

Affordable Learning Georgia Textbook Transformation Grants

Final Report

General Information

Date: 08-14-2020

Grant Round: 13

Grant Number: 419

Institution Name(s): Georgia Highlands College

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Course Name(s) and Course Numbers:

NURS 1000

Semester Project Began: Fall 2019

Final Semester of Implementation: Summer 2020

Total Number of Students Affected During Project:

NURS 1000: 70 students

1. Narrative

Georgia Highlands College (GHC) is dedicated to providing a cost-effective quality education for students who desire to complete a program leading to licensure as a Registered Nurse. During a curriculum revision, nursing faculty created a separate 'Introduction to Nursing' course to help students decide if a nursing career is a good fit. The course was taught without a textbook since content requires multiple nursing texts - a cost of approximately \$200 or more. This cost is extreme for a one-hour introductory course. Students and faculty realized that a low-cost text was needed to support learning. Two nursing faculty searched for an introductory text but did not find a suitable low-cost resource. Therefore, the two faculty and the deans of Health Sciences and Libraries and Testing brainstormed to create the first online introductory nursing text.

The text covers topics related to nursing roles and responsibilities, legal and ethical issues, and navigation of the health care system. Pre-nursing students are introduced to the nursing profession and the competencies required of all professional nurses. This text helps applicants understand the scope of professional nursing and the vast responsibilities, fund of knowledge, and aptitudes required of modern nurses.

These concepts are integral parts of every nursing program and the education of professional nurses. Other nursing programs can now adopt this text to reduce the cost of their programs. This e-text LibGuide has the potential to impact nursing education throughout the nation.

At GHC, nursing faculty and students realized the benefits of this e-text right away. Prior to the LibGuide, students reported a great deal of anxiety over the introductory course since they are not allowed to progress in the nursing program if unsuccessful. The authors wrote a clear, step-by-step textbook so students can be more confident in their mastery of this required material. The authors invited student feedback through questionnaires to guide edits during the pilot so that content is clear and useful and supports student success.

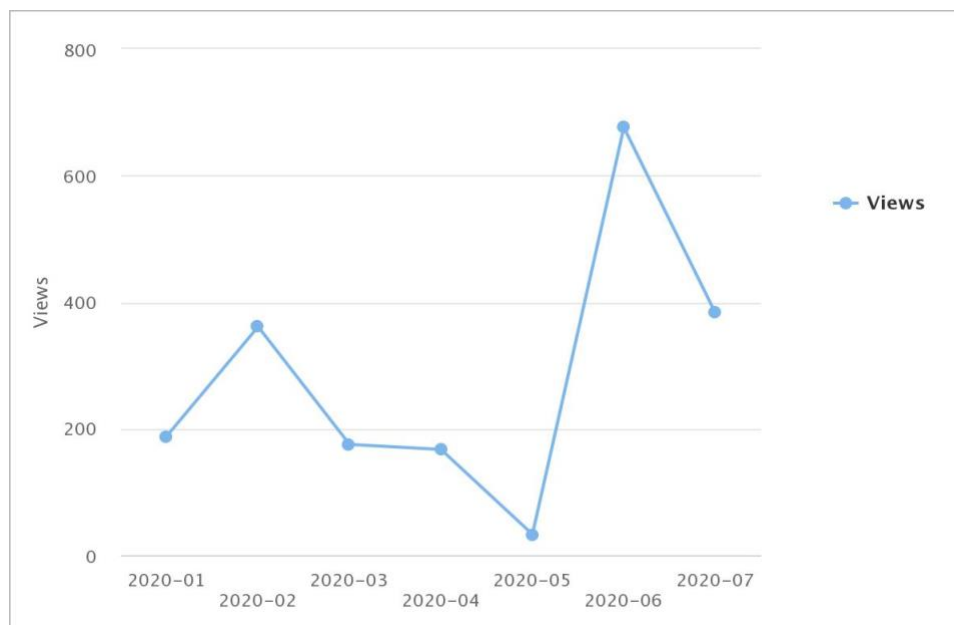
Challenges and accomplishments

Several lessons were learned during development, implementation, and evaluation of this project. First, writing a textbook is time consuming but rewarding. Team members worked well together and shared the same passion for student success and provision of high-quality learning resources at no cost. The two nursing faculty authors shared a vision and passion for the subject matter. The LibGuide creator developed an excellent format with ease of use and worked closely with the authors to create smooth content flow. The Dean of Health Sciences ensured accuracy of evaluation data.

One challenge during implementation was that only two team members had developed and used a LibGuide. So, the learning curve was steep for these content authors. The LibGuide creator was instrumental in making this process enjoyable and successful. Both nursing faculty agree that LibGuides are an easy-to-use resource for students and an efficient way to organize and present learning material.

The second challenge was in communication with other nursing faculty. The intent for this project was to offer the LibGuide in the introductory course (NURS 1000) and in four Spring 2020 semester nursing courses. However, due to the simultaneous major revision of the nursing program curriculum, only a limited number of topics from the e-text were piloted in NURS 2650. Faculty and students were using multiple new resources, and learning curves were very steep. Therefore, only selected topics were chosen from the e-text. These topics were taught by one of the LibGuide authors in NURS 2650. Additionally, faculty discovered that two new courses (NURS 1200 and NURS 2600) do not require content from the introductory e-text. Thus, key evaluation data was collected only from NURS 1000. Faculty plan to include the text in all applicable nursing program courses beginning Fall 2020.

Another interesting phenomenon occurred. Faculty opened the NURS 1000 course to the general student population for the first time during the initial semester of this project. Faculty noticed that many students did not take the one-hour course seriously. Students forgot to take the exams and missed discussion deadlines. However, the instructor noted students who used the LibGuide met course expectations. During the second semester of this project, faculty emphasized the LibGuide which increased student use as measured by the number of visits.



Transformative impacts on instruction

One of the authors, an instructor for NURS 1000, reported that the course was easier to teach and that students had access to needed resources. The course “works much better” with the e-text:

- Ease of instruction increased substantially
- Students accessed this learning resource from day one with no delays

- Instruction began immediately
- A 'How to use the LibGuide' demonstration was provided on the first day
- The many web links with html pages are updated immediately as information changed
- Students have immediate access to web links while reading
- The LibGuide was easy to use with Zoom recordings

Transformative impact on students and their performance:

The student satisfaction surveys from the Spring 2020 and Summer 2020 semesters indicated that students found the LibGuide provided them with a free textbook that included all information required for the course. Many stated the LibGuide was very helpful.

Additionally, student benefits included:

- Less anxiety when a succinct e-text replaced multiple textbook options
- Less financial burden with a no-cost high-quality learning resource
- Easy access to well-organized course material from day one
- Access to current evidence-based content
- A text used across the nursing curriculum to scaffold learning for better retention

Overall, having a free online resource available to students in NURS 1000 - Introduction to Nursing, is just one positive outcome from the project. Not only is the LibGuide a no-cost learning resource, this text can also reinforce learning throughout the nursing program when students re-visit the text for later assignments. The content is easy to access and use and can be updated as needed - unlike traditional textbooks editions that are released every three years.

Evaluation data show that the LibGuide benefited students and faculty in a number of ways. Student satisfaction with learning resources improved and discussion content improved. Student performance on tests improved from pre-test to post-test. The instructor-author reported receiving fewer questions from students in two courses (NURS 1000 and NURS 2650) and that presentation of material was enhanced. Other issues that impact D, F, W rates such as students' life situations are beyond instructor control; however, accessibility, ease of use, and clarity of learning material helped reduce some student stress.

Georgia Highlands College (GHC) provides a cost-effective education where students can complete a program leading to licensure as a Registered Nurse. Many GHC nursing students are working adults with families to support. Therefore, a no-cost e-text reduces their financial burden. This LibGuide enhanced accessibility to high-quality learning materials, reduced cost to students, and provided a well-organized teaching resource for faculty.

2. Quotes

- "It [LibGuide] provide sufficient additional insight beyond the powerpoints."

- “I thought it was quite helpful.”
- “I found it useful that the LibGuide was right at my reach. It was quick and easy to access.
- “The book on LibGuide makes it more cost effective for my skimpy budget. (thank you)”

3. Quantitative and Qualitative Measures

A. Uniform Measurements Questions

Student Opinion of Materials

The e-text was evaluated in two semesters: Spring 2020 and Summer 2020. The overall student opinion about the materials was positive.

The total number of students affected in this project was 70, 57 completed the course, and 22 completed the survey. **Response Rate =22/57=39%**

- Positive: 82% of (18/22) number of respondents
- Neutral: 18% of (4/22) number of respondents
- Negative: _____ % of _____ number of respondents

Student Learning Outcomes and Grades

The overall comparative impact on student performance in terms of learning outcomes and grades in Spring 2020 and Summer 2020 compared to Fall 2019 and Fall 2018 was **negative**

Choose One:

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

Student Drop/Fail/Withdraw (DFW) Rates

The overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semesters of implementation (Spring 2020 and Summer 2020) over previous semesters (Fall 2018 and Fall 2019) was **negative**. DFW for rates for Fall 2018 and 2019 combined was 10% (12/104) versus Spring 2020 and Summer 2020 combined was 22% (15/69).

Drop/Fail/Withdraw Rate:

18% (7/40) of students affected in the final semester of implementation, dropped/failed/withdrew from the course.

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)
- X Negative: This is a higher percentage of students with D/F/W than previous semester(s)

B. Measures Narrative

The satisfaction surveys demonstrate benefits to students in a number of ways for both semesters. The students who responded gave positive comments. They appreciated that it was free and easy to access. They also mentioned that it contained relevant and very helpful information that they could use in the medical field. These results demonstrate student satisfaction in the OER and that we are creating a positive student experience. Additionally, the students were asked for input on changes and improvements to the LibGuide. Students made great recommendations that will be added during revisions to the LibGuide.

The D, F, W rates for the semesters prior to the OER implementation was 10% (20/116) Fall 2018 and Fall 2019 combined. Post implementation was 22% (15/69). This was a large change to the negative. However, prior to Spring 2020 implementation, only students who were in the nursing program were allowed to take the course. Therefore, the we expected this number to be higher. When reviewing the DF rates for pre-implementation to post implementation, the rates were 4% (5/116) versus 6% (4/69). We will continue to monitor the D,F,W rates for Fall 2020 and Spring 2021 and make recommendations about advising pre-nursing students who will be registering for the course.

The pretest/posttest had five questions. 51 students completed the pretest and posttest. The pretest average score was 54% and posttest score average was 73%. We will continue to monitor the pretest and posttest comparisons for Fall 2020 and Spring 2021 and make changes to instructional methods or the course as well as include some new content.

4. Sustainability Plan

This textbook was developed as a LibGuide and will continue to be used as a required text throughout the nursing curriculum. The two nursing authors are considered content experts and will maintain the course materials. These faculty members have a strong commitment to sustaining this much-needed text so that pre-nursing students are well prepared for a rigorous pre-licensure program.

The Dean of Health Sciences fully supports the maintenance and continuous enhancement of the text. The nursing department is dedicated to keeping the content current with evidence-based information.

When the text is adopted at other USG institutions, those faculty may contact GHC to suggest changes, or copy the textbook to make their own modifications. Faculty at other USG institutions will be encouraged to use the open textbook. Additionally, nursing faculty across the nation are welcome to use the material.

Other USG institutions will be alerted to the open textbook by email and future presentations at meetings such as Georgia Association for Nursing Education (GANE) and the Georgia Association of Nursing Deans and Directors (GANDDD).

Over time, when attrition occurs, GHC nursing faculty content experts will be identified to monitor and maintain this valuable Libguide e-text.

5. Future Affordable Materials Plan

This textbook grant has solidified faculty mindset regarding the importance of open education resources. Students have free access to learning materials which support their success, and faculty have a well-organized resource that enhances teaching of required topics. We will continue to collect data on use and satisfaction with the text. We also plan to make the LibGuide more interactive by adding additional videos and activities to enhance learning.

Textbook availability will be shared with all nursing Deans and Directors in Georgia. The two nursing faculty authors plan to apply for a podium presentation to share insights on e-text implementation and outcomes at the 2021 Georgia Association for Nursing Education meeting.

6. Future Scholarship Plans

The two co-authors were accepted for a podium presentation at the USG educator's spring 2020 conference; however, due to the pandemic, the conference was cancelled. A proposal to present findings and reflections will be sent to the Georgia nurse educator's convention in 2021 as stated above.

7. Description of Photograph

Not Provided