Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

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, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

|  |  |
| --- | --- |
| Requested information | Answer |
| Institution(s) | University of West Georgia |
| Applicant name | Ashlee Davis |
| Applicant email | ashleed@westga.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 | Ashlee Davis | ashleed@westga.edu |
| Team member 2 | Sasha McBurse | smcburse@westga.edu |
| Team member 3 | Duke Biber | dbiber@westga.edu |
| Team member 4 | Lisa Jellum | ljellum@highlands.edu |
| Team member 5 | Melanie Vincent | mvincent@highlands.edu |

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.* | * Collaborative Projects with Professional Support * Upper-Level Campus Collaborations Student Participation in Materials Evaluation and/or Development |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | $23,000 |
| Final Semester of Project | Spring 2023 |
| 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

## Course 1

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | CMWL 3102: Psychology of Health and Wellness |
| N/A | Course instructors | Duke Biber, Ashlee Davis |
| 1 | Average number of students enrolled per section | 30 |
| 2 | Average number of affected course sections scheduled in a summer semester | 1 |
| 3 | Average number of affected course sections scheduled in a fall semester | 1 |
| 4 | Average number of affected course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 3 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 90 |
| 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.* | $84.95 [The Psychology of Exercise](https://www.routledge.com/The-Psychology-of-Exercise-Integrating-Theory-and-Practice/Lox-Ginis-Gainforth-Petruzzello/p/book/9780367186807)  Integrating Theory and Practice;  Lox, Ginis, Gainforth, & Petruzello  ISBN: 9780367186807 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $84.95 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $84.95 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $7,645.50 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | CMWL 2200: Social Determinants of Health (UWG)/HSCI 3700: Social Determinants of Health (GHC) |
| N/A | Course instructor | Sasha McBurse, Ashlee Davis |
| 1 | Average number of students enrolled per section | 30 (UWG)/38 (GHC) |
| 2 | Average number of course sections scheduled in a summer semester | 1 (UWG) |
| 3 | Average number of course sections scheduled in a fall semester | 2 (UWG)/ 1 (GHC) |
| 4 | Average number of course sections scheduled in a spring semester | 2 (UWG)/ 1 (GHC) |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 5 (UWG)/ 2 (GHC) |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 226 |
| 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.* | Smalley, K. B., Warren, J. C., & Fernández, M. I. (2020). [*Health equity: A solutions-focused approach*](https://www.springerpub.com/health-equity-9780826177230.html). New York, NY: Springer Publishing Company.  ISBN:9780826177230 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $85.00 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $85.00 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $19,210.00 |

# Narrative Section

## 1. Project Goals

The purpose of this project is to transform two undergraduate courses at two University System of Georgia (USG) institutions and adapt no-cost open educational resources (OERs) to support student success. Faculty members from the University of West Georgia (UWG) and Georgia Highlands College (GHC) both offer Social Determinants of Health (CMWL 2200/HSCI 3700) and will be collaborating to redesign the course. Psychology of Health and Wellness (CMWL 3102) is offered at UWG. The primary goals are:

1. Transform CMWL 3102 to adapt no-cost materials, including *Essentials of Sport & Exercise Psychology: An* *Open Access Textbook.*
2. Identify OERs for CMWL 2200/HSCI 3700 that support student learning outcomes. Materials will be organized into modules and made publicly available via LibGuides and ALG’s online repository.
3. Reduce fail and withdrawal rates for the courses listed above.
4. Evaluate student satisfaction with course materials and design and compare to student satisfaction rates from pre-OER implementation semesters.

## 2. Statement of Transformation

Over the past decade, the cost of higher education to students has increased due to textbook and supplemental material costs (Jaggars, Rivera, & Akani, 2019). The increased cost of educational materials leads to students borrowing more money via student loans or working more hours, which can negatively impact student GPA, credit scores, and number of credit hours they can enroll in (ACSFA, 2007; Dadgar, 2012; Griffiths et al., 2018). Furthermore, survey research has found that the cost of textbooks is a contributing factor to whether students enroll in a course or whether they buy the text, which can negatively impact student course success and progression towards graduation (Griffiths et al., 2018; Martin et al., 2017).

Open educational resources (OERs) could be a partial solution to the rising costs of higher education materials. Previous evaluations found OERs to benefit students in terms of financial burden, course success, as well as D, F, and Withdrawal letter grades (Clinton & Khan, 2019; Colvard, Watson, & Park, 2018). Further, the implementation of OERs appears to be well received, as studies reported students and faculty perceive OERs to be of equal quality or better than commercial materials (Hilton, 2020).

The current proposal aims to provide OERs for two major courses for students enrolled in the Health and Community Wellness degree program at the University of West Georgia (UWG) and exercise science students at Georgia Highlands College (GHC). During the Fall 2021 semester, UWG had 277 students enrolled in the Health and Community Wellness program and GHC had 214 students enrolled in the exercise science program. A large percentage of undergraduate students at both institutions are Pell Grant eligible. According to the University System of Georgia, in fall 2020, 4,432 undergraduates (46.7%) at UWG and 5,680 undergraduates (40.4%) at GHC were Pell Grant recipients. The two courses that will be transformed are Psychology of Health and Wellness, as well as Social Determinants of Health, which are requirements for students pursuing these majors. We have identified a quality open-access textbook to replace the current text for Psychology of Health & Wellness. However, after an extensive search, we have not been able to identify an open access textbook for courses focused on social determinants of health, so this transformation grant would greatly benefit all institutions offering such content.

Given the aforementioned research indicating the negative impact of high-cost materials on student degree success, it is necessary to provide no-cost materials to ensure timely student progression through the major programs. Furthermore, research has found tuition and financial constraints influence student decisions to attend regional comprehensive universities like the University of West Georgia (O’Beirne & Rusk, 2011). This transformation grant would reduce the financial burden for students at UWG and GHC to enroll in these major courses, and the resources would be available to other universities.

Advisory Committee on Student Financial Assistance (ACSFA). (2007). Turn the page: Making college textbooks more affordable. Retrieved from https://files.eric.ed.gov/ fulltext/ED497026.pdf

Clinton, V. & Khan, S. (2019). Efficacy of Open Textbook Adoption on Learning Performance and Course Withdrawal Rates: A Meta-analysis. AERA Open.

https://doi.org/10.1177/2332858419872212

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.

Griffiths, R., Gardner, S., Lundh, P., Shear, L., Ball, A., Mislevy, J., Wang, S., Desrochers, D., Staisloff, R. (2018). Participant Experiences and Financial Impacts: Findings from Year 2 of Achieving the Dream’s OER Degree Initiative. Menlo Park, CA: SRI International.

Hilton J. Open educational resources, student efficacy, and user perceptions: A synthesis of research published between 2015 and 2018. Educational Technology Research and Development. 2020; 68; 3: 853-876. 10.1007/s11423-019-09700-4

Jaggars, S. S., Marcos D. Rivera, and Briana Akani. 2019. “College Textbook Affordability: Landscape, Evidence, and Policy Directions [Policy Report].” Midwestern Higher Education Compact. https://eric.ed.gov/?q=costs+of+college+textbooks&id=ED598412

Martin, M. T., Belikov, O. M., Hilton, J., Wiley, D., & Fischer, L. (2017). Analysis of student and faculty perceptions of textbook costs in higher education. Open Praxis, 9(1), 79-91.

## 3. Action Plan

**Team Member:** **Ashlee Davis, Assistant Professor of Health and Community Wellness** is a subject matter expert across the psychology of health and wellness and social determinants of health. She will serve as the project lead given her extensive research and development background. Dr. Davis will complete a systematic review of OERs for CMWL 2200. Materials will be a combination of credible websites, videos, and open access journal articles. She will also assist in redesigning CMWL 3102 to incorporate an open access textbook.

She will collect and analyze data and prepare the reports.

This work will require an estimated 80 hours to complete.

**Team Member: Duke Biber, Assistant Professor of Health and Community Wellness** is a subject matter expert in the psychology of health and wellness along with research evaluation. He will assist with the course design of CMWL 3102. Dr. Biber will also identify supporting OERs. He will assist with data collection, analysis and report preparation.

This work will require an estimated 80 hours to complete.

**Team Member:** **Lisa Jellum, Interim Dean, School of Health Sciences** is a subject matter expert in social determinants of health and wellness as well as textbook transformation. She will serve as an instructional designer for this project. Dr. Jellum will advise on instructional design practices for both courses.

This work will require an estimated 80 hours to complete

**Team Member:** **Sasha McBurse, Instructor of Health and Community Wellness** is a subject matter expert in social determinants of health and wellness, and will assist with the course design of CMWL 2200. She will help develop the module topics and search for course OERs.

This work will require an estimated 80 hours to complete.

**Team Member:** **Melanie Vincent, Librarian** will advise and assist content experts on incorporation of accessible document design, inclusion of images with appropriate alt-text, producing accurate closed-captioning video and audio transcripts, and creating accessible PowerPoints. She will upload all revised materials to the LMS, LibGuide, and to the Galileo Open Learning Material Repository Ensure CC-BY added to text and all ancillaries

Estimated 20 hours to complete.

## 4. Quantitative and Qualitative Measures

The evaluation of the Transformation Grant project will be a mixed-methods design.

1. **Student performance** will be evaluated quantitatively by examining the change in the rate of final course grades of D, F or W. Students’ learning through academic grades will be assessed in the Fall 2021 and Spring 2022 semesters, prior to the implementation of the Transformation Grant project. Student success through grade performance will also be assessed in Summer 2022 and Fall 2023, to compare student performance in the Transformation Grant project to prior semesters. To ensure instructor reliability, specific grading rubrics will be utilized for assessments across courses. Instructors will create clear instructions for assignments and coordinate their course syllabi content and guidelines.
2. **Student satisfaction** will be evaluated quantitatively and via open-response questions using electronic surveys. Student Evaluation of Instruction will include scale questions in regard to teaching effectiveness, appropriateness of course materials, and the course overall. The open-response questions will include areas of improvement, areas of satisfaction, and applicability of course materials. Students will be evaluated in the Fall 2022, prior to the implementation of the Transformation Grant project. Students will also be evaluated in Spring 2023, to compare student satisfaction in the Transformation Grant project to prior semesters.

## 5. Timeline

**Spring (March - May) 2022**

Analysis

* Attend online kickoff meeting
* Organize initial team planning session
* Complete asynchronous training
* Prepare and submit IRB application

**Summer (June - July) 2022**

Design & Development

* Develop course frameworks
* Begin search for OERs for CMWL 2200/HSCI 3700
* Identify OERs to supplement open access textbook selected for CMWL 3102

**Fall (August - December) 2022**

Development

* Evaluate student performance and course satisfaction in current course (pre-implementation surveys)
* Create materials lists in LibGuides

**Spring (January - May) 2023**

Implementation and Evaluation

* All instructors pilot new courses
* Upload materials to Galileo Open Learning Materials repository
* Evaluate student performance and course satisfaction for comparison to pre-implementation courses
* Prepare and submit final report

## 6. Budget

* Team member salaries
  + Ashlee Davis - $5,000
  + Duke Biber - $5,000
  + Lisa Jellum - $5,000
  + Sasha McBurse - $5,000
  + Melanie Vincent - $1,000
* Other expenses
  + Quality Matters (QM) Official Course Review - $2,000 (2 course reviews at $1,000 per course). Both courses will be submitted for an Official Course Review for the QM Certification to signify quality assurance in online learning. If awarded, the QM Certification will serve as a mark of distinction for the courses and each course will be listed on the QM website.

## 7. Sustainability Plan

Faculty members involved in this Transformation Grant and the re-development of CMWL 3102: Psychology of Health and Wellness and CMWL 2200/HSCI 3700: Social Determinants of Health are committed to the dissemination and translation of these courses to enhance learning and replicability in the wellness field. First, the course materials will be continuously updated to ensure students learn based on the latest, evidence-based information. This will include, but is not limited to recent peer-reviewed articles, scholarly videos, and national guidelines. The UWG Department of Sport Management, Wellness, and Physical Education and GHC Department of Kinesiology & Wellness are committed to low- and no-cost materials for undergraduate students. Given the nature of this proposal, the department is ready to adopt and continue offering no-cost materials in future semesters. Dr. Davis, Dr. Biber, Ms. McBurse, and Dr. Jellum plan to present the results of this Transformation Grant at regional and national conferences, such as Georgia Educational Research Association and the Society of Behavioral Medicine. They also plan to publish the findings from the Transformation Grant in peer-reviewed journals, such as Pedagogy in Health Promotion or the American Journal of Health Education.

# 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.*

# Letter of Support

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

|  |
| --- |
| Dr. Brian Mosier, Department Chair, Sport Management, Wellness and Physical Education, University of West Georgia  Sarah Coakley, Interim Provost and Chief Academic Officer, Georgia Highlands College |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, 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 form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

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

|  |
| --- |
|  |