

# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

To submit your Final Report, go to the Final Report submission page on the ALG website:

[http://affordablelearninggeorgia.org/site/final\\_report\\_submission](http://affordablelearninggeorgia.org/site/final_report_submission)

### General Information

**Date: 5/25/2018**

**Grant Round: Nine**

**Grant Number: 324**

**Institution Name(s): Georgia Highlands College**

**Team Members (Name, Title, Department, Institutions if different, and email address for each):**

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**Course Name(s) and Course Numbers: Principles of Nutrition; BIOL 2190 and PHED 2202**

**Semester Project Began: Summer 2017**

**Final Semester of Implementation: Spring 2018**

**Total Number of Students Affected During Project: 331**

### 1. Narrative

## Summary of your transformation experience, including challenges and accomplishments

In the overall implementation and selection of a survey level nutrition course that suited both the PHED as well as BIOL student learning outcomes became a hard task. So because of this, we developed a repository of material that would be used for the courses. We derived material from two OER's to make a place where instructors could use material from both books and in most cases throughout the project, instructors were writing their own material to subsidize material, or change material to fit the need of the student learning outcomes, needs of the instructors, or needs of the students. This method seemed to work very well!

The material is found at the GHC LibGuide and it is free and ready to use for the public. This material can be found: <https://getlibraryhelp.highlands.edu/c.php?g=844309>

The material is divided into sections due to the differences in chapter numbers from the BIOL 2190 course to the PHED 2202. Each course teaches slightly different amounts of depth into the nutrition topics so the material is divided by topic and then instructors can choose how to align book topics with the material they teach. Students have access to all material in tabs. This helps both the instructor as well as the student know what they are looking for. We found that the students accessed material readily and were using the material that professors found in place of a paid for text.

## Transformative impacts on your instruction and students and their performance

The transformative impacts that were seen on the instruction of the course were positive granted the students didn't have to pay for a textbook as well as the students were able to access quality material. The material was derived and created to keep the rigor intact in the courses. The nutrition LibGuides house the materials, resources and links all in the same place.

In the implementation phase of the textbook adoption we found that 83% of students either strongly agreed or agreed that textbook costs were important in the decision on taking a certain course. 89% of students agreed or strongly agreed with the OER's in the course. This statistic was overwhelmingly positive that students felt as though they used material frequently. When the students were accessing material in a frequent manner, 88% of students either agreed or strongly agreed that the textbook was adequate for the success of the students in the course. This led to 87% of students being satisfied with the textbook. This was very positive feedback for a first semester implementation of the book.

Overwhelmingly, the textbook had positive feedback from the students. This positive feedback goes hand in hand with the positive data that was obtained on student's DFW rate as well as GPA. The students taking nutrition in the fall there was a 31% DFW rate, whereas the spring classes that used a free text only had a 21% DFW rates. This is a significant decrease in students failing or withdrawing from the courses.

Describe lessons learned, including any things you would do differently next time.

During the selection and adoption phase there were many professors that didn't take as much time as they would have needed to select a material list that was as extensive as they needed to teach the course. This mistake in the implementation phase caused a lot of people to re-evaluate how much material, and what ancillaries were needed to teach. This step although time consuming was great to bring to light all of the things necessary to add to a textbook to successfully teach a rigorous course in nutrition.

## 2. Quotes

"I found the free textbook very useful in my course. I likely would have not purchased the book so I was grateful for the version the instructor provided. It allowed me to better complete my assignments and do well on the exams. Without it I would have relied only on my notes and likely not does as well in the course."

"The video links with each chapter were very useful. I watched a lot of them and often watch some of the other suggested videos after watching the video from the text. I'm more of a visual learner so it is always beneficial to be able to see the concepts demonstrated visually whenever possible. The book did a good job of that."

"I liked the open source textbook the instructors gave us. Some of it wasn't easy to follow, but there were a lot of video and helpful links in each chapter to help me through the harder material. I'm not sure I would have been able to get through the material on just the notes and lectures. The book really helped me. I also like that it is free and I didn't have to spend a lot of money on a textbook like I do for other classes."

## 3. Quantitative and Qualitative Measures

### 3a. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

#### **Student Opinion of Materials**

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project:    312   

- Positive:    89    % of    74    number of respondents
- Neutral:    6    % of    74    number of respondents
- Negative:    5    % of    74    number of respondents

### **Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

### **Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

**Drop/Fail/Withdraw Rate:**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

21 % of students, out of a total 312 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

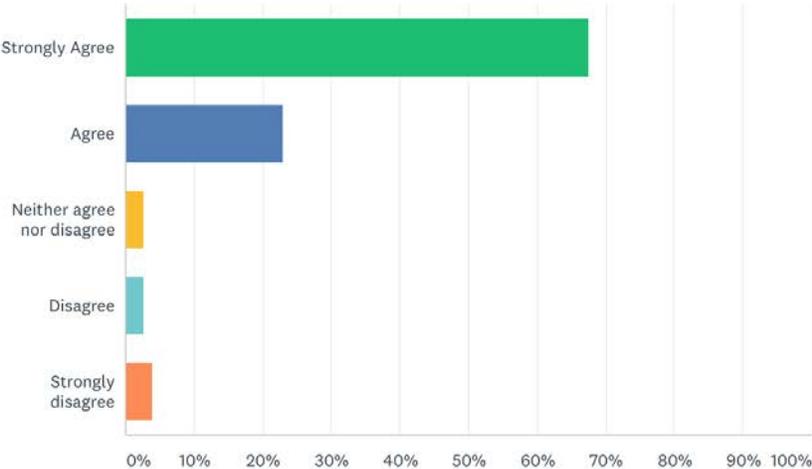
- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### 3b. Measures Narrative

- *Include measures such as:*
  - *Drop, fail, withdraw (DFW) delta rates*  
Fall 2017- DFW= 31%  
Spring 2018- DFW=21%
  - *Course retention and completion rates*  
Fall 2017- Withdraw= 12%  
Spring 2018- Withdraw=8%
  - *Average GPA*  
Fall 2017- GPA= 2.39  
Spring 2018- GPA=2.66
  - *Student success in learning objectives*  
*Fall 2017:*  
*SLO #1 – 6.1% success*  
*SLO #2 – 51.0% success*  
*Spring 2018:*  
*SLO #1 – 33.3% success*  
*SLO #2 – 63.9% success*
  - *Surveys, interviews, and other qualitative measures*

# I frequently used the open (free) educational resources in my course?

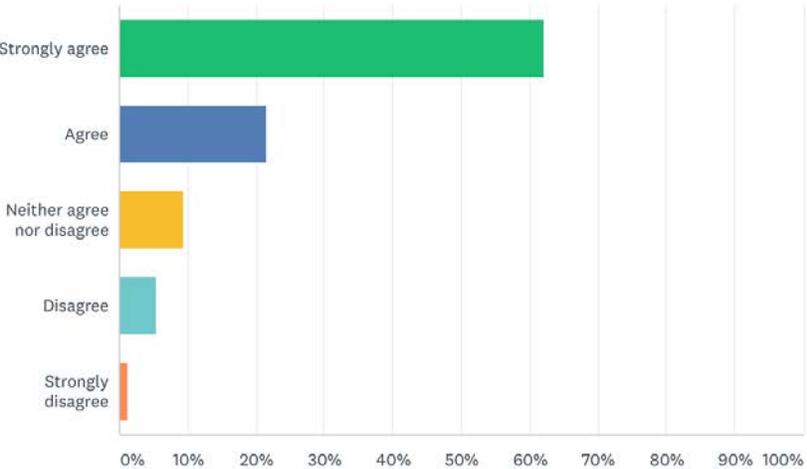
Answered: 74 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly Agree	67.57% 50
Agree	22.97% 17
Neither agree nor disagree	2.70% 2
Disagree	2.70% 2
Strongly disagree	4.05% 3
<b>TOTAL</b>	<b>74</b>

# When registering for courses, I am concerned about the cost of the textbook.

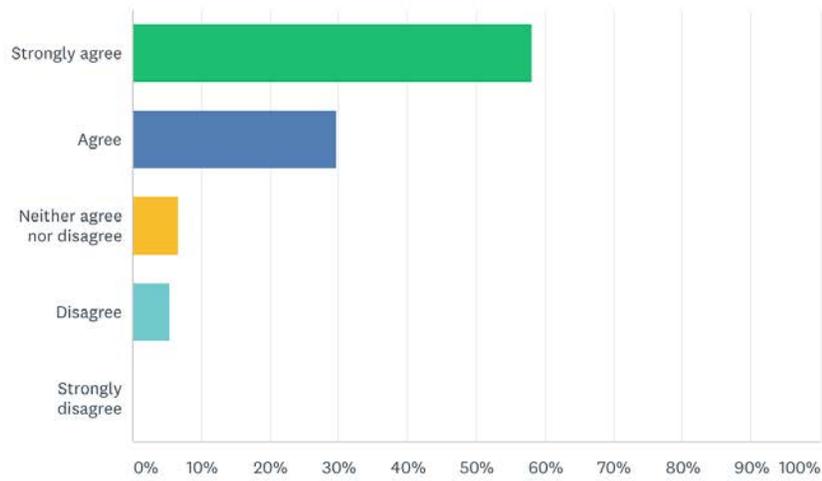
Answered: 74 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	62.16% 46
Agree	21.62% 16
Neither agree nor disagree	9.46% 7
Disagree	5.41% 4
Strongly disagree	1.35% 1
<b>TOTAL</b>	<b>74</b>

In comparison to traditional textbooks, I feel as though the material available in this course was adequate for my success?

Answered: 74 Skipped: 0



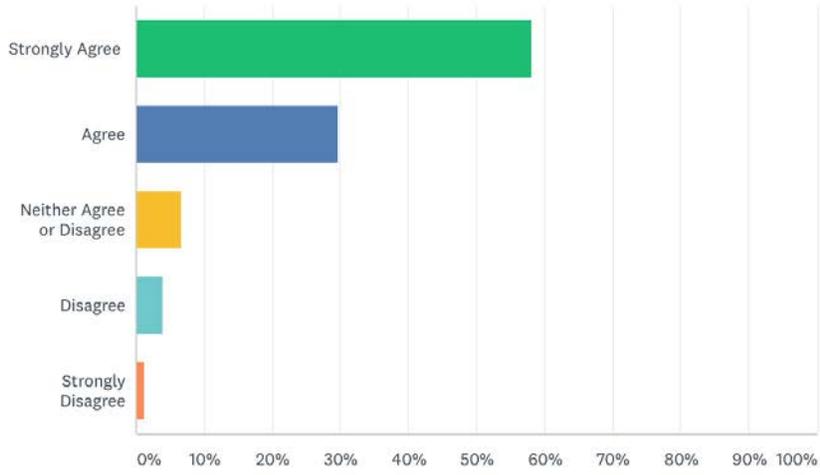
ANSWER CHOICES	RESPONSES
Strongly agree	58.11% 43
Agree	29.73% 22
Neither agree nor disagree	6.76% 5
Disagree	5.41% 4
Strongly disagree	0.00% 0
<b>TOTAL</b>	<b>74</b>

Q4

Customize Export

I am satisfied with the course materials.

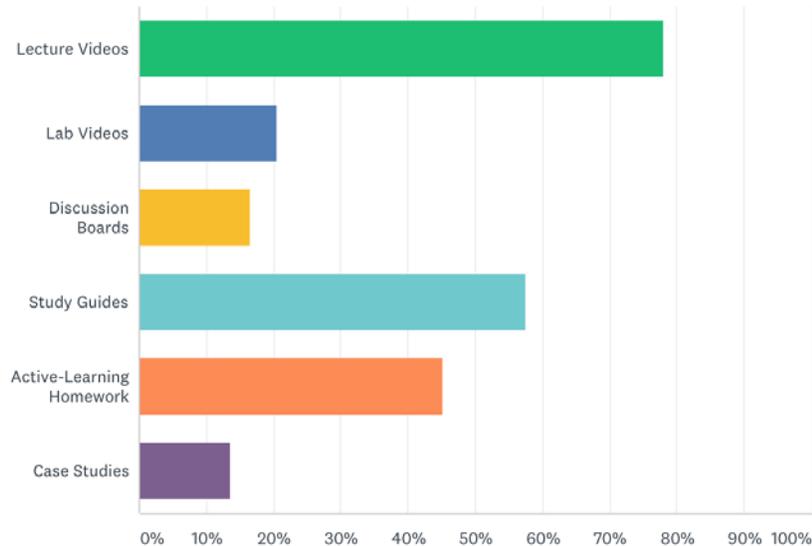
Answered: 74 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly Agree	58.11% 43
Agree	29.73% 22
Neither Agree or Disagree	6.76% 5
Disagree	4.05% 3
Strongly Disagree	1.35% 1
<b>TOTAL</b>	<b>74</b>

If available, what additional resources would you likely use in this course?  
Mark all that would apply.

Answered: 73 Skipped: 1



#### 4. Sustainability Plan

The sustainability of this project is a commitment that the division of natural sciences and PE to continue to give our students free and reduced cost text books. Because of this commitment and the commitment to make our classrooms the best they can be, the book becomes a priority to continue to change and morph into the best it can be. The team from both sides will continue to meet to change the book in ways that will suit the division as a whole in the best way possible.

#### 5. Future Plans

The future plans of the grant work are to be able to expand the repository to include videos, PowerPoints, and other ancillaries. The application process will occur where the mini-grant will be applied for to expand the material that the students are able to access that would be applicable for continuing to increase the rigor and ease for both the students and the instructors of the nutrition courses at GHC. Continuing to increase the material that is available with allow for the students to have more material to learn from.

#### 6. Description of Photograph

In the photo is Lisa Jellum, Jason Hitzeman, Mark Knauss, Sharysse Henderson, Tom Harnden and Cynthia Elsberry.