

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. *Your final report submission must include three separate component files:*

- 1. Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
- 2. Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
- 3. A photograph of your team and/or your students for use in ALG website and materials*

B. *Go to [URL] to submit these three components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.*

Date:

Grant Number: 37

Institution Name(s): Kennesaw State University

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

Institute for Culinary Sustainability & Hospitality

John Isenhour Ph.D., Associate Professor of Beverage Management, jisenhou@kennesaw.edu

Ophelia Santos M.A.L.D., Instructor, osantos1@kennesaw.edu

Charles Marvil M.S., Instructor, cmarvil1@kennesaw.edu

Project Lead: John Isenhour

Course Name(s) and Course Numbers: Spirits, Beers and Brews, CSH 4630

Semester Project Began: Fall 2014

Semester of Implementation: Spring 2015

Average Number of Students Per Course Section: 25

Number of Course Sections Affected by Implementation: 5

Total Number of Students Affected by Implementation: 125

1. List of Resources Used in the Textbook Transformation

- *For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material.*

Beer, John Isenhour,

URL: <http://www.kennesaw.edu/csh/alg/beer>

Images by Dr. John Isenhour except as noted:

Barley Grain, licence on Wikipedia Category:PD-self http://commons.wikimedia.org/wiki/File:Escourgeon-Hordeum_vulgare_subsp._vulgare.jpg

By raul.dupagne (Own work (observation personnelle)) [Public domain], via Wikimedia Commons

Barley Malting floor:

http://commons.wikimedia.org/wiki/File:Highland_park_malting_floor.jpg

Milled Grain: donated by Bryan Beyer

Sake, Ophelia Santos

- *Include all open-access links to all adopted, adapted, and newly created course materials.*

Spirits, Charles Marvil

Agave based spirits-Images

Agave plant, Image by Stan Shebs, license on Wikipedia, [Creative Commons Attribution-Share Alike 2.5 Generic](#)

Agave farm, license on Wikipedia, [Creative Commons Attribution-Share Alike 3.0 Unported](#)

Map of tequila regions, license on Wikipedia, [Creative Commons Attribution-Share Alike 3.0 Unported](#)

Jimador, license on Wikimedia, [Creative Commons Attribution-Share Alike 4.0 International](#)

Horno, Image by Stan Shebs, license on wikipedia, [CC BY-SA 3.0](#)

Mezcal Roasting pit, linked from Pinterest to

<https://casitacolibri.wordpress.com/2013/08/08/mezcal-old-school-going-upscale/>

Tahona with horno, Image by Stan Shebs, license on wikipedia, CC BY-SA 3.0

Pot Still from Cuervo, license on Wikipedia, [Creative Commons Attribution-Share Alike 3.0 Unported](#)

Liqueurs

Bols Liqueurs, <http://www.flex.nl/wp-content/uploads/2013/09/Bols-product-shot-042.jpg>

North American Whiskies

Lincoln County Process, public domain, Boston Public Library,

http://commons.wikimedia.org/wiki/File:Making_charcoal_at_Jack_Daniels,_Jack_Daniel_Distillery,_Lynchburg_%28pop._361%29,_Tennessee.jpg

"Woodford Reserve Distillery-27527-3" by Ken Thomas - KenThomas.us(personal website of photographer). Licensed under Public Domain via Wikimedia Commons -

http://commons.wikimedia.org/wiki/File:Woodford_Reserve_Distillery-27527-3.jpg#/media/File:Woodford_Reserve_Distillery-27527-3.jpg

Jim Beam Rack house/barrels, license on Wikimedia, [Bbadgett, Creative Commons Attribution-Share Alike 3.0 Unported](#)

Bulleit Rye, <https://www.flickr.com/photos/mccun934/6040127502/>, CC BY 2.0

Canadian Whisky, License on wikipedia, Image by Hammershbach, [Creative Commons Attribution-Share Alike 3.0 Unported](#),

<http://commons.wikimedia.org/wiki/File:CanadianWhisky.JPG>

Sugar Cane Based Spirits

George Washington drinking rum, license on

http://fpif.org/spirit_of_christmas_pastand_future/, Attribution 3.0 United States (CC BY 3.0 US)

Raw Sugar Cane, License on wikimedia, [Creative Commons Attribution-Share Alike 3.0](#), http://commons.wikimedia.org/wiki/File:Sugar_Cane.jpgUnported,

Sugar Cane press, "P. AND W. MCONIE GLASGOW OVERHEAD CRANK STEAM ENGINE AND CANE MILL - Estate Whim, Overhead Crank Steam Engine and Cane Mill, Centerline Road, Whim, St. Croix, VI HABS VI,1-WEST,1C-1" by

<http://www.loc.gov/pictures/item/vi0190.photos.175203p>. Licensed under Public Domain via Wikimedia Commons

Mount Gay Pot Still, License on Wikipedia, [CC BY-SA 3.0](#)

Vodka

Potatoes, <http://www.public-domain-image.com/public-domain-images-pictures-free-stock-photos/flora-plants-public-domain-images-pictures/vegetables-public-domain-images-pictures/potatoes-pictures/delaware-potatoes-vegetable.jpg>

Grain grinder, license on Pixabay, [Creative Commons Deed CC0](#)

Pot Still Diagram, license on Wikipedia, [CC BY-SA 4.0](#)

Pot Still, license on Wikipedia, Attribution 2.0 Generic (CC BY 2.0)

Column Still diagram, "Column still" by Karta24 (talk) - Own work - Création personnelle. Licensed under GFDL via Wikimedia Commons - http://commons.wikimedia.org/wiki/File:Column_still.svg#/media/File:Column_still.svg

Coffey Still, license on Wikipedia, [CC BY-SA 3.0](#)

Charcoal filtering system, license on Wikipedia, [Creative Commons Attribution-Share Alike 3.0 Unported](#)

Vodka Bottling line, photo by Will Vanlue, Attribution-NonCommercial-ShareAlike 2.0 Generic (CC BY-NC-SA 2.0)

Whisk-e-y

Green sprouted malt, license on Wikipedia, [Creative Commons Attribution-Share Alike 2.0 Germany](#)

Scotch pot stills, license on Wikipedia, [Creative Commons Attribution 2.0 Generic](#)

Herb/botanical based flavored spirits

Gin bottles, license on Flickr, Attribution 2.0 Generic (CC BY 2.0)

Jonge Jenever, license on Wikipedia, [CC BY-SA 3.0](#)

Juniper berries, license on Wikipedia, [Creative Commons Attribution-Share Alike 3.0 Unported](#)

Cognac and Armagnac

Map of Cognac, license on Wikimedia, [Creative Commons Attribution-Share Alike 3.0 Unported](#)

Map of Armagnac, license on Wikipedia, [Creative Commons Attribution-Share Alike 3.0 Unported](#)

2. Narrative

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

Include:

- Summary of your transformation experience, including challenges and accomplishments
- Finding images is relatively easy but verifying CC license, finding search sites that have links like search.creativecommons.com is really helpful.
- There are nuances to learning the design system that require technical assistance.
- The students response to moving the information online was positive.
- Writing new material is time consuming, but worth the effort.

- Transformative impacts on your instruction
- The students respond favorably to not having to pay for a high priced textbook.
- The students liked “anytime / anywhere” access.

- Transformative impacts on your students and their performance
- The students liked the quizzes in general.
- Some didn’t like background coloring (although it works well with multiple devices).

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

- Students requested ability to “go home” from any point.
- If it were possible to do over again it would be better, like any course design, possibly a “tune up” grant would be a good thing. I can add and modify but it would be difficult to do a complete make-over without finding release time.

3. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
- The strengths of having a free, online textbook is that it makes the class more appealing. One less expense the student does not have to worry about when starting a new semester. The benefits for the professor seem to be apparent as well. You can tailor the information in the text specifically for the class, and you can exclude the information that you would skip over in a traditional textbook.
- A lot of the pages are filled with pictures making it easier to understand the topics.
- Overall the website is presented professionally and with qualitative detail, character, and ease of access. It is certainly lighter than a textbook and able to be read on most devices. The monetary cost, or lack thereof, is also a bonus.

4. Quantitative and Qualitative Measures

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission. Include measures such as:*
 - *Drop, fail, withdraw (DFW) delta rates*
 - *Course retention and completion rates*
 - *Average GPA*
 - *Pre-and post-transformation DFW comparison*
 - *Student success in learning objectives*
 - *Surveys, interviews, and other qualitative measures*

- **CSH 4630-Spirits, Beers and Brews**
- **Spring 2015**
- **Instructor-Charles Marvil**
- *Students completed a 25 question pre-test on the first day of class related to the content of the course. The questions test their basic knowledge of the beverage industry, including production, ingredients, legislation, distribution and more. At the conclusion of the semester, I administered the same 25 question assessment. I taught three sections of CSH 4630 this semester.*

- **Section #4**
- **Pre-test score:**
- *17 tests, average score 9 out of 25 correct (36%)*
- *Low-1 correct*
- *High-15 correct*
- **Post-test score:**
- *20 tests, average score 20.75 out of 25 correct (83%)*
- *Low score-15.5 correct*
- *High score-24 correct*
- **Average improvement for the class of 47%**
- *Grade distribution: 20 students enrolled at final exam. Average GPA 87% based on final grades. There was one student who did not withdraw and did stop coming.*

- **Section #5**
- **Pre-test score:**
- *21 tests, average score 8 out of 25 correct (32%)*
- *Low-3 correct*
- *High-14 correct*
- **Post-test score:**

- 21 tests, average score 19 out of 25 correct (76%)
- Low score-10 correct
- High score-23 correct
- **Average improvement for the class of 44%**
- Grade distribution: 21 students enrolled at final exam. Average GPA 82% based on final grades. There was one student who did not withdraw and did stop coming.

- **Section #6**

- **Pre-test score:**

- 17 tests, average score 7 out of 25 correct (28%)

- Low-0 correct

- High-14 correct

- **Post-test score:**

- 17 tests, average score 20 out of 25 correct (80%)

- Low score-8 correct

- High score-23 correct

- **Average improvement for the class of 52%**

- Grade distribution: 19 students enrolled at final exam. Average GPA 87% based on final grades. There were two students who did not withdraw and did stop coming.

- When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)

5. 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.
- The material is easy to offer each semester, just add the link. It's relatively easy to maintain as this area does not advance in leaps and bounds so I don't see the need for a large rewrite appearing.

6. Future 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.
- I would like to add to the content to enhance the learning experience, this would be based on observing student interaction so as to make evidence based improvements.
- Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.

- None at this point but have been notified that something will be occurring in Athens. I would be more inclined to present after a second iteration that would include enhanced WOW factor.

7. Description of Photograph

- *List the names of the people in the separately uploaded photograph and their roles.*
- *E.G.: (left-right) Dr. Transformer, team lead and instructor of record; Agent Graphic, instructional designer; Dr. Philomath, subject matter expert; B. Bibliophile, librarian; A. Einstein, Student.*