

**Affordable Learning Georgia Textbook Transformation Grants  
Proposal Form**

*Please complete per inline instructions; completed form not to exceed four pages.*

<b>Institution Name</b>	WellStar School of Nursing, Kennesaw State University		
<b>Team Members</b> (Name, Title, Department and email address for each)	Camille Payne, PhD, RN, Professor, WellStar School of Nursing <a href="mailto:lpayne3@kennesaw.edu">lpayne3@kennesaw.edu</a>  Rachel Myers, PhD, RN, Associate Professor, WellStar School of Nursing, <a href="mailto:rmyers23@kennesaw.edu">rmyers23@kennesaw.edu</a>		
<b>Sponsor, Title, Department</b>	Dr. Tommie Nelms, Director WellStar School of Nursing, Kennesaw State University		
<b>Course Name, Course Number and Semester Offered (Spring 2015 Required)</b>	NURS 4402: Nursing Research for Evidence Based Practice <ul style="list-style-type: none"> <li>▪ On-line (offered Spring and Fall semesters)</li> <li>▪ Traditional In-class (offered Spring, Summer and Fall Semesters)</li> </ul>		
<b>Average Number of Students in the Course</b>	20-30 (on-line) 30-40 (traditional in-class)	<b>Number Course sessions per Academic year</b>	Approximately 8 (2 on-line; 6 in-class)
<b>Award Category (pick one)</b>	<input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots		
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	Polit, D. F. & Beck, C. T. (2014). <i>Essentials of nursing research: Appraising evidence for nursing practice</i> (8 <sup>th</sup> ed.). Philadelphia: Wolters Kluwer/Lippincott, Williams & Wilkins.  American Psychological Assoc. (2009). <i>Publication manual of the American Psychological Association</i> (6 <sup>th</sup> ed.).	<b>Current Required Textbook Costs</b>  \$87.00  \$39.95  <b>Total Cost: \$126.95</b>	
<b>Projected Per Student Cost</b>	\$0.00	<b>Projected Per Student Savings (%)</b>	\$126.95 (100%)

## 1. Project Goals

The goal of the *Textbook Transformation* project is to promote student success at the Kennesaw State University (KSU) WellStar School of Nursing (WSON) through the adoption and use of no-cost learning materials in NURS 4402: Nursing Research for Evidence-Based Practice, a required course in the Bachelor of Science in Nursing (BSN) Program. Specifically, the team members will replace the two current, required textbooks with no-cost digital alternatives. This project will be initiated in the online section of NURS 4402 in Spring 2015. Following evaluation of outcomes, team members will make applicable revisions, and implement the *Textbook Transformation* in a traditional in-class section of NURS 4402 in Summer 2015. Looking ahead, the goal is for this initiative to serve as the impetus for exploration and adoption of other no-cost and low-cost textbook alternatives in the WSON and other KSU departments and colleges. Textbook alternatives will help reduce the overall costs of education and the associated burdens; ultimately promoting student retention, progression, and graduation.

### 1.1 Statement of the Problem

Current data suggest an impending nursing shortage larger than any in the United States (U.S.) since the 1960's.<sup>1</sup> In Georgia alone, without effective action, a nursing shortage of close to 50,000 Registered Nurses (RNs) will be faced by 2020, largely related to many nurses nearing retirement.<sup>1</sup> Adding to this problem is the fact that BSN programs turn away hundreds of qualified applicants every semester for reasons such as insufficient numbers of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints.<sup>1</sup> Therefore, proactive initiatives are needed to promote student success, retention, progression, and graduation to increase the Georgia nursing workforce and help decrease the nursing shortage.

Financial hardships are common reasons students give for dropping out of college, and expensive textbooks and supplies are one source of this hardship. The cost of textbooks and supplies has skyrocketed in recent years. Students spend an average of \$1200 per year on books and supplies<sup>2</sup>, and data have shown these costs increase annually by 6%.<sup>3</sup> These high costs, coupled with simultaneous rises in tuition, often place heavy financial burdens on students, forcing them to explore options other than purchasing textbooks. For example, students often decide not to buy required textbooks because they are too expensive.<sup>4-6</sup> However, when students choose not to buy required textbooks, they are often concerned that their grades will suffer.<sup>5</sup> These concerns may make students feel "forced" to explore alternative ways to obtain required learning materials in order to achieve success. They may purchase used or older versions of textbooks, download textbooks from unauthorized sites, or photocopy book chapters from friends' textbooks without proper permission.

**Stakeholders and Impact of the Problem on Student Success.** Specific to this *Textbook Transformation* project, KSU WSON students are the primary stakeholders affected by the issue of expensive textbooks. Each student enrolled in NURS 4402 is required to purchase two textbooks totaling \$126.95. The potential overall savings based on achievement of the stated goal is \$25,390 to \$31,737.50 (200-250 students enrolled annually). From a broader perspective, there are 16 University System of Georgia (USG) BSN programs which require nursing research courses, thus making the potential savings even greater.

Additional stakeholders include students' families, and university faculty. Many families are impacted by the high costs of higher education, and make personal and financial sacrifices to enable students to attend school. Faculty members want to ensure that students have the necessary resources to succeed in the courses they teach, and when students are unable to purchase the materials, it becomes a challenge for all. At an institutional level, students unable to afford learning materials may have to drop out if their performance is affected related to financial hardship. Institutions will lose tuition dollars. Finally, at a broader level, Georgia citizens are impacted when there are insufficient numbers of well-educated, adequately prepared, competent nurses to provide health care. The quality and safety of health care for Georgia citizens may be jeopardized.

While the KSU WSON does not currently link course success with costs of learning materials or related stressors, the literature supports implementing low-cost alternatives. For example, data suggest there is a 10% reduction of dropped courses in programs with zero textbook costs (related to decreased economic hardship) which can mean an economic bump for institutions.<sup>7</sup> Open textbooks and Open Educational Resources (OERs) have also been associated with increases in student Grade Point Averages.<sup>8</sup>

**Proposed Solution and Key Benefits.** Team members for the *Textbook Transformation* project recognize their responsibility to help students minimize unnecessary stressors whenever possible. This project

will allow the transformation of expensive textbook materials into lower cost options by redesigning the NURS 4402 courses (on-line and traditional in-class) to achieve equivalent, substantive learning outcomes. Initiation of the project with NURS 4402 will provide a broad base of alternative digital materials which support the research content. This will facilitate the adaptability of the transformed course into similar introductory research courses in other undergraduate KSU programs, or in other USG BSN programs. Team members propose to replace the two current, required textbooks with no-cost digital alternatives. Resource options, such as an OER general research methods textbook, supplemented with nursing specific research articles from GALILEO will be explored and assimilated.

Several key benefits to the KSU WSON students (with related secondary gains to their families) are anticipated such as reduced costs, decreased stress, increased access to up-to-date course materials with 24/7 availability, and improved satisfaction. Faculty members will benefit as they will be encouraged to engage in critical reflection of educational resources. In addition, KSU and other USG schools may benefit from adopting no cost learning materials as the required course materials will be available to all enrolled students. This in turn can lead to improved performance and promote higher retention, progression, and graduation rates. Finally, the success of the WSON’s BSN program will serve to help decrease Georgia’s nursing shortage and contribute to the overall health and wellness of the state and nation.

### 1.2 Transformation Action Plan

This project seeks to replace current textbook resource materials with *No-Cost-to-Students* textbooks for the on-line section of NURS 4402: Nursing Research for Evidence Based Practice for Spring 2015 in the KSU WSON. In addition, the traditional in-class section for Summer 2015 will also be adapted. While Summer Semester 2015 is not included in this grant cycle, the project team members feel that greater impact can be achieved by working together to ensure consistency in the implementation of both on-line and traditional in-class research courses.

As an initial project step, the team members worked with a campus librarian to explore available on-line textbooks and other materials. Initial investigations identified multiple textbooks and other research documents available at no cost, such as *The Research Methods Knowledge Base*<sup>9</sup> that is obtainable through MERLOT. Low cost e-Books with unlimited user access, such as *Introduction to Clinical Research*<sup>10</sup> have also been identified. Further alternatives will continue to be explored with KSU librarians, and the KSU ALG designated Campus Champion (Tamara Powell). Expected *Textbook Transformation* project activities, including syllabus and course re-design are detailed in the timeline section below. Specific project activities, including timing and placement of qualitative and quantitative measures of success, are described.

Outcome measures of success will include a *Survey for Textbook Satisfaction*, *Focus Groups*, and end of course *Grades Analysis*. The *Survey for Textbook Satisfaction* will be conducted at the end of Fall Semester 2014 in the current on-line section of NURS 4402 as a baseline for data collection and analysis of student satisfaction with the use of the current textbook. This measurement will be repeated at the conclusions of Spring 2015 and Summer 2015 for comparisons. Both quantitative and qualitative measures will be included in the survey. *Focus Groups* will be planned for additional qualitative assessment at the conclusion of NURS 4402 for Fall 2014, Spring 2015 and Summer 2015. Small focus groups will include questions which address student expectations of textbooks, and overall satisfaction with course support materials. Finally, brief mid-term student surveys will provide a point in time comparison for students in each term of the 2014-2015 academic year, enabling team members to make any necessary course adjustments or provide any additional course materials to enhance student success.

### 1.3 Timeline

Month	Action	Measure of Success
10-14	<ul style="list-style-type: none"> <li>▪ Project initiates with further research. Final selections are made for no-cost available textbooks and materials for NURS 4402.</li> <li>▪ Begin course redesign for NURS 4402 (on-line) for Spring 2015               <ul style="list-style-type: none"> <li>▪ Identify supporting textbooks and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identification and selection of no-cost textbooks and other needed resources.</li> <li>▪ Teaching/ learning practices with no-cost materials to achieve course objectives.</li> <li>▪ Mid-term survey data are collected and analyzed for baseline comparison.</li> </ul>

	<ul style="list-style-type: none"> <li>materials for student assignments.</li> <li>▪ Review course objectives, teaching/ learning practices and no-cost textbooks to ensure course integrity.</li> <li>▪ Mid-term student survey data are collected.</li> </ul>	
11-14	<ul style="list-style-type: none"> <li>▪ Continue and complete NURS 4402 (on-line) course re-design.</li> <li>▪ Initiate NURS 4402 (Fall 2014) baseline measures (<i>Survey for Textbook Satisfaction and Focus Groups</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course re-design (Spring 2015) completed.</li> <li>▪ Quantitative data are analyzed by statistical frequency and descriptives; qualitative data are collected and analyzed by content analysis.</li> </ul>
12-14	<ul style="list-style-type: none"> <li>▪ Data analysis is completed, including <i>Grades Analysis</i>.</li> <li>▪ D2L preparation for Spring 2015 NURS 4402 is implemented and completed</li> <li>▪ First <i>Project Status Report</i> is due (12-19).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data analysis is completed.</li> <li>▪ Course grades recorded for comparison.</li> <li>▪ NURS 4402 is prepared for Spring 2015.</li> <li>▪ <i>Project Status Report</i> is completed and submitted</li> </ul>
1-15	<ul style="list-style-type: none"> <li>▪ NURS 4402 opens with project-produced <i>no-cost</i> course textbook and materials</li> <li>▪ Begin course redesign for NURS 4402 (in-class) for Summer 2015</li> </ul>	<ul style="list-style-type: none"> <li>▪ NURS 4402 is opened in D2L.</li> <li>▪ Teaching/ learning practices with no-cost materials support achievement of course objectives.</li> </ul>
2-15	<ul style="list-style-type: none"> <li>▪ Continue and complete NURS 4402 (in-class) course re-design.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course re-design (Summer 2015) is completed.</li> </ul>
3-15	<ul style="list-style-type: none"> <li>▪ Mid-term student survey data are collected.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey data are analyzed by statistical frequency and descriptive statistics.</li> </ul>
4-15	<ul style="list-style-type: none"> <li>▪ Initiate NURS 4402 (Spring 2015) baseline measures (<i>Survey for Textbook Satisfaction and Focus Groups</i>).</li> <li>▪ D2L preparation for Summer 2015 NURS 4402 is implemented and completed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quantitative data are analyzed by statistical frequency and descriptive statistics; qualitative data are analyzed by content analysis.</li> <li>▪ NURS 4402 is ready for Summer 2015 opening</li> </ul>
5-15	<ul style="list-style-type: none"> <li>▪ Complete Spring 2015 data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data analysis is completed.</li> </ul>
6-15	<ul style="list-style-type: none"> <li>▪ Final <i>Project Status Report</i> is due.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Final <i>Project Status Report</i> submitted.</li> </ul>

#### 1.4 Budget

Category	For/Rationale	Projected Expense
Personnel	Camille Payne, PhD, RN (\$2500 overload x 2 semesters) Rachel Myers, PhD, RN (\$2500 overload x 2 semesters)	\$5000.00 \$5000.00
Materials	<ul style="list-style-type: none"> <li>▪ 2 sets Instructor Manuals &amp; Materials for selected on-line textbook (2 x \$147.25)</li> <li>▪ Selected E-book with unlimited users</li> <li>▪ 2 copies of <i>APA Manual</i> for library reserve (\$39.95 each)</li> </ul>	\$294.50 \$269.33 \$79.90
Travel	Travel for team members for ALG Project Training	\$150.00
<b>Total</b>		<b>\$10,793.73</b>

#### 1.5 Sustainability Plan

Ongoing sustainability is fully anticipated due to the frequency of NURS 4402 as a required course in this high annual enrollment undergraduate nursing program (approximately 200-250 students admitted annually in BSN and RN-BSN). Development of both the on-line and traditional in-class sections will ensure greater exposure and reduction of overall cost to the nursing students. As a part of the evaluation and sustainability process, the team members will meet at least twice each semester to review the current digital learning materials, evaluate student feedback, and ensure ongoing achievement of the desired learning outcomes. Following completion of the project year, team leaders will collaborate with other nursing faculty who teach NURS 4402, and invite them to explore adopting no-cost digital materials for their course sections. It is the vision for this project to sustain the transformation by collaborating with other KSU departments that teach similar general introductory undergraduate research courses to assist them with the adoption of similar no-cost alternative textbook options.

## 1.6 REFERENCES & ATTACHMENTS

*This could include any citations, references, your administrative letter of support, etc. Letters of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs etc.) that will be responsible for receipt and distribution of funding. Letters should reference sustainability.*

### **References**

1. Georgia Nurses Association. (2014). *Georgia's nursing workforce at a glance*. Retrieved from [http://c.ymcdn.com/sites/www.georgianurses.org/resource/resmgr/Nursing Practice/Nursing Workforce Facts 2014.pdf](http://c.ymcdn.com/sites/www.georgianurses.org/resource/resmgr/Nursing_Practice/Nursing_Workforce_Facts_2014.pdf)
2. The College Board. (2014). *Trends in college pricing*. Retrieved from <http://trends.collegeboard.org/college-pricing>
3. U.S. Government Accountability Office. (June 2013). *College textbooks: Students have greater access to textbook information* (Report No. GAO-13-368). Retrieved from <http://www.gao.gov/assets/660/655066.pdf>
4. Lumina Foundation. (2013). *Turning the page: An economic analysis of the market for textbooks: Current conditions, new developments and policy options*. Retrieved from [http://www.luminafoundation.org/publications/Turning the page.pdf](http://www.luminafoundation.org/publications/Turning_the_page.pdf)
5. U.S. Public Interest Research Group (PIRG) Education Fund and the Student PIRGS. (2013). *Fixing the broken textbook market: How students respond to high textbook costs and demand alternatives*. Retrieved from <http://uspirg.org/reports/usp/fixing-broken-textbook-market>
6. Publishing Perspectives. (2012). *Are college students buying required textbooks? 75% in US say no*. Retrieved from <http://publishingperspectives.com/2012/09/are-college-students-buying-required-textbooks-75-in-us-say-no/>
7. BCcampus. (2014). *Four lessons learned from implementing textbook zero programs*. Retrieved from <http://bccampus.ca/2014/06/03/textbook-zero/>
8. Allen, N. (2013). *The future of digital textbooks*. *Public Purpose*. Retrieved from <http://www.aascu.org/WorkArea/DownloadAsset.aspx?id=6308>
9. Trochim, W. M. (2006). *The research methods knowledge base* (2<sup>nd</sup> ed.). Retrieved from <http://www.socialresearchmethods.net/kb/>
10. Page, P., Carr, J., Eardley, W., Chadwick, D., & Porter, K. (2011). *An introduction to clinical research*. United Kingdom: Oxford.

**See Attachment 1: Letter of Support**

**PROPOSAL SUBMISSION: ALL PROPOSAL DOCUMENTS, REFERENCES, AND ATTACHMENTS SHOULD BE SUBMITTED IN A SINGLE EMAIL TO [ALG@GATECH.EDU](mailto:ALG@GATECH.EDU) BY 5:00 PM, EST, SEPTEMBER 8, 2014.**