

Proposal for ACHE/ACCS Open Educational Resources Grant

For Academic Year 2018-2019

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Applicant Job Title and Department, Division, School, etc.	Division Chair, Humanities Division Senior Instructor English Assistant Professor for English and Philosophy
Applicant Institution Name	Bishop State Community College University of South Alabama Auburn University at Montgomery
Other Team Members <i>(Name, Title, Department, Institutions if different, and email address for each)</i>	BISHOP Adrian Evans, Humanities Division Chair aevans@bishop.edu English Support Faculty: Carroll, icarroll@bishop.edu ; Escobio, descobio@bishop.edu ; Gandy, mgandy@bishop.edu SOUTH ALABAMA Charlene Lamonte, Financial Operations Analyst for the College of Arts and Sciences, clamonte@southalabama.edu and Beth Rukan, Instruction Coordinator Librarian/ Arts & Humanities Librarian, erukan@southalabama.edu AUBURN-MONTGOMERY Heath Fowler, Lecturer, English Amy Locklear, Distinguished Lecturer, English Sandra Vigilant, Instructional Designer Joshua Hill, Instructional Designer Phill Johnson, Dean AUM Library John Glascock, Assessment Coordinator Samantha McNeilly, Librarian Jessica Hayes, Librarian

Sponsor Names, Title, Department, Institution <i>(for each letter of support)</i>	Mrs. Ann Clanton, Vice President of Operations, Bishop Academic Affairs, SOUTH ALABAMA Dr. Mrinal Varma, Provost and Senior Vice Chancellor, Auburn University at Montgomery		
Proposal Title	OER exploration and conversion for ENG 102 – ENG 1020 (Composition II).		
Award Category <i>(Check only one):</i>	<input type="checkbox"/> Small-Scale Alteration (\$250 - \$1,000)	<input type="checkbox"/> Medium-Scale Conversion (\$1,000 - \$3,000)	<input checked="" type="checkbox"/> Large-Scale Transformation (\$3,000 - \$5,000)
Amount of Funding Requested:	\$	\$	\$4500
Projected Impact	Estimated Number of Students Impacted Annually (From GRAND TOTAL "A", Page 2)	Projected Total Annual Student Cost Savings (From GRAND TOTAL "B", Page 2)	Average Projected Cost Savings Per Student (Divide GRAND TOTAL "B" by GRAND TOTAL "A")
	3046	\$294,905.05	\$96.81

NARRATIVE

DESCRIPTION OF PROJECT: MULTI-DIMENSIONAL ASPECTS

This joint project will involve the implementation of at least 2 types of OER across three campus. While the specific OER adopted may differ, the institutions have agreed to collaborate on the research design to allow for direct comparison of data flowing from conceptual designs. We expect to be able to show that student outcomes and perspectives do (or do not) differ between OER type, and institution.

BISHOP

In addition to the reduction of costs associated with printed textbook usage, the use of OER materials would likely provide students with a variety of resources to explain similar concepts and modes of writing. It would also assist in achieving the objectives of the general education competencies for the College, including use of technology, effective and legal use of primary and secondary sources, and readily available sources both on the first day of classes and after.

Beyond the basic goals of the grant, another objective of this project is to provide new data for use in various future academic and business research studies about student and consumer choice/preference/satisfaction, service delivery, and the effect of changes on both the student-consumer and the institution-firm.

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The goal of the pilot project is to develop an English Composition II Open Textbook and Online Themed Reader for the ENGL 1020 course. The faculty have begun crafting original content and will identify existing OERs for the development of the English Composition II Open Textbook. The team will develop a new Online Themed Reader that aligns with the open textbook. This open textbook and themed reader will be piloted Spring 2019 semester for all 30 sections of ENGL 1020. The pilot will impact approximately 537 students with a savings of approximately \$51,552. Upon this success, the open textbook and themed reader will be implemented Fall 2019 with an expected impact of approximately 805 students (based on 2017-2018 figures) and a financial impact of \$77,280. This department-wide effort will ensure that we have the highest impact on student savings, content availability, and potential student success. This project will collect data on the impact of the English Composition II Open Textbook and Online Themed Reader. The Fall 2018 courses will run without the open textbook to set a baseline for comparison to the course with the open textbook and themed reader. A student survey to capture data on satisfaction and achievement of learning outcomes will be implemented.

UNIVERSITY OF SOUTH ALABAMA

With Beth Rugan, the university librarian, Karen Peterson plans to find free textbooks and materials that provide great resources for student writing and for critical reading in the case of the literature texts. In the world literature classes, the majority of the works are public domain, so it does not make sense to require students to buy an expensive textbook. For the English Composition II class, Peterson has already discovered a large quantity of resources to guide students in writing a major researched argument, so she is confident that she will be able to find and adopt quality materials for both classes. The goal then of this project is to find excellent open educational resources (OER) to offer all her students in lieu of expensive textbooks. She also hopes to convince some of her colleagues to adopt the OER materials as well. The assessment of this project can provide basis for change.

(2) Describe the student learning materials

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Currently, the Humanities Division uses one primary text in the Composition I and II courses. In English 101, Writing: A Guide for College and Beyond by Lester Faigley. In English 102, we currently use Literature and the Writing Process by McMahan, Day, Funk, and Coleman. Both texts are extremely expensive. However, the Department has noted sources that would be helpful in composition courses at both the 101 and 102 levels:

https://www.oercommons.org/browse?f.general_subject=english-language-arts&f.sublevel=community-college-lower-division

<https://www.lumenlearning.com/courses?course=208>

AUBURN-MONTGOMERY

Students taking English Composition 1020 have two required textbooks at a cost of \$96.00. One of the current textbooks was developed by AUM faculty in conjunction with a commercial publisher. The other is a commercial publication available new or used through the campus bookstore or online retailers.

For this pilot project, we will replace the first textbook with the English Composition II Open Textbook. This new textbook will be a compilation of original content from Auburn University at Montgomery faculty and existing open content adapted for this project. The second text book will be replaced with Online Themed Reader, a collection of resources that are open and/or available through the University Library. We will completely replace all the required course materials which will be available at no cost to the student. The book will be created on the Pressbooks platform and the students will be able to access it in a variety of ways. The student access chapters through embedded links in the University's learning management system, Blackboard. Students can access the textbook on the Pressbooks website and on a variety of platforms such as smartphones, tablets, ereader devices, and computers. In addition, PDF will be available for offline viewing and printing. The Pressbook platform offers flexibility to meet students' needs and preferences.

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For English 102 Freshman Composition II, the English department at the University of South Alabama uses Writing in Transit by Denise K. Comer and The Little Penguin Book with Resources for Composition by Pearson. This second book is a resource for grammar with a custom section on resources at the University of South Alabama. I plan to adopt existing OER for these texts because there is a plethora of sources. I hope that the Freshman Composition Committee will agree to put the USA custom section online for all EH 102 students. The first text provides guidance to develop a research paper from creating a thesis to proper citation. Students write five papers in this class as they learn to argue, research, and develop their writing style. They do not have regular tests in this class.

For my World Literature course I currently use a large Norton Anthology of Western Literature, which has all the texts I teach, and introductions to the authors, genres and time periods. I have not found an open educational resource, which has my exact texts included, so I may have to revise an existing OER or create a new one altogether. Most of the texts are now public domain, so I should not any issues with doing this. I give tests in this class and have required reading for a flipped classroom.

ACTION PLAN: *In the space below, describe the role of each project team member and the work or activities expected from them.*

Role	Timeframe	Activity
Implementing Instructors	July to Sep '18	Research OER and Make Final Adoptions
AU / MONT Instructors	July to Dec '18	Write OER Curriculum and Lesson Plans
Implementing Instructors	Oct to Dec '18	OER Lesson Planning and Course Tweaking
ALL Instructors	Dec '18	Collaborate on Fall report
ALL Instructors	Jan to May '19	Teach Spring Course - OER
ALL Instructors	May '19	Collaborate on Final report
Chairs	July to Sep '18	Support Instructor, Collaborate w/Research Design
Chairs	Sep '18	Review/consent faculty OER adoption
Chairs	Sep to Dec '18	Help administer research components - Fall
Chairs	Dec '18	Collaborate on Fall report
Chairs	Jan to May '19	Help administer research components - Spring
Chairs	May '19	Collaborate on Final report
Research Team Members	July to Aug '18	Develop surveys/methods, input from inst./chair
Research Team Members	Sep to Dec '18	Administer research components - Fall
Research Team Members	Dec '18	Prepare/Submit Fall report
Research Team Members	Jan to May '19	Administer research components - Spring
Research Team Members	Dec '18	Prepare/Submit Final report

INSTITUTIONAL SUPPORT: (1) *In the space below, describe the institutional support that will be made available for the project, including any in-kind financial support, assistance from instructional or graphic designers, help with writing, editing, research, etc.*

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The college will support the staff with flexibility in schedules regarding the time associated with the project. Where necessary the college will allow relief from committee work or other ancillary projects in order to provide institutional focus on this initiative. If necessary (and where barriers exist w/electronic access) the campus bookstore can make OER materials available for a “print on demand fee” below the low cost threshold.

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Both financial and non-financial as noted in original proposal. Financial with release time from normal job duties for 1% - 5% of time based on project involvement and duties. The Provost Office – AUM Provost is the ultimate decision maker regarding the academic programs. He is behind this project completely and his support and commitment to this project is in the required Letter of Support.

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Charlene Lamonte has experience handling the budget and overseeing grants, so she will provide support in the College of Arts and Sciences. Karen Peterson is finishing her PhD in Instructional Design and will be able to work on the class design aspect of the project. She has studied assessment and statistics in the curriculum, so she can design assessment instruments and analyze results. Our Provost Dr. David Johnson has been incredibly supportive of this grant application.

(2) *Think about the individuals (other than students) and departments, divisions, or schools that have a stake in the success of this project. If the project is successful, what support from these stakeholders can you expect for*

continued use of the implemented OER? What evidence exists that this expectation is reasonable? Use the space below to answer these two questions.

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Already, the Chair of the Humanities Division has met with faculty to assess the interest level of OER usage, and it is positive. The Academic Dean/VP has also been instrumental in suggesting on several occasions OER usage for our students. The continued support of current administrators is apparent, for they are leading the charge to make this resource available for our students.

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As a global initiative, supported by both non-profit and for-profit industry, we see great opportunities to develop content that can be shared with our neighbors throughout the world. Congress has just approved a \$5 million dollar Open textbook grant program for FY18. Work and support for OER, will continue to grow across our nation and beyond.

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Peterson can present the findings of this pilot study in regional conferences on teaching and learning to encourage other instructors to consider adopting open educational resources.

SUSTAINABILITY PLAN: *What is your plan for offering the course in the future, including maintenance, enhancement, and updating of course materials?*

The plan moving forward during Summer 2019 is to fully integrate OER course materials in each of the composition courses in the English Department and to continually assess and, if necessary, revise the materials used from OER sources. This will require regular department and division meetings to assess both pros and cons of OER usage.

BUDGET

EXPENSE CATEGORY	AMOUNT REQUESTED	VALUE OF INSTITUTIONAL IN-KIND CONTRIBUTION	PROJECT TOTAL
SOUTH ALABAMA - Implementing Instructors – Kathy Peterson	\$250		\$250
SOUTH ALABAMA – Support Team – Elizabeth Rugan	\$250		\$250
BISHOP - Implementing Instructor – Direct Reimbursement for Time	\$1000	\$1000 (release time)	\$2000
BISHOP - Supply allotment: hardcopy OER materials for course development LT placement in library, survey delivery and collection costs, and for incentives for student participation	\$100		\$100
BISHOP – Support Team direct reimbursements for content and test bank creation and Canvas integration	\$400	\$400 (release time)	\$400
BISHOP – Research Team Member – Direct Reimbursement for Time	\$500	\$500 (release time)	\$500
AU/MONT – Pressbooks Single Instance	\$100		\$100
AU/MONT – OpenED Conference Travel, Senior Director	\$400		\$400
AU/MONT – OpenED Conference Travel Instructor 1	\$400		\$400
AU/MONT – OpenED Conference Travel Instructor 2	\$400		\$400
AU/MONT – Faculty Member Stipend	\$200		\$200
AU/MONT – Faculty Member Stipend	\$200		\$200
AU/MONT – Carolyn Rawl, Project Co-Team Lead (1% FTE		\$865	
AU/MONT – Instructional Designer 1 (5% FTE)		\$2741	
AU/MONT – Instructional Designer 2 (5% FTE)		\$2724	
AU/MONT – Staff Librarian (1% FTE)		\$492	
AU/MONT – Staff Librarian (1% FTE)		\$595	
AU/MONT – Merlot		\$500	
AU/MONT – Blackboard		\$500	
AU/MONT – Quality Matters		\$500	
AU/MONT – Video Editing Software (Camtasia, etc.)	\$300		
GRAND TOTALS	\$4500	\$10,817	\$15,317



DIVISION OF OPERATIONS
Ann Clanton, Vice President

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May 30, 2018

Mr. Ron Leonard, Director
Alabama Commission on Higher Education
PO Box 302000
Montgomery, AL 36130-2000

Dr. Vicky Ohlson, Director
Alabama Community College System
135 South Union Street
Montgomery, AL 36130-2130

RE: OER Grant – Letter of Support

Mr. Leonard and Dr. Ohlson,

I am writing a letter of support for the each of the OER course adoption/conversion grant proposals submitted by Bishop State Community College. The faculty, division chairs, business office, and academic program personnel plan to collaborate together on research and adoption of open educational resources for our campus.

We have discussed this concept in a few meetings recently and the time is right to begin experimenting and implementing lower cost alternatives for our students. Should you have any questions, do not hesitate to call me.

Respectfully,

Mrs. Ann Clanton
Vice President of Operations
Bishop State Community College