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) | Georgia Highlands College |
| Applicant name | Lisa Jellum |
| Applicant email | ljellum@highlands.edu |
| Applicant position/title | Division Chair of Health Sciences |
| 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 | Lisa Jellum | ljellum@highlands.edu |
| Team member 2 | Jason Hitzeman | jhitzma@highlands.edu |
| Team member 3 | Melanie Vincent | mvincent@highlands.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.

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# 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.* | *Priority categories:*   * *Collaborative Projects with Professional Support* |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | *$11,000* |
| 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 | Social Issues in Sport |
| N/A | Course instructor | Jason Hitzeman |
| 1 | Average number of students enrolled per section | 38 |
| 2 | Average number of affected course sections scheduled in a summer semester |  |
| 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.* | 2 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 72 |
| 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.* | Social Issues in Sport **$129.00**   1. **Edition:** 3rd 2. **ISBN:** 9781450495202 3. **Author:** Woods 4. **Publisher:** Human Kinetics 5. **Formats:** Hardcover 6. **Copyright Year:** 2016   <https://www.bkstr.com/gahighlandscarterstore/follett-discover-view/booklook?shopBy=discoverViewCourse&bookstoreId=1209&termId=202008&divisionDisplayName=&departmentDisplayName=SMGT&courseDisplayName=2230&sectionDisplayName=81205> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $129 |
| 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.* | $129 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $9,288 |

## Course 2

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | Social Issues in Sport |
| N/A | Course instructor | Lisa Jellum |
| 1 | Average number of students enrolled per section | 38 |
| 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 |  |
| 4 | Average number of affected course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 38 |
| 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.* | Social Issues in Sport **$129.00**   1. **Edition:** 3rd 2. **ISBN:** 9781450495202 3. **Author:** Woods 4. **Publisher:** Human Kinetics 5. **Formats:** Hardcover 6. **Copyright Year:** 2016   <https://www.bkstr.com/gahighlandscarterstore/follett-discover-view/booklook?shopBy=discoverViewCourse&bookstoreId=1209&termId=202008&divisionDisplayName=&departmentDisplayName=SMGT&courseDisplayName=2230&sectionDisplayName=81205> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $129 |
| 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.* | $129 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $4,902 |

If you have more courses to add, copy the table as many times as needed to complete all courses on the grant.

# 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.*

## 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.*

The textbook industry has seen a sharp rise in prices in the last 10 years (Murphy, 2013). Adopting a free-textbook within most if not all courses at Georgia Highlands College (GHC) has became a way of life. Although GHC tuition and fees are some of the lowest in the University System of Georgia (USG), there is still a struggle for students to purchase textbooks. There is growing concern that students take on too much student-loan debt and finding ways to reduce the overall cost of a degree seems not only prudent, but is becoming the morally correct thing to do.

GHC is striving to become a cutting-edge institution by developing new pathways and curriculum to keep up with market trends within the area. One of the pathways that was developed was the “sports management” and “recreation administration” pathway. Per USG guidelines, Area F within those two pathways must have a social issues course to meet graduation requirements. Thus, GHC will not be the only school using the course within common curriculum for pathways such as sports management and recreation administration. This transformation and adoption could allow for other texts to be developed within the sports management area, which currently has no OER published within the ALG repository. GHC is striving to change that with this transformation grant.

In a 2014 study, Senack found that 65% of students do not purchase textbooks and a further worry is that 95% of students didn’t buy a text because of price. With community-college education being known for affordability, textbooks become a point of contention with textbooks averaging 50% of the cost in a semester (Senack & Donoghue, 2016). With this calculation a students completing a four-year degree would be tacking on a whole semester of cost in just textbook purchases (Senack & Donoghue, 2016). With this knowledge, the School of Health Science at GHC has devoted time and energy to start to create pathways within the department of Kinesiology and Wellness to provide “textbook debt-free” degree pathways where tuition and fees are the only cost to the student. With the time and energy placed towards this endeavor, we are seeking funding to help support the adoption, revision and creation of high-quality textbooks that will not only greatly effect the students at GHC and the USG, but also the world.

Murphy, A. (2013). Open educational practices in higher education: Institutional adoption and challenges. *Distance Education*, *34*(2), 201-217. doi:10.1080/01587919.2013.793641

Senack, E. (2014). Report: Make higher education affordable. Retrieved from <http://uspirg.org/reports/usp/fixing-broken-textbook-market>

Senack, E., & Donoghue, R. (2016). Report: Make textbooks affordable. Retrieved from <http://studentpirgs.org/reports/sp/covering-cost>

## 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:*

|  |  |  |
| --- | --- | --- |
| Team member | Actions | Estimated time on task |
| Lisa Jellum | Generate grant reports and serve as liaison between GHC and USG on grant correspondence;  Revise and update text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos. | 80 hours |
| Jason Hitzeman | Revise and update the text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos. | 80 hours |
| Melanie Vincent | Advise and assist content experts on effective instructional design practices to consider and utilize throughout the design and development phases of the project  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  Upload all revised materials to the LMS, GHC Principles of Nutrition LibGuide, and to the Galileo Open Learning Material Repository  Ensure CC-BY added to text and all ancillaries | 30 hours for advising and assisting all content experts in instructional design and accessibility  10 hours for uploading revised text & ancillaries and ensuring CC-BY attribution  **TOTAL = 40 hours** |

Therefore, for this revision of the text (ALG Round 17), we propose the following project goals:

1. Review multiple texts for the course, currently there is a seminal text in CC-BY attribution in a list-serv that is very similar to the text being used in the current course.
2. Adopt the text and supporting ancillaries with edits to ensure content is covered within the course, confirm accuracy of content, and improve clarity;
3. Create ancillaries such as PowerPoint and mini-lectures that will ensure images within the text and supporting ancillaries to ensure proper citation, and appropriately revise the Alt-Text to ensure accurate depiction of the photos;
4. Reformat the text and supporting ancillaries to improve the aesthetic of the text and to create a more pleasing and learner-friendly set of resources;
5. Produce a series of short closed-caption lecture videos for each chapter in order to build a video library to help facilitate face-to-face, hyflex, and online instruction;
6. Ensure revised text and all supporting ancillaries possess the Creative Commons Attribution License (CC-BY)
7. Ensure revised text and all supporting ancillaries adhere to required accessibility design principles for documents, video, audio, images, and PowerPoints; and
8. Utilize ADDIE principles of instructional design during the revision and/or creation of ancillary materials to allow learners to better navigate resources using a methodical and researched strategy.

## 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:*

* Quantitative methods that will be used to measure the effectiveness of the implementation of OER in this course will be to look at the increase/decrease of D, F and W final course grades. Data on DFW rates will be compared between previous semesters when paid-for textbooks were used in the course.
* Qualitative methods will be a course survey that will be administered in the LMS to provide students with an opportunity to give feedback for the materials ease of use. Questions will also be used to elicit feedback regarding the experience using OER compared to traditional textbooks.
* All data will be in aggregate form when compiled, analyzed and presented in the final project report.

## 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 (October-December) 2020**

Analysis Phase – conduct student and faculty surveys; conduct chapter-by-chapter analysis; generate a needs assessment for supporting ancillaries; conduct team member meetings for collaborative work and planning (at least two). Analysis of current OER available will be done during this time.

**Spring (January-February) 2020**

Design Phase – generate comprehensive list of needed revisions; meet with library faculty and instructional designer; agree upon formatting design and consistent look and feel of revised text and ancillaries; identify topics for lecture videos; conduct additional team member meetings for collaborative work and planning (at least two). Work for revisions will be split evenly between (Jellum and Hitzeman)

**Spring (March- May) 2020**

Development Phase – individual team members start making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating videos on their assigned chapters; first half of assigned chapters and associated ancillaries due no later than May 15th; conduct collaborative team member meetings as needed

**Summer (June-July) 2021**

Development Phase (cont.) – team members continue making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating videos for assigned chapters; second half of assigned chapters and associated ancillaries due no later than July 31st; conduct collaborative team member meetings as needed

**Fall (August – November) 2021**

Implementation Phase – distribute revised materials to all instructors of SMGT 2300 via LMS so instructors can pilot text and materials in their fall 2021 courses; Create a revised materials to list and chapter information to GHC Sociology of sport LibGuide; attach CC-BY to all revised materials; conduct collaborative team member meetings as needed

***December 2021***

Evaluation and Report Phase: seek feedback on revisions from course instructors, survey students to determine if clarity and ease of use scores improved; upload revised text and ancillaries to Galileo Open Learning Materials repository, generate and submit the final grant report to USG

## 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*

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| --- | --- | --- |
| Team member | Actions | Estimated time on task |
| Lisa Jellum | Generate grant reports and serve as liaison between GHC and USG on grant correspondence;  Revise and update text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos. | $5,000 |
| Jason Hitzeman | Revise and update the text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos. | $5,000 |
| Melanie Vincent | Advise and assist content experts on effective instructional design practices to consider and utilize throughout the design and development phases of the project  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  Upload all revised materials to the LMS, GHC Principles of Nutrition LibGuide, and to the Galileo Open Learning Material Repository  Ensure CC-BY added to text and all ancillaries | $1,000 |

*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.*

## 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*

*As this course serves as an area F course for all sports/recreation management bachelor’s degree majors, the reach will be well beyond just the students at GHC. In order to keep up with market trends and curriculum revisions, the faculty who teach this course will be surveyed each year to inquire about changes needed within the book/ancillaries. Text will be housed in GALLILEO and will be frequently updated when changes do arise. Expansion of this transformation would eventually combine text books to make an entire associate degree “OER degree” with no purchased textbooks. GHC has done a great job of creating OER for a majority of core-courses which makes it easy to create texts to fill in the gaps to ensure a student in certain pathways are able to complete a degree without ever purchasing a textbook.*

# 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.*

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# 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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