Affordable Learning Georgia Affordable Materials Grants  
Transformation Grants Final Report

*(or Textbook Transformation Grants, if R17 or earlier)*

# General Information

**Date:** 12-12-2024

**Grant Round:** 24

**Grant Number:** 669

**Institution Name(s):** Clayton State University

**Project Lead:** Chizara Jones, PhD

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

Charlie Harris, PhD, Professor, Department of Psychology

Antoinette Miller, PhD, Professor and Department Chair, Department of Psychology

Corneliu Chiorescu, PhD, Instructional Designer, Center for Excellence in Teaching and Learning, Middle Georgia State University

**Course Name(s) and Course Numbers:** Addictions PSYC 3580

**Semester Project Began:** Spring 2024

**Final Semester of Implementation:** Fall 2024

**Total Number of Students Affected During Project:** 78

# Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project.

The purpose of this project was to increase student access and engagement in the PSYC 3580 Addictions online course utilizing no-cost and open education resources (OER).

The PSYC 3580 Addictions course is a non-laboratory upper-level division course that provides an introduction to the prevalence, incidence, and developmental course of addiction as well as the risk and protective influences that impact addiction and related health consequences. This course is considered an elective in the Department of Psychology and a required course in the College of Health for Health Sciences majors at Clayton State University (CSU). Over the course of the ALG project, five sections of the Addictions course were taught in the Fall, Spring and Summer semesters. The two courses taught in the Fall 2024 semester were redesigned courses.

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

Overall the transformation experience was positive. A major positive aspect of this transformation experience was the collaborative teamwork efforts between Dr. Jones, Dr. Harris, Dr. Miller and Dr. Chiorescu. Upon the start of the experience, the project team met several times to discuss the goals and progress of the PSYC 3580 transformation. The instructors for the course, Drs. Harris and Jones met regularly to complete the course redesign, developing course materials and the syllabus using the backwards design framework (Wiggins & McTighe, 1998). Dr. Chiorescu reviewed the online course for accessibility and developed a brief online tutorial course for the Final Exam Case study group video presentation using a software tool called Articulate rise. Dr. Miller retrieved and organized data to report final grades for the PSYC 3580 courses. She also assessed the online PSYC 3580 course in preparation to submit the course for Quality matters certification.

Some challenges occurred during the course transformation that informed our instruction of future PSYC 3580 Addiction courses. Specifically, a challenge that occurred during the course re-design was identifying the Learning Assessment Techniques (LATS) that were most appropriate in the online classroom (Barkley & Major, 2016). One of the biggest challenges and accomplishments during the course transformation was developing and implementing an online final group project where students created a case study video presentation. Some challenges with students completing the online project involved issues creating the video presentation using the Microsoft Teams or Microsoft PowerPoint format for completing the oral presentation. The presentations using PowerPoint were not edited as well to ensure the presentation flowed well when switching presenters. Some students had challenges with connecting with their group even though there was flexibility embedded in the project for meeting and doing their sections asynchronously. In both sections, one student was required to do an individual project for reduced credit due to not meeting with their group. One student did not record their video due to issues with their computer not having a webcam. Continuously reminding students that they can borrow a computer from the university library or visit a public library may prevent this issue in the future.

Another challenge that occurred during the course implementation was that some of the article links that worked during the summer did not work by the time the students were required to use the link during the fall semester. The instructors were able to find the required article online as a pdf to provide to their classes.

* *Transformative impacts on your instruction*

The course transformation involved developing new courses materials including quizzes, exams, and a class project based on the no-cost instructional materials identified by the course instructors. Students appeared to have no difficulty accessing the course materials which contributed to the smooth course implementation process. Both instructors were in agreement that the course implementation over the course of the Fall 2024 was easy and smooth due to their efforts in redesigning the course during the summer. Moreover, rubrics were developed for all major class assignments, which made the process of grading the final assignment seamless.

* *Transformative impacts on your students and their performance*

A major positive impact was that the students were able to complete the entire course without purchasing any course materials. Students did not express any issues in accessing the course materials as they were free and readily available at the start of the semester. All of the materials were provided through the course learning management system, Desire 2 Learn. As noted in the measures section, students performed better on class assessments for both sections. A common issue that students noted in previous sections of PSYC 3580 Addictions was that the old textbook was very dense and difficult to read. Students appeared to not have any major issues with the no-cost materials used in the redesigned course.

Students also had the opportunity to participate in two class assignments (e.g., Habit Change Journey project, Final Exam Case Study group video presentation) where they engaged in much more interaction with their peers than in previous sections. Having the tutorials for completing the Case study group project significantly improved students’ ability to complete presentations with ease and reduced questions to the instructor compared to previous courses taught requiring a group project. It was great to see increased student engagement and creativity in the work they provided throughout the course.

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

One lesson learned the was importance of continuously reviewing any open material website links used throughout the course of the semester to ensure that they work as websites might change or suddenly be removed at any point in time. In one module a website link from the National Institute on Drug Abuse was removed. It might be useful to save a copy of the document in case the website link is removed.

A second lesson learned is to identify students who have trouble using the application platforms for the group project or who have other computer issues preventing them from completing assignments in a timely manner so as to intervene. This can be accomplished with an early mini assignment designed to check their ability to complete the requirements.

# Quotes

Student responses from online survey assessing course materials:

“This course was great. I love how helpful the professor was and the layout of this course.”

“To be honest this was the best online course I have taken in years. All information was relevant and not just busy work.”

“I find that the assigned readings and course materials are truly relevant to the Quizzes and Tests.”

“The assigned readings were on point with the class assignments and gave it more depth.”

# Quantitative and Qualitative Measures

## Uniform Measurements Questions

**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: 78 (47 returned surveys)

* Positive: 91.5 % of 47 number of respondents
* Neutral: 8.5 % of 47 number of respondents
* Negative: 0 % of 47 number of respondents

**Student Learning Outcomes and Grades**

Choose One:

* \_XX\_\_ 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)

The overall comparative impact on student performance regarding the PSYC 3580 Addictions course was positive. See below for the Fall 2024 grades of the two sections of PSYC 3580 Addictions using no-cost resources in comparison to the past two semesters using another textbook.

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

6.41% of students, out of a total 78 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

* \_X\_\_ 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)

## Measures Narrative

Based on the outcome date provided below, there were less DFWs and more course completions in the redesigned PSYC 3580 Addictions course using no-cost learning materials (Fall 2024) than previous sections of PSYC 3580 using paid materials.

**Below are completion rates for the 2024 academic year:**

|  |  |  |
| --- | --- | --- |
| **Term/Section** | **%DFWWFU** | **Completion (%ABCD)** |
| **Spring Semester 2024** | **19.41%** | **88.51%** |
| PSYC 3580-90 | 17.39% | 91.30% |
| PSYC 3580-91 | 21.43% | 85.71% |
| **Summer Semester 2024** | **15.38%** | **89.74%** |
| PSYC 3580-90 | 15.38% | 89.74% |
| **Fall Semester 2024** | **6.41%** | **97.44%** |
| PSYC 3580-90 | 5.13% | 100.00% |
| PSYC 3580-91 | 7.69% | 94.87% |

**Below is historical data from the online PSYC 3580 course from the past 2 years, broken down by academic semester:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester & Year** | **# of Sections** | **# of Students** | **% ABC** | **%DFW** |
| **2024** | | | | |
| Fall 2024 (redesigned course) | 2 | 78 | 93.5% | 6.5% |
| Summer 2024 | 1 | 37 | 89.74% | 15.38% |
| Spring 2024 | 2 | 84 | 88.51% | 19.41% |
| **2023** | | | | |
| Summer 2023 | 1 | 35 | 82.8% | 17.2% |
| Spring 2023 | 2 | 80 | 88.7% | 11.3% |
| **2022** | | | | |
| Fall 2022 | 2 | 79 | 92.5% | 7.5% |
| Spring 2022 | 2 | 79 | 82.2% | 17.8% |

**Fall 2024 PSYC 3580 Demographics**

**The following measures are helpful in further understanding our students, their demographics, and their responses to the survey we created at our institution.**

**Institutional Data**

|  |  |  |
| --- | --- | --- |
| **Term/Section** | **Institutional GPA** | **Overall GPA** |
| **Spring Semester 2024** | 2.94 | 2.86 |
| PSYC 3580-90 | 2.99 | 2.90 |
| PSYC 3580-91 | 2.87 | 2.81 |
| **Summer Semester 2024** | 2.81 | 2.73 |
| PSYC 3580-90 | 2.81 | 2.73 |
| **Fall Semester 2024** | 3.05 | 2.97 |
| PSYC 3580-90 | 3.00 | 2.91 |
| PSYC 3580-91 | 3.10 | 3.03 |

**We also asked students to complete a survey during the final weeks of the semester which included both demographic and student opinion questions.**

**Mean Age: 28 years (Min- 17- Max- 66)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **% of total** | | **Choice Count** |
| **Female** | **85.1%** | | **40** |
| **Male** | **12.8%** | | **6** |
| **Non-binary / third gender** | **2.1%** | | **1** |
|  | **Total** | | **47** |
| **Race/Ethnicity** | **% of total** | **Choice Count** | |
| **African American/ Black** | **78.7%** | **37** | |
| **Asian or Asian American** | **6.4%** | **3** | |
| **Caucasian / White** | **6.4%** | **3** | |
| **Hispanic or Latino** | **8.5%** | **4** | |
|  | **Total** | **47** | |

|  |  |  |
| --- | --- | --- |
| **Please select the category that best describes your student type** | **% of total** | **Choice Count** |
| **Dual-Enrollment (Currently in high school)** | **2.1%** | **1** |
| **Native student (started as freshman and continuously enrolled)** | **38.3%** | **18** |
| **Transfer student (not the 1st semester at Clayton State)** | **55.3%** | **26** |
|  | **Total** | **47** |

|  |  |  |
| --- | --- | --- |
| **Please select the category that best describes your current semester enrollment.** | **% of total** | **Choice Count** |
| **Part-time student (taking 9 or less credit hours)** | **21.3%** | **37** |
| **Full-time student (taking 12 or more credit hours)** | **78.7%** | **10** |
|  | **Total** | **47** |

|  |  |  |
| --- | --- | --- |
| **If you work, how many hours per week do you typically work?** | **% of total** | **Choice Count** |
| **I do not work** | **12.8%** | **6** |
| **20 or less hours per week** | **19.1%** | **9** |
| **20 hours or more per week** | **68.1%** | **32** |
|  | **Total** | **47** |

|  |  |  |
| --- | --- | --- |
| **Now that you completed this course, how likely are you to enroll in a course that uses a no or low-cost online textbook or assigned readings?** | **% of total** | **Choice Count** |
| **Extremely likely** | **78.7%** | **37** |
| **Somewhat likely** | **14.9%** | **7** |
| **Neither Likely or Unlikely** | **4.3%** | **2** |
| **Somewhat unlikely** | **2.1%** | **1** |
| **Extremely unlikely** |  | **0** |
|  | **Total** | **47** |

|  |  |  |
| --- | --- | --- |
| **Which of the following is MOST TRUE for you?** | **% of total** | **Choice Count** |
| **I read modules as assigned to prepare for class** | **53.2%** | **25** |
| **I read ahead of schedule (ahead of the assigned readings for the upcoming week)** | **31.9%** | **15** |
| **I only read the textbook right before the exam** | **10.6%** | **5** |
| **I do not read the textbook** | **2.1%** | **1** |
|  | **Total** | **47** |

|  |  |  |
| --- | --- | --- |
| **How would you rate the quality of the assigned readings/textbook as compared to books and/or resources used in other university classes?** | **% of total** | **Choice Count** |
| **This book is the same quality as other books I have used** | **89.4%** | **42** |
| **This book is of poorer quality than other books I have used** | **2.1%** | **1** |
| **I have not used the book for this course** | **4.3%** | **2** |
| **I have not used other university text books so I cannot compare** | **2.1%** | **1** |
|  | **Total** | **47** |

|  |  |  |
| --- | --- | --- |
| **How would you rate the ease of use for this low-cost learning resource compared to other online resources?** | **% of total** | **Choice Count** |
| **The course learning materials were easier to use for this course than other courses where I was required to purchase the textbook.** | **78.7%** | **37** |
| **I noticed no difference in the ease of use for accessing the course learning materials/resources for this class compared to other online resources required for other courses.** | **17%** | **8** |
| **The course learning materials were harder to use for this course than other courses where I was required to purchase the textbook.** | **4.3%** | **2** |
|  | **Total** | **47** |

|  |  |  |
| --- | --- | --- |
| **My experience with the course learning materials resource was positive** | **% of total** | **Choice Count** |
| **Strongly agree** | **63.8%** | **30** |
| **Somewhat agree** | **27.7%** | **13** |
| **Neutral** | **8.5%** | **4** |
| **Somewhat disagree** |  | **0** |
| **Strongly disagree** |  | **0** |
|  | **Total** | **47** |

# Sustainability Plan

*Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

Dr. Miller conducted a pre-review of the PSYC 3580 course in preparation to submit the course for Quality Matters online course certification. While the course meets a large number of the Specific Review Standards (SRSs) of the Quality Matters Rubric (7th edition), the course will continued to be refined prior to submitting for certification. The course materials will be provided to Open ALG and will be continuously updated by Dr. Jones with new materials. Dr. Harris will work alongside Dr. Jones to ensure that any new course materials related to assignments/instructions are developed applying the TILT framework and offered to students during the course orientation. For the Final exam case study group video presentation, Dr. Chiorescu developed a tutorial designed to help teams of students collaborate towards creating a single PowerPoint presentation which includes a video of the presenter narrating each slide. The tutorial was developed using a software tool entitled Articulate Rise and addresses the technical aspects of creating the presentation and sharing it with the rest of the team (so it can be edited), and how to add the video narration to individual slides. A link to the online tutorial will be provided in the course materials for instructors to review. The PSYC 3580 Addictions course was developed to be used as a master course for other instructors in the department teaching PSYC 3580 Addictions.

# Future Affordable Materials Plans

*Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

The e-textbook used in this project was provided at no cost to students through the Clayton State University library. It consisted of an introduction to common addictive substances along with information on the latest research and treatment options. Future plans for this course would be to identify additional supplemental materials or other open textbooks that are available online for students to use, as the current textbook was published in 2019, and it is important to utilize current information in the constantly change field of addiction research.

A major accomplishment of the PSYC 3580 Addictions transformation was that students created case studies during their final video presentations that will be used in future classes as discussion assignments. This project was a great experience for the students as they tended to make connections and integrate the material from the semester well into the cases. This course transformation was based on the PSYC 3580 Addictions online course which is typically taught asynchronously. We would like to continue assessing the learning materials for this course and identify how to apply the lessons learned to a PSYC 3580 Addictions in-person course.

# Future Scholarship Plans

*Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

At Clayton State University, our project team obtained Institutional Review Board (IRB) approval to survey our own students about their experience with the course materials in the redesigned PSYC 3580 Addictions course. Although plans are not definite at this time, we would like to submit a conference proposal at an appropriate upcoming conference. In addition, we might prepare and submit a paper for publication to share our experiences and findings from our student surveys.

Barkley, E. F., & Major, C. H. (2016). Learning assessment techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass.

Wiggins, G., & McTighe, J. (1998). *Understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.

Winkelmes, M.-A., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review*, *18*(1-2), 31.<https://link.gale.com/apps/doc/A459505886/AONE?u=anon~d9308eb4&sid=googleScholar&xid=35a3eb00>