

* Implement Lumen Waymaker for ALL PSYC 1101 course sections
* Create or locate supplemental activities or resources to support lagging learning outcomes
* Gather student satisfaction and performance data for the current semester
* Analyze data using Lumen’s analytics to determine the specific needs of our student population based on PSYC 1101 learning outcomes
* Submit the semester report

**Fall 2021**

* Implement Lumen Waymaker for ALL PSYC 1101 course sections
* Implement supplemental activities and resources
* Continue professional development with Lumen Circles
* Student interns will gather data and conduct preliminary analysis
* Gather student satisfaction and performance data for the current semester
* Analyze data using Lumen’s analytics to determine the specific needs of our student population based on PSYC 1101 learning outcomes
* Submit the final report

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

* *$5,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$30,000 maximum total award per grant*

*Do not put this budget in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable. Please keep all funding guidelines from the corresponding RFP in mind.*

* $10,000 ($5,000 each for the subject matter experts for designing the master course, gathering and analyzing data, leading team meetings, creating and locating supplemental resources, and participating in professional development)
* $2,000 for an instructional design consultant
* $7,500 ($1,500 each for five adjunct instructors to compensate for the time to transition from publisher curriculum and participate in meetings and professional development)
* $2,000 ($1,000 each for two student interns to compensate for their time to review the curriculum materials, attend team meetings, and gather and analyze data)
* $4,900 ($700 for two semesters of professional development for seven instructors)
* Total = $26,400

## 7. Sustainability Plan

*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*
* *The commitment of the department(s) or institution(s) to continue the use of affordable 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*

Periodic meetings with instructors of PSYC 1101 will provide the opportunity to assess our use of the adaptive learning tools, formative assessments, and intelligent agents. We will also review the course each semester to ensure that we have the most updated version of the course and are using it to the best of our ability to maximize student success. This will also include ongoing analysis of department-level learning outcomes across courses.

In order to maintain consistency across courses and support the use of low-cost course material for PSYC 1101, we will offer initial professional development and ongoing mentoring for all instructors. This will be helpful because Lumen continually updates their Waymaker courses along with the available faculty tools.

We plan to share our work through local, state, and national presentations. Locally, the Teaching Matters conference of Student Success Summit would offer an ideal audience of colleagues with similar student populations. Beyond our local area, we will also submit proposals to relevant state and national conferences on open education and online learning, in addition to conferences with a more traditional pedagogical focus.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
| Thomas Aiello, Department Head, Business, History, and Social Science |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

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| --- |
| Megan Davidson, Vice President of Finance and Administration |