

Application Details

Manage Application: Textbook Transformation Grants: Round Eleven

Award Cycle: Round 11

Internal Submission Deadline: Tuesday, January 23, 2018

Application Title: 364

Application ID: 002082

Submitter First Name: Randy

Submitter Last Name: Green

Submitter Title: Assistant Professor of Criminal Justice and Political Science

Submitter Email Address: ragreen@highlands.edu

Submitter Phone Number: 706-346-0005

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Sherry

Applicant Last Name: Green

Applicant Email Address: shgreen@highlands.edu

Applicant Phone Number: 706-295-6300

Primary Appointment Title: Associate Professor of Education

Institution Name(s): Georgia Highlands College

Co-Applicant(s): J. Sean Callahan

Submission Date: Tuesday, January 23, 2018

Proposal Title: 364

Proposal Category: No-Cost-to-Students Learning Materials

Final Semester of Instruction: Fall 2018

Are you using an OpenStax textbook?: No

Team Members (Name, Email Address):

J. Sean Callahan, scallaha@highlands.edu

Sherry Green, shgreen@highlands.edu

Randy A. Green, ragreen@highlands.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Alan Nichols, Professor of Philosophy, SSBE Dean, Georgia Highlands College

Course Names, Course Numbers and Semesters Offered:

CRJU 2111 The American Police Systems

Offered Fall and Spring semesters

EDUC 2130 Exploring Teaching and Learning

Offered Fall and Spring semesters

List the original course materials for students (including title, whether optional or required, & cost for each item):

Average Number of Students per Course Section:

Number of Course Sections Affected by Implementation in Academic Year:

Average Number of Students Per Summer Semester:

Average Number of Students Per Fall Semester:

Average Number of Students Per Spring Semester:

Total Number of Students Affected by Implementation in Academic Year:

Requested Amount of Funding:

Original per Student Cost: 94.75 and 145.00

Post-Proposal Projected Student Cost:

Projected Per Student Savings: 94.75 and 145.00

Projected Total Annual Student Savings: 23,100

Creation and Hosting Platforms Used ("n/a" if none):

D2L

Project Goals:

Goal 1: No-Cost-Student Alternative Course Instructional Materials

The primary goal of this textbook transformation is to eliminate the need for the current, expensive textbook for CRJU 2111 The American Police Systems and EDUC 2130 Exploring Teaching and Learning. Georgia Highlands College is an open access institution that serves a diverse student population on multiple campuses of which 46% are low-income students who utilize income-based federal Pell Grants for college expenses (Fall 2015 data). College Scorecard's 2016 report yielded data reflecting that 52% of GHC students have a family income less than \$40k per year. According to Dr. Renva Watterson, VPAA at GHC, "Nearly 70 percent of students don't buy textbooks. There are many reasons for this, but one fundamental reason is they can't afford them. When you have students sitting in class and they don't have a text, which is the fundamental learning tool, then you put students at further risk of academic disaster."

The current textbooks for these courses, like many others, places a significant financial burden on criminal justice students at Georgia Highlands College who are already struggling to pay the costs of college expenses. As a result of the high costs, many students do not purchase or rent texts or they delay obtaining the texts until later into the semester when their grant funds are made available. When this happens, students begin the course behind in the content and learning process, which significantly impairs their success, retention, and ultimately graduation. Eliminating the need for a textbook allows the student to begin the course in real time and without delay, which places them in a posture for success moving forward. In an effort to curtail these expenses, we have reviewed these courses and determined that we can eliminate the necessity for the current high cost, commercial, textbooks for these courses.

Finally, according to the 2016 College Scorecard, 53% of our students are enrolled full-time and 47% of GHC students are enrolled part-time. This data suggests what we know about our students...that many work at least one job, have families and attend school to improve their quality of life. They juggle many roles and face many barriers and obstacles. Any money they earn, they spend on the expenses of life and they skimp where they can and college textbooks tends to be the chosen area.

Goal 2: Student-Focused Learning

Another goal of this textbook transformation is to create current, timely, relevant, meaningful and engaging instructional materials that addresses the student learning outcomes and extend learning beyond the boundaries of a textbook. This pedagogical transformation speaks directly to quality and vast research regarding teaching and learning. Student-focused learning involves student participation in cooperative learning, project-based activities, problem-based-activities and other pedagogical methods that engage learners in the process of learning. This form of instruction is widely known for its effectiveness of orientation and boasts of many benefits for the students involved. Use of a primary textbook tends to limit students to reading (or not) the source and rarely dedicating time and effort to exploring other sources. Student-focused learning, with a shift in teaching philosophy and pedagogical transformations, is certain to improve student achievement.

Goal 3: Readability

Georgia Highlands College is an open access institution within the USG. Fall term 2015 data yielded 17.8% of newly enrolled students at GHC were placed in learning support English due to deficits in Reading and English skills as assessed by the Compass test. These students are required to take learning support pre-credit courses including the first-year experience course, FCST 1010, Freshman College Studies, prior to beginning their core curriculum. The learning support and FCST 1010 courses do not remediate these long-terms academic deficits and move students to “college grade level” in their academics.

Therefore, methods of accommodations and curriculum modifications rest solely with the professor of record and that individual’s understanding of students’ needs for academic success, retention, progression, and graduation. Without professors’ direct involvement in student achievement, students face the difficult path of navigating instructional materials that are often too complex for their learning curve. This is often the case when using a publisher’s textbook written above the reading grade level of many of GHC students, which may in part explain why they do not read the textbook.

Many of GHC students also access the GHC tutoring program and student support services due to academic difficulties and disabilities. The high use of these programs at GHC further supports the necessity for the lower-readability resources for students of which the current textbook cannot provide as it is too complex in content, presentation, and terminology/language.

To improve student learning outcomes, student success, retention and graduation rates, instructional materials and resources must focus on our specific student population.

Statement of Transformation:

Currently, to assist our students with the high cost of course textbooks, we have loaned textbooks to students, encouraged students to purchase or rent older, less costly editions of the text, recommended e-books, and textbook rentals vs. purchasing options. After utilizing this approach for many semesters, we have found ourselves in a situation where there are multiple editions of textbooks being used by students during the course of the semester. We have made every effort to accommodate for these edition discrepancies over the past few years; however, we believe that it is time to truly provide a No-Cost-to-Students option to replace the American Police Systems and the Educational Psychology texts so as to get out of the business of trying to accommodate students who cannot afford the textbook and yet seek ways to obtain one.

This transformation will involve the development of a course utilizing a variety of source materials and pedagogical methodologies that will place an emphasis on the student-centered approach to teaching and learning. There will be no costs to students with this course transformation. We will take into consideration the scope and sequence of the current textbook (and others, if applicable), the student learning outcomes for the course, and determine which aspects of the textbook scope and sequence are suitable and have merit for implementation in the transformation. We will also consider content that has not previously been included in course content yet, we believe to be relevant and critical for the preparation of the criminal justice student.

Materials for the transformation will be obtained from a variety of sources within the USG library, online resources, and such sources as scholarly journals and periodicals. Making the transformation student-centered versus textbook essentialist oriented, provides for an enhanced level of student-teacher and student-student connectedness and strengthens the community of learners and the learning environment in both F2F and web-based delivery models.

The transformation will affect three stakeholders: Students, faculty, and our institution, specifically, the Division of Social Science, Business and Education, which includes our Associate of Science in Criminal Justice and Associate of Science in Early Childhood, Middle Grade, Special Education and Secondary Education pathway students. Criminal justice students pursuing this degree take The American Police Systems course. EDUC 2130 is a required course for education majors working toward their degree. This transformation, as stated above, will save students the high costs of the textbook and provide them the opportunity to begin the course on time as they will no longer have to locate the least expensive online or e-book text. No longer will students have to wait on textbooks to arrive via mail or pay the exorbitant prices placed on the text by the for-profit publishing companies and bookstores. As a result of having all instructional materials available at the beginning of the semester, a clear pathway of instruction is made available to all students and student learning outcomes should improve.

The transformation will also impact the criminal justice faculty member and education faculty

member who teach these courses as we redesign our course to address the needs of our student population without the dictates of a textbook. Financial affordability is key to student progression, retention and graduation. Without a student focus, the inherent obstacles they deal with often lead to hardship withdrawals, attendance issues, and academic issues. It is incumbent that we remove or alter these obstacles including the financial burdens of textbooks where appropriate.

By redesigning these courses, with our student population and student learning outcomes as the focus, we can create courses that take into consideration these obstacles yet, maintains the integrity of the course. This transformation places the student outcomes squarely in the hands of course professors and provides the flexibility needed to differentiate the course for the desired population. We know that because of the complexity of teaching and individual variations among students, effective teaching is not “one size fits all.” No two courses are taught the same and should not be, as no two groups of students need the same type of instruction.

Further, we know that effective teachers have good command of their subject matter, how to use instructional strategies and demonstrate a sincere commitment to student achievement. This transformation impacts the teaching faculty by focusing on course redesign that supports learning for a diverse population of students at our institution, provides for the process of differentiating instructional strategies, assignments, and assessments, and serves as a statement of a sincere commitment to student achievement. Course professors will have so much more than a textbook to use. They will have a wealth of resources to tap into. Use of technology that empowers students to learn and exercise their skills set in order to prepare them for careers in criminal justice and education are a tool that will serve to enhance direct teaching and student learning.

The subject-matter expert/professor will have the assistance of a mentor/colleague/experienced course designer on the team. Both team members are certified in Quality Matters for Higher Education and will apply many of the national benchmarks for online course design.

Finally, GHC as the representing institution, is a stakeholder in this transformation. With a focus on student retention, progression, and graduation as a part of Complete College Georgia, GHC administrators have encouraged professors to focus on student success which includes affordable learning options for our students. In a recent posting, only two colleges were highlighted in Georgia during the White House’s recent unveiling of College Scorecard, a website designed to provide “the clearest, most accessible, and most reliable national data on college cost, graduation, debt, and post-college earnings.”

GHC was highlighted in the two-year category and Georgia Institute of Technology in the four-year category as colleges with the best value in the state. The database was built to help students better understand which colleges will provide the best return on investment.

Currently, students at GHC can earn an associate degree for less than \$7,300. We are most proud of our continuous efforts to ensure that our students receive a quality education for an affordable price. This is what we are nationally and locally recognized for and are most proud of. ALGs and our professors' due diligence to assist our student population, when and where necessary, are a huge part of our success and this accolade. By removing the financial burden of a required textbook for students in CRJU 2111 and EDUC 2130, the institution further promotes its mission of affordable excellence.

All stakeholders benefit from affordable learning options. They save students substantial amounts of money within specific courses and over the time period of earning a degree. Affordable learning options place the context, content, scope and sequence of a course in the hands of creative and critical thinking professors. Finally, affordable learning options represent GHC's emphasis on affordable learning which includes tuition costs, fees and supplies. Georgia Highlands College was recently recognized by Schools.com in its 2016 "Best Of" list as number two in the Top Five Best State Colleges in Georgia. Schools.com, "touted GHC for its ...affordable tuition costs, fees and supplies." The goal of this transformation is to build on this reputation on behalf of our student population.

Transformation Action Plan:

Pre-Planning

Review Student Learning Outcomes; reorganize, if necessary

Review/Analyze current textbooks for CRJU 2111 and EDUC 2130 identifying the scope and sequence of the content and learning activities, table of contents, major topics addressed and other related course materials made available by the publisher.

Review existing affordable learning materials and assess appropriateness and consistency for course content, activities, and various types of learning assessments.

Align the student learning outcomes with the major topics to be covered in the course.

Independently locate and subsequently share source materials covering topics addressed in the SLOs. These source materials may include data reports, periodicals, peer-reviewed journals, book chapters, book excerpts, videos, articles, non-fiction literature, etc.

Give careful consideration for easy access to instructional materials that replace the textbook such as readability, clarity, content accuracy, adaptability and developmentally appropriate for the diverse GHC college criminal justice and education student. Since there has been an increase in our Hispanic and Latino populations at GHC and in criminal justice, due consideration should be given to these diverse ethnic populations when reviewing instructional materials. All of these should be integrated using culturally-responsive instructional materials that lead students to problem solving tasks.

Planning

With flexibility and latitude for personal expression and professor academic discretion, the selection of instructional materials, strategies, and instructional pedagogy that emphasizes the student-centered approach to teaching and learning will be discussed as they relate to both F2F and web-based delivery methodologies.

The course professor will determine the instructional materials and design the course and syllabus, course content based upon SLOs, scope and sequence, selection of activities and scholarly readings, creation of PowerPoints, embedding of hyperlinks and videos, discussion boards, and various types of assessments of student learning.

The course professor is entitled to the course instructional design of his/her own choosing provided all SLOs are addressed and there is no textbook or other cost of materials required. Professor academic discretion is paramount.

A Quality Matters analysis of the course, based upon the national benchmarks for blended and online learning will be completed by the course professor.

Course Delivery

The adopted course(s) will be made available in D2L for both web-based and face-to-face CRJU 2111 and EDUC 2130 courses taught by the two applicant professors Fall semester 2018.

A review of the course will take place with team members at the term mid-point and again at the conclusion of the term in preparation for the following term course offering.

In addition to the aforementioned, the transformation action plan will impact the following:

An expected outcome of this transformation action plan is that the course professor/subject matter expert will increase his own knowledge of the subject matter through the perusal and compilation of new source materials.

Another expected outcome of this transformation action plan is that the course professor has generous flexibility to customize student-centered activities and to accommodate the needs of our students. Students can be provided choices on assignments and assignments can be created and/or modified by students. Assignments, thus, become more personalized, meaningful, and relevant to students which results in increased interest, student retention, student achievement and matriculation to a 4-year institution.

Our institutions' retention will also be positively impacted as the result of our efforts to focus on No-Cost-to-Students' options. These options, when utilized with a focus on the needs of the students, can create a positive learning environment in which students understand that we are partners with them in the learning process. Research is clear that when students believe that they are cared about by their teacher, student achievement increases. This is our message at GHC.

This transformation affects two sections of CRJU 2111 and four sections of EDUC 2130

offered each AY. The transformation will be implemented Fall 2018 and continue through Spring 2018.

As we work to improve instruction, student achievement, retention, progression, and graduation, we will continue our affordable learning option beyond the grant period of time. We know our student population will benefit from this transformation therefore, once we finalize our efforts we will maximize our redesigned course for the benefit of our students. This transformation will extend to both face-face and web-based teaching delivery models.

Quantitative & Qualitative Measures: Assessment is an integral part of teaching. We believe this course transformation should be assessed via a variety of methods in order to present the full accounting of our intentions and course outcomes. Both quantitative and qualitative measures will be utilized and analyses of each will provide valuable insight as to whether we have accomplished our learning targets. In terms of qualitative assessment, we will seek the feedback from students through Open Educational Resources survey. Students' perceptions of the redesigned course will be considered for future direction. Formal assessments to document students' achievement of student learning objectives (SLOs) with the use of the transformative model of instruction. Comments provided by students in the OER survey will provide detailed information on the students' view of the transformative materials. These measures will be used as an indication of student's perspective. Quantitative assessment measures will be used and analyzed much in the same manner as qualitative measures so as to measure the impact on student success and experience. Data will be compiled that addresses the following: Exam questions that assess proficiency of SLOs, The number of students who drop, fail, and withdraw from the course (DFW rate), Final grade distributions (mean, median, and mode) that demonstrate student success within the course structure and on the SLOs (Course Pass Rate, % of A-Fs), Open Educational Resources survey to gather the perceived quality, experience and satisfaction of students using OER materials. This data will be compared and contrasted to previous CRJU 2111 and EDUC 2130 courses taught utilizing the traditional textbook.

Timeline:

For courses taught Fall 2018: Application deadline January 22, 2018

Notification of Award: February 15, 2018

Required Kick-off Meeting: February 26, 2018

February 2018: Review of Student Learning Outcomes; Review/analyze current textbook for scope and sequence of content, learning activities, major topics, other course materials made available by publisher

March 2018: Align SLOs with major topics to be covered in the course

Identify, review and assess appropriateness of new affordable learning materials to achieve the SLOs

January 2018: Continue identifying and reviewing new source instructional materials; gather interactive and multimedia resources

February 2018: Organize transformative course, order topics to be covered, discuss course requirements, grading, Discussion Board thread prompts, essays, alternative assignments, interactive and multimedia usage; Identify and develop tools to monitor student progress throughout semester

March-April 2018: Create transformative course instructional PowerPoints based upon new source materials

May 2018: Create transformative course syllabus and course schedule for Fall 2018 semester

July 2018: Create transformative course in D2L, upload source materials to D2L, and prepare for D2L launch in August 2018

August 2018: Implement the transformative course: The American Police Systems; conduct informal Pre-Assessment Survey; collect and analyze data

October 2018: Collect and analyze Qualitative data to date as follows: Pre-Assessment data (first week of class), Informal assessment events, and conduct Formative Assessment data (mid-term)

December 2018: Conduct Post-Assessment event (end of term); Collect final Qualitative and Quantitative data, incorporate student assessment findings, analyze conclusions, make revisions (as appropriate), Team meeting to complete work on final ALG report

Team meetings will occur at each identified point in the Timeline listed above. Both team members hold equal responsibility to the actions in the ALG textbook transformation grant.

Budget:

The requested budget is \$10,800.00 (\$5,000 X 2 team members) + \$800 for expenses related to required regional conference/training session/kick-off meeting.

Sherry Green, Inst. of Record/SME/Co-P.I. \$5,000

Randy Green, Inst. of Record/SME/Co-P.I. \$5,000

Travel to Kick-Off . \$800

Total \$10,800

Sustainability Plan:

It is our goal for the transformation to have a long-term impact on the stakeholders and to offer No-Cost-to-Students options in all future course sections of The American Police Systems and Exploring Teaching and Learning. We intend to adopt our course design and implement it in both face-face and web-based delivery models. As a team, at designated intervals throughout each semester, an analysis of each course section will be conducted and discourse had regarding the effectiveness of instruction, instructional strategies, assessment data, and student feedback to determine if modifications need to be made for subsequent course offerings. Modifications will be based upon student feedback, informal and formal assessment events as well as our own analysis of the course.

D2L as a learning management system can be amended and augmented at any time a professor desires to modify or create new course instructional materials, assignments, and/or assessments. This facilitates current and relevant presentations of course content which benefits learners in a myriad of ways. The benefits of our plan are immeasurable for our student population. Despite having a smaller target population of students as compared to major colleges and universities, our GHC students desperately need the financial relief of the No-Cost-to-Students transformative option.

1/22/18

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Sherry Green's and Randy Green's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Ten for implementation beginning Fall Semester 2018.

Profs. Sherry Green and Randy Green are proposing to replace the standard textbook in CRJU 2111 (American Police Systems) and EDUC 2130 (Exploring Teaching and Learning) with Open Educational Resources. This will result in a savings for students of nearly \$94.75 - \$145.00 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting OER materials, a significant barrier to student performance and completion will be removed.

Professors Sherry and Randy Green and Dr. Callahan have a well-developed plan for shifting to an OER-based text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Professors Sherry and Randy Green and Dr. Callahan are worthy of financial support as they work towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
3175 Cedartown Highway
Rome GA, 30161
706-368-7615
anichols@highlands.edu

Affordable Learning Georgia Textbook Transformation Grant
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| Submitter Title | Assistant Professor of Criminal Justice and Political Science |
| Submitter Email | ragreen@highlands.edu |
| Submitter Phone Number | 706-346-0005 |
| Submitter Campus Role | Proposal Team Leader |
| Applicant Name | Randall A. Green |
| Applicant Email | ragreen@highlands.edu |
| Applicant Phone Number | 706-346-0005 |
| Primary Appointment Title | Assistant Professor of Criminal Justice and Political Science Division of Social Science, Business and Education |
| Institution Name(s) | Georgia Highlands College |
| Team Members | Sherry A. Green Associate Professor of Education Georgia Highlands College Proposal Team Member, Mentor/Colleague, & Experienced Web-based Course Designer and Web-based professor J. Sean Callahan, Associate Professor of Psychology Division of Social Sciences/Chair of Diversity Initiatives |
| Sponsor, Title, Department, Institution | Dr. Alan Nichols, Dean of Social Science, Business, and Education Division Georgia Highlands College Rome, Georgia 30161 |
| Proposal Title | The American Police Systems and Exploring Teaching and Learning: A No-Cost-to-Students Transformation |
| Course Names, Course Numbers and Semesters Offered | CRJU 2111 The American Police Systems Offered Fall and Spring semesters EDUC 2130 Exploring Teaching and Learning Offered Fall and Spring semesters |
| Final Semester of Instruction | Fall 2018 |

NARRATIVE

1.1 PROJECT GOALS

Goal 1: No-Cost-Student Alternative Course Instructional Materials

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1.2 STATEMENT OF TRANSFORMATION

Currently, to assist our students with the high cost of course textbooks, we have loaned textbooks to students, encouraged students to purchase or rent older, less costly editions of the text, recommended e-books, and textbook rentals vs. purchasing options. After utilizing this approach for many semesters, we have found ourselves in a situation where there are multiple editions of textbooks being used by students during the course of the semester. We have made every effort to accommodate for these edition discrepancies over the past few years; however, we believe that it is time to truly provide a No-Cost-to-Students option to replace the American Police Systems and the Educational Psychology texts so as to get out of the business of trying to accommodate students who cannot afford the textbook and yet seek ways to obtain one.

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Finally, GHC as the representing institution, is a stakeholder in this transformation. With a focus on student retention, progression, and graduation as a part of Complete College Georgia, GHC administrators have encouraged professors to focus on student success which includes affordable learning options for our students. In a recent posting, only two colleges were highlighted in Georgia during the White House's recent unveiling of College Scorecard, a website designed to provide "the clearest, most accessible, and most reliable national data on college cost, graduation, debt, and post-college earnings."

GHC was highlighted in the two-year category and Georgia Institute of Technology in the four-year category as colleges with the best value in the state. The database was built to help students better understand which colleges will provide the best return on investment.

Currently, students at GHC can earn an associate degree for less than \$7,300. We are most proud of our continuous efforts to ensure that our students receive a quality education for an affordable price. This is what we are nationally and locally recognized for and are most proud of. ALGs and our professors' due diligence to assist our student population, when and where necessary, are a huge part of our success and this accolade. By removing the financial burden of a required textbook for students in CRJU 2111 and EDUC 2130, the institution further promotes its mission of affordable excellence.

All stakeholders benefit from affordable learning options. They save students substantial amounts of money within specific courses and over the time period of earning a degree. Affordable learning options place the context, content, scope and sequence of a course in the hands of creative and critical thinking professors. Finally, affordable learning options represent GHC's emphasis on affordable learning which includes tuition costs, fees and supplies. Georgia Highlands College was recently recognized by Schools.com in its 2016 "Best Of" list as number two in the Top Five Best State Colleges in Georgia. Schools.com, "touted GHC for its ...affordable tuition costs, fees and supplies." The goal of this transformation is to build on this reputation on behalf of our student population.

1.3 TRANSFORMATION ACTION PLAN

Pre-Planning

- Review Student Learning Outcomes; reorganize, if necessary
- Review/Analyze current textbooks for CRJU 2111 and EDUC 2130 identifying the scope and sequence of the content and learning activities, table of contents, major topics addressed and other related course materials made available by the publisher.
- Review existing affordable learning materials and assess appropriateness and consistency for course content, activities, and various types of learning assessments.
- Align the student learning outcomes with the major topics to be covered in the course.
- Independently locate and subsequently share source materials covering topics addressed in the SLOs. These source materials may include data reports, periodicals, peer-reviewed journals, book chapters, book excerpts, videos, articles, non-fiction literature, etc.
- Give careful consideration for easy access to instructional materials that replace the textbook such as readability, clarity, content accuracy, adaptability and developmentally appropriate for the diverse GHC college criminal justice and education student. Since there has been an increase in our Hispanic and Latino populations at GHC and in criminal justice, due consideration should be given to these diverse ethnic populations when reviewing instructional materials. All of these should be integrated using culturally-responsive instructional materials that lead students to problem solving tasks.

Planning

- With flexibility and latitude for personal expression and professor academic discretion, the selection of instructional materials, strategies, and instructional pedagogy that emphasizes the student-centered approach to teaching and learning will be discussed as they relate to both F2F and web-based delivery methodologies.
- The course professor will determine the instructional materials and design the course and syllabus, course content based upon SLOs, scope and sequence, selection of activities and scholarly readings, creation of PowerPoints, embedding of hyperlinks and videos, discussion boards, and various types of assessments of student learning.
- The course professor is entitled to the course instructional design of his/her own choosing provided all SLOs are addressed and there is no textbook or other cost of materials required. Professor academic discretion is paramount.
- A Quality Matters analysis of the course, based upon the national benchmarks for blended and online learning will be completed by the course professor.

Course Delivery

- The adopted course(s) will be made available in D2L for both web-based and face-to-face CRJU 2111 and EDUC 2130 courses taught by the two applicant professors Fall semester 2018.
- A review of the course will take place with team members at the term mid-point and again at the conclusion of the term in preparation for the following term course offering.
In addition to the aforementioned, the transformation action plan will impact the following:
 - An expected outcome of this transformation action plan is that the course professor/subject matter expert will increase his own knowledge of the subject matter through the perusal and compilation of new source materials.
 - Another expected outcome of this transformation action plan is that the course professor has generous flexibility to customize student-centered activities and to accommodate the needs of our students. Students can be provided choices on assignments and assignments can be created and/or modified by students. Assignments, thus, become more personalized, meaningful, and relevant to students which results in increased interest, student retention, student achievement and matriculation to a 4-year institution.
 - Our institutions' retention will also be positively impacted as the result of our efforts to focus on No-Cost-to-Students' options. These options, when utilized with a focus on the needs of the students, can create a positive learning environment in which students understand that we are partners with them in the learning process. Research is clear that when students believe that they are cared about by their teacher, student achievement increases. This is our message at GHC.
 - This transformation affects two sections of CRJU 2111 and four sections of EDUC 2130 offered each AY. The transformation will be implemented Fall 2018 and continue through Spring 2018.
 - As we work to improve instruction, student achievement, retention, progression, and graduation, we will continue our affordable learning option beyond the grant period of time. We know our student population will benefit from this transformation therefore, once we finalize our efforts we will maximize our redesigned course for the benefit of our students.
 - This transformation will extend to both face-face and web-based teaching delivery models.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Assessment is an integral part of teaching. We believe this course transformation should be assessed via a variety of methods in order to present the full accounting of our intentions and course outcomes. Both quantitative and qualitative measures will be utilized and analyses of each will provide valuable insight as to whether we have accomplished our learning targets.

In terms of qualitative assessment, we will seek the feedback from students through Open Educational Resources survey. Students' perceptions of the redesigned course will be considered for future direction. Formal assessments to document students' achievement of student learning objectives (SLOs) with the use of the transformative model of instruction. Comments provided by students in the OER survey will provide detailed information on the students' view of the transformative materials. These measures will be used as an indication of student's perspective.

Quantitative assessment measures will be used and analyzed much in the same manner as qualitative measures so as to measure the impact on student success and experience. Data will be compiled that addresses the following:

- Exam questions that assess proficiency of SLOs
- The number of students who drop, fail, and withdraw from the course (DFW rate)
- Final grade distributions (mean, median, and mode) that demonstrate student success within the course structure and on the SLOs (Course Pass Rate, % of A-Fs)
- Open Educational Resources survey to gather the perceived quality, experience and satisfaction of students using OER materials.
- This data will be compared and contrasted to previous CRJU 2111 and EDUC 2130 courses taught utilizing the traditional textbook.

1.5 TIMELINE

For courses taught Fall 2018: Application deadline January 22, 2018
Notification of Award: February 15, 2018
Required Kick-off Meeting: February 26, 2018
February 2018: Review of Student Learning Outcomes; Review/analyze current textbook for scope and sequence of content, learning activities, major topics, other course materials made available by publisher
March 2018: Align SLOs with major topics to be covered in the course
Identify, review and assess appropriateness of new affordable learning materials to achieve the SLOs
January 2018: Continue identifying and reviewing new source instructional materials; gather interactive and multimedia resources
February 2018: Organize transformative course, order topics to be covered, discuss course requirements, grading, Discussion Board thread prompts, essays, alternative assignments, interactive and multimedia usage; Identify and develop tools to monitor student progress throughout semester
March-April 2018: Create transformative course instructional PowerPoints based upon new source materials
May 2018: Create transformative course syllabus and course schedule for Fall 2018 semester
July 2018: Create transformative course in D2L, upload source materials to D2L, and prepare for D2L launch in August 2018
August 2018: Implement the transformative course: The American Police Systems; conduct informal Pre-Assessment Survey; collect and analyze data
October 2018: Collect and analyze Qualitative data to date as follows: Pre-Assessment data (first week of class), Informal assessment events, and conduct Formative Assessment data (mid-term)
December 2018: Conduct Post-Assessment event (end of term); Collect final Qualitative and Quantitative data, incorporate student assessment findings, analyze conclusions, make revisions (as appropriate), Team meeting to complete work on final ALG report

Team meetings will occur at each identified point in the Timeline listed above. Both team members hold equal responsibility to the actions in the ALG textbook transformation grant.

1.6 BUDGET

The requested budget is \$10,800.00 (\$5,000 X 2 team members) + \$800 for expenses related to required regional conference/training session/kick-off meeting.

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| Sherry Green, Inst. of Record/SME/Co-P.I. | \$5,000 |
| Randy Green, Inst. of Record/SME/Co-P.I. | \$5,000 |
| Travel to Kick-Off . | <u>\$800</u> |
| Total | \$10,800 |

1.7 SUSTAINABILITY PLAN

It is our goal for the transformation to have a long-term impact on the stakeholders and to offer No-Cost-to-Students options in all future course sections of The American Police Systems and Exploring Teaching and Learning. We intend to adopt our course design and implement it in both face-face and web-based delivery models. As a team, at designated intervals throughout each semester, an analysis of each course section will be conducted and discourse had regarding the effectiveness of instruction, instructional strategies, assessment data, and student feedback to determine if modifications need to be made for subsequent course offerings. Modifications will be based upon student feedback, informal and formal assessment events as well as our own analysis of the course.

D2L as a learning management system can be amended and augmented at any time a professor desires to modify or create new course instructional materials, assignments, and/or assessments. This facilitates current and relevant presentations of course content which benefits learners in a myriad of ways. The benefits of our plan are immeasurable for our student population. Despite having a smaller target population of students as compared to major colleges and universities, our GHC students desperately need the financial relief of the No-Cost-to-Students transformative option.

1.8 REFERENCES & ATTACHMENTS

Boyle, J. (2016, January). Best community colleges in Georgia. Retrieved August 11, 2016 from <http://www.schools.com/articles/top-community-colleges-in-Georgia>.

Langston, D. (2016). [Percentage of GHC students qualifying for Pell grants Fall 2015]. Unpublished raw data.

U.S. Department of Education. (2016). College scorecard. Retrieved August 11, 2016, from <https://collegescorecard.ed.gov/school/?139700-Georgia-Highlands-College>

Watterson, R. (2016). Georgia highlands college where excellence begins. [Brochure].

*Please find two supporting letters attached from Georgia Highlands College, Vice President of Academic Affairs, Dr. Renva Watterson and Dr. Alan Nichols, Dean of Social Science, Business, and Education division at Georgia Highlands College.