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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Twelve (Fall 2018-2019)
Category:	University System of Georgia
Award Cycle:	Round 12
Submission Deadline:	09/13/2018 at 11:59 PM

Application Information

Submitted By:	Jia Lu
Application ID:	2595
Application Title:	394
Date Submitted:	09/11/2018 at 8:33 AM

Personal Details

Institution Name(s):	Valdosta State University
Applicant First Name:	Jia
Applicant Last Name:	Lu
Applicant Email Address:	jlu@valdosta.edu
Applicant Phone Number:	229-333-5752
Primary Appointment Title:	Associate Professor of Environmental Geosciences
Submitter First Name:	Jia
Submitter Last Name:	Lu
Submitter Email Address:	jlu@valdosta.edu
Submitter Phone Number:	229-333-5752
Submitter Title:	Associate Professor of Environmental Geosciences

Application Details

Proposal Title

394

Final Semester of Project

Fall 2019

Requested Amount of Funding

\$10,800

Type of Grant

No-or-Low-Cost-to-Students Learning Materials

Course Title(s)

World Regional Geography

Course Number(s)

GEOG 1102

Team Member 1 Name

Jia Lu

Team Member 1 Email

jlu@valdosta.edu

Team Member 2 Name

Jessica Taylor

Team Member 2 Email

jnkimsey@valdosta.edu

Team Member 3 Name

Team Member 3 Email

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name

Dr. Edward Chatelain

Sponsor Title

Department Head

Sponsor Department

Department of Physics, Astronomy, and Geosciences

Original Required Commercial Materials (title, author, price)

Hobbs, Joseph J, Fundamentals of World Regional Geography. Boston, MA: Cengage Learning, 2016, 4th edition. \$230.95.

Average Number of Students per Course Section Affected by Project in One Academic Year

30

Average Number of Sections Affected by Project in One Academic Year

4

Total Number of Students Affected by Project in One Academic Year

Average Number of Students Affected per Summer Semester

0

Average Number of Students Affected per Fall Semester

60

Average Number of Students Affected per Spring Semester

60

Original Total Cost per Student

\$230.95

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$230.95

Projected Total Annual Student Savings per Academic Year

\$277,14.00

Using OpenStax Textbook?

Yes

Project Goals

Our goal is to offer no-cost, high-quality, and attractive learning materials for students in an introductory geography course (GEOG 1102 – World Regional Geography) at Valdosta State University (VSU). We will be switching from the current textbook to a combination of three textbooks: World Regional Geography: People, Places and Globalization by Royal Burgee, World Regional Geography by the Saylor Foundation, and World Regional Geography by Caitie Finlayson. The books will be adopted for four sections of this course per year. In addition, the projected annual savings for students would be about \$27,714.

Our goal is to create additional no-cost Open Educational Resources (OERs) to help supplement lecture and textbook material. While the three textbooks are excellent, the supplemental material, especially the PowerPoints, exercises, and exams, which are essential for mastery of the subject, need to be developed and customized for our students.

By offering this new open access textbook and OERs at no cost to the students, we hope to improve both course enrollment and DFW (drop, fail, and withdrawal) rates. Every semester, there are students who could not afford to get the textbooks, they either skip reading the books, or share books with others, or delay to get the books after getting their student loans or financial aid. These students often fall behind in the classes and later either withdrew or fail the classes. Our no-cost textbooks will help these students to succeed in our classes and decrease their financial stress at school.

The effectiveness of this transformation will be measured by comparing student's course success rates between the courses taught using the new OERs and those taught using the traditional material, as well as through student feedback on surveys conducted periodically throughout each semester in which this course is taught.

Statement of Transformation

Students enrolled in GEOG 1102 at Valdosta State University will be the main group benefiting from this transformation considering they are gaining access to free open access textbooks and educational resources: GEOG 1102: World Regional Geography, Spring and Fall, 2019. Not only this course is listed in the university's core curriculum, but it is also listed as one of the required courses for Geoscience major in our department and International Studies major in the university. We teach about an average of 4 to 5 sections of this class in a year. Many of our students come from disadvantaged economic backgrounds that can make the purchase of expensive textbooks and other resource materials difficult and burdensome. It is not uncommon that students have to wait on financial aid payouts, and are not able to purchase their textbooks until the third week of classes—sometimes not even purchase the books at all. Providing these free resources will reduce the financial burden for each student who enrolls in this course and allow them access to course materials much sooner. In addition, since the textbook will be in PDF form, it can be downloaded to a laptop, tablet, phone, or school computer, enabling students to study in spare moments and in places where it would be awkward to carry a large textbook. By offering these free and mobile resources, we hope that students will better meet the learning objectives for this course along with a higher course completion rate.

For this textbook transformation, we will be converting from the current purchased textbook to the combination of three open-sourced textbooks: World Regional Geography: People, Places and Globalization by Royal Burgee, World Regional Geography by the Saylor Foundation, and World Regional Geography by Caitie Finlayson. Since the course is listed in our university core curriculum, it is a popular course and the books should be excellent choices. The OER and free textbooks offer students many examples from various fields of world regional geography, which help students make the connection between what they are studying in theories to what they are doing in real life. Additionally, the books give very clear explanations of the concepts and do not distract students with side issues. We will add more open access resources from numerous online sources as well as material that we produce. In turn, this will give the students a more broad perspective allowing them to better meet the learning objectives for this course.

We believe that the implementation of the OERs and conversion from purchased textbooks will attract more students and increase enrollment for this course. As a freshman-level core curriculum course, it has the potential of reaching wide audiences, attracting more students to our major, and retaining students at our department and university as a whole.

Transformation Action Plan

Our action plan will include three parts:

- 1.) Identification, review, and selection or creation of materials
- 2.) Adoption and course redesign
- 3.) Implementation and evaluation

Identification and selection or creation of materials

We have chosen to adopt and combine the three open-source textbooks and are in the process of identifying and locating more online resources at no-cost, which can be used as supplemental materials for instruction in this course. These resources include material found on YouTube, GALILEO, and MERLOT. In addition, more supplementary assignments and quizzes will be created by Dr. Lu, and the graphics will be designed and arranged by Ms. Taylor who is our webmaster.

Adoption and course redesign

During the Fall of 2018, Dr. Lu and Ms. Taylor will be working to design modules in D2L, which correlate with each chapter in the three textbooks. Each module will include a study guide, discussion questions, additional problems for extra practice, quizzes, flash cards for checking knowledge of concepts, PowerPoint slides (if used for lectures), and links or copies of the chosen education resources, which may include demonstration videos and videos of sample issues.

VSU administers all online courses through D2L learning management systems. Not only will students have access to these resources through the course in D2L, but they will also be available for public access through GALILEO and LibGuides, which is VSU's open-source institutional repository. Therefore, our students will have full access to these materials anywhere they are able to access the internet.

This will be the second time for this team to work on an ALG transformation grant project. Dr. Lu and Ms. Taylor successfully completed a previous transformation grant for another freshmen class in 2017. For this project, Dr. Lu has been listed as the instructor of the course in Spring 2019 and beyond. It will be her role to lead this project as subject matter expert and instructional designer. In addition, she will be responsible for creating supplemental problem sets. Ms. Taylor will be responsible for designing PowerPoints and putting all materials on GALILEO, LibGuides and D2L. As our webmaster, Ms. Taylor's web service, graphic design experience, and her education and business degrees will help make the course materials more marketable and attractive to the student population. Alongside with design, Ms. Taylor will be responsible for conducting thorough copyright research, creating / editing accessible materials, and confirming the accessibility of existing materials. She will also be helping to organize the materials in GALILEO and LibGuides on our university library website. In addition, since web links can break often in LibGuides, Ms. Taylor will closely monitor the links and provide updates as needed for the project duration and after the project is completed.

Implementation and evaluation

We plan to implement the new outline for the course in Spring 2019. During this semester, we will be studying which resources students utilize most often through the "Completion Summary" report for each resource. Periodically, surveys will be provided to students to determine their perception of the helpfulness of each resource as well as suggestions from students on additional resources they would like to see added.

At the end of the Spring semester, data will be compiled to determine the students' discernment along with the DFW rates for the course. Any suggestions or changes to the modules in D2L will be made at this time. The updated materials will be used during Fall 2019 and future courses, with continuous evaluation throughout the semesters. More information on specific evaluations is discussed in the next section of this application.

Quantitative & Qualitative Measures

Both quantitative and qualitative measures will be applied to determine the impact of this transformation on student success throughout the length of this project.

Quantitative Measures:

Three different measures will be examined throughout the project:

- DFW rates / Course enrollment data
- Completion rates.

DFW rate:

Through our department head, we will have access to the DFW rates for all students enrolled in this course during previous years. At the end of each semester, we will be comparing the DFW rates for the course taught using the new format to those using the purchased textbook. We will also be able to see enrollment trends while using the new materials.

Completion rates:

The quantitative measure employed is to investigate the change of completion rates. We have access to the completion rates for the past years through our department head. At the end of each semester, we will be accessing these reports to measure if the completion rate has improved by using these no-cost materials.

Qualitative Measures:

We will be examining two different qualitative measures: 1.) Student feedback through surveys and 2.) Completion summary reports through D2L.

Student feedback through surveys:

Surveys will be randomly distributed throughout each semester to students in order to gauge their perception of how helpful the textbook and the other OERs available to them appear to be. These surveys will help us to measure student interest as well as provide us with information on other resources the students may have found when they were studying for this course. In order to not contaminate this measure, students will not be aware that we are using this data since we are not tying them to grades.

Completion Summary reports:

One of the many tools available through D2L is the Completion Summary Report. These reports allow us to determine which students accessed specific materials and when they accessed it. Throughout each semester, these reports will be examined in order to determine which resources the students utilize the most. In order to be objective, we will not notify students that we are using the Completion Summary Report tool, so students will not be aware of that. By the end of the semester, we will replace any resources that students rarely use and add additional resources similar to the ones they use the most.

Timeline

October- November, 2018: Team members attend the kickoff meeting, as well as identify and locate additional no-cost, online course materials.

November-December 2018: Adopt the open-source material and design modules in LibGuides and GALILEO, and create links to them in D2L. Create new supplemental materials, including flashcards, discussion questions, videos, etc. In addition, during this time frame, copyright clearance will take place for materials that are not developed in-house, and Ms. Taylor will be in charge of this.

December 2018: Salary/release time for Dr. Lu.

January-April 2019: Implement new course materials, collect data on student achievement begins. Submit status report at the end of the semester.

May - August 2019: Compile data from Spring classes and revise course materials based on student feedback. Upload revised course materials to GALILEO and LibGuides, and create web links to these materials in D2L.

September - December 2019: Continue implementation with revisions.

December 2019: Co-investigators compile data and revise course materials based on student feedback. Submit final report at the end of the semester.

Budget

Dr. Jia Lu - \$5,000 for salary / release time in Fall 2018.

Ms. Jessica Taylor - \$5000 for salary / release time.

Travel for two team members to attend grant kick-off meeting - \$800.

Sustainability Plan

Our goal for this project is to create a course model, including corresponding modules for each section of the textbooks. All materials will be available prior to the beginning of the Spring of 2019 through GALILEO, LibGuides and D2L. The course and modules will be made available to faculty at all other USG institutions through GALILEO and LibGuides. Dr. Lu will be responsible for maintaining the course materials and Ms. Taylor will be responsible for maintaining the GALILEO and LibGuides websites for the foreseeable future, including updating web links which could change from time to time. Dr. Lu will continue to develop new assignments even after this ALG project is finished. Overall, all of the resources that we develop will be very useful and will save our students a lot of money.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.



September 6, 2018

Dear Textbook Transformation Grant Administrators,

On behalf of the Department of Physics, Astronomy, and Geosciences of Valdosta State University, I strongly support Dr. Jia Lu and Ms. Taylor's application for the ALG Textbook Transformation Grant for Geography 1102 "World Regional Geography" course. We will provide necessary support and assistance that Dr. Lu and Ms. Taylor need to make this project successful. The current textbook costs \$230.95 per student. Many of our students cannot afford purchasing the book early in the semester, which resulted in their falling behind in the study, and eventually having to withdraw from the course. After this textbook transformation project, our students will get the textbook free and this will help to improve their success in this class and increase our enrollment and retention. All materials developed from this project will be available to faculty at all other USG institutions through GALILEO and LibGuides. Dr. Lu will be responsible for maintaining the course materials and Ms. Taylor will be responsible for maintaining the GALILEO and LibGuides websites. Dr. Lu will continue to develop new assignments even after this ALG project is finished.

Dr. Jia Lu and Ms. Taylor successfully completed a previous ALG Textbook Transformation Grant for another course. They are highly qualified to work on this new project. In addition, Dr. Lu's involvement with our students and her effort in innovative teaching has been impressive. She is one of the most active researchers and grant-awardees in our department. Ms. Taylor is very talented in web service and graphic design in high education. It is with great pleasure that I provide my strong support for Dr. Lu and Ms. Taylor, as well as their application for this grant.

Sincerely,

Edward E. Chatelain, Head
Department of Physics, Astronomy, and Geosciences
Valdosta State University



Textbook Transformation Grants, Round Twelve (Fall 2018-2019)

Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the [Round 12 RFP Page](#).
- The italic text we provide is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.

Institution(s)	Valdosta State University
Applicant Name	Dr. Jia Lu
Applicant Email	jlu@valdosta.edu
Applicant Phone #	229-333-5752
Applicant Position/Title	Associate Professor of Environmental Geoscience
Submitter Name	
Submitter Email	
Submitter Phone #	
Submitter Position	

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Jia Lu	jlu@valdosta.edu
Team Member 2	Jessica Taylor	jnkimsey@valdosta.edu
Team Member 3		
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

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Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dr. Edward Chatelain, Head, Department of Physics, Astronomy, and Geosciences, Valdosta State University
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Project Information and Impact Data

Title of Grant Project	Developing New Open Educational Resources for World Regional Geography.
Type of Grant	<i>"No-or-Low-Cost-to-Students Learning Materials," "Specific Core Curriculum Courses," "Scaling Up OER," or "Gateways to Completion."</i>
Requested Amount of Funding	10,800
Course Names and Course Numbers	GEOG 1102: World Regional Geography, Spring and Fall, 2019. Not only this course is listed in the university's core curriculum, but it is also listed as one of the required courses for International Studies.
Final Semester of Project	<i>Fall 2019</i>
Average Number of Students Per Course Section Affected by Project	30/section, 2 sections/semester
Average Number of Sections Affected by Project in One Academic Year	4
Total Number of Students Affected by Project in One Academic Year	120
Average Number of Students Affected per Summer Semester	0
Average Number of Students Affected per Fall Semester	60
Average Number of Students Affected per Spring Semester	60
Title/Author of Original Required Materials	<i>Hobbs, Joseph J, Fundamentals of World Regional Geography. Boston, MA: Cengage Learning, 2016, 4th edition.</i>
Original Total Cost Per Student	<i>Price: \$230.95</i>
Post-Project Cost Per Student	\$0
Post-Project Savings Per Student	\$230.95
Projected Total Annual Student	\$277,14.00

Savings Per Academic Year	
Using OpenStax Textbook?	<i>Yes/No. This is to indicate to OpenStax that they can provide additional support to your team during the adoption process.</i>

Narrative Section

1. Project Goals

Goals for a Textbook Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.

Our goal is to offer no-cost, high-quality, and attractive learning materials for students in an introductory geography course (GEOG 1102 – World Regional Geography) at Valdosta State University (VSU). We will be switching from the current textbook to a combination of three textbooks: *World Regional Geography: People, Places and Globalization* by Royal Burgee, *World Regional Geography* by the Saylor Foundation, and *World Regional Geography* by Caitie Finlayson. The books will be adopted for four sections of this course per year. In addition, the projected annual savings for students would be about \$27,714.

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The effectiveness of this transformation will be measured by comparing student's course success rates between the courses taught using the new OERs and those taught using

the traditional material, as well as through student feedback on surveys conducted periodically throughout each semester in which this course is taught.

2. Statement of Transformation

Textbook Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:

- *A description of the current state of the course, department, and/or institution if relevant.*
- *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

Students enrolled in GEOG 1102 at Valdosta State University will be the main group benefiting from this transformation considering they are gaining access to free open access textbooks and educational resources: GEOG 1102: World Regional Geography, Spring and Fall, 2019. Not only this course is listed in the university's core curriculum, but it is also listed as one of the required courses for Geoscience major in our department and International Studies major in the university. We teach about an average of 4 to 5 sections of this class in a year. Many of our students come from disadvantaged economic backgrounds that can make the purchase of expensive textbooks and other resource materials difficult and burdensome. It is not uncommon that students have to wait on financial aid payouts, and are not able to purchase their textbooks until the third week of classes—sometimes not even purchase the books at all. Providing these free resources will reduce the financial burden for each student who enrolls in this course and allow them access to course materials much sooner. In addition, since the textbook will be in PDF form, it can be downloaded to a laptop, tablet, phone, or school computer, enabling students to study in spare moments and in places where it would be awkward to carry a large textbook. By offering these free and mobile resources, we hope that students will better meet the learning objectives for this course along with a higher course completion rate.

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the students a more broad perspective allowing them to better meet the learning objectives for this course.

We believe that the implementation of the OERs and conversion from purchased textbooks will attract more students and increase enrollment for this course. As a freshman-level core curriculum course, it has the potential of reaching wide audiences, attracting more students to our major, and retaining students at our department and university as a whole.

3. Transformation Action Plan

Textbook Transformation Grant projects can be work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. Include the following:

- *The activities expected from each team member and their role(s): subject matter experts, instructional designer, librarian, instructor of record, et al.*
 - *The identification, review, selection, and adoption/adaptation/creation of the new course materials.*
 - *A fully prepared application should include a preliminary evaluation of currently existing OER or no/low-cost materials for adoption or modification, or a preliminary plan to create new materials.*
- *Any redesign work necessary for the transformation.*
 - *This includes instructional design, curriculum alignment, accessibility, etc.*
- *The plan for providing open access to the new materials.*
 - *GALILEO Open Learning Materials will host any newly created materials. Please indicate if you are using other platforms in addition to the repository.*

Our action plan will include three parts:

- 1.) Identification, review, and selection or creation of materials
- 2.) Adoption and course redesign
- 3.) Implementation and evaluation

Identification and selection or creation of materials

We have chosen to adopt and combine the three open-source textbooks and are in the process of identifying and locating more online resources at no-cost, which can be used as supplemental materials for instruction in this course. These resources include material found on YouTube, GALILEO, and MERLOT. In addition, more supplementary assignments and quizzes will be created by Dr. Lu, and the graphics will be designed and arranged by Ms. Taylor who is our webmaster.

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During the Fall of 2018, Dr. Lu and Ms. Taylor will be working to design modules in D2L, which correlate with each chapter in the three textbooks. Each module will include a study guide, discussion questions, additional problems for extra practice, quizzes, flash cards for

checking knowledge of concepts, PowerPoint slides (if used for lectures), and links or copies of the chosen education resources, which may include demonstration videos and videos of sample issues.

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This will be the second time for this team to work on an ALG transformation grant project. Dr. Lu and Ms. Taylor successfully completed a previous transformation grant for another freshmen class in 2017. For this project, Dr. Lu has been listed as the instructor of the course in Spring 2019 and beyond. It will be her role to lead this project as subject matter expert and instructional designer. In addition, she will be responsible for creating supplemental problem sets. Ms. Taylor will be responsible for designing PowerPoints and putting all materials on GALILEO, LibGuides and D2L. As our webmaster, Ms. Taylor's web service, graphic design experience, and her education and business degrees will help make the course materials more marketable and attractive to the student population. Alongside with design, Ms. Taylor will be responsible for conducting thorough copyright research, creating / editing accessible materials, and confirming the accessibility of existing materials. She will also be helping to organize the materials in GALILEO and LibGuides on our university library website. In addition, since web links can break often in LibGuides, Ms. Taylor will closely monitor the links and provide updates as needed for the project duration and after the project is completed.

Implementation and evaluation

We plan to implement the new outline for the course in Spring 2019. During this semester, we will be studying which resources students utilize most often through the "Completion Summary" report for each resource. Periodically, surveys will be provided to students to determine their perception of the helpfulness of each resource as well as suggestions from students on additional resources they would like to see added.

At the end of the Spring semester, data will be compiled to determine the students' discernment along with the DFW rates for the course. Any suggestions or changes to the modules in D2L will be made at this time. The updated materials will be used during Fall 2019 and future courses, with continuous evaluation throughout the semesters. More information on specific evaluations is discussed in the next section of this application.

4. Quantitative and Qualitative Measures

All Textbook Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions

will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:

- Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.

Both quantitative and qualitative measures will be applied to determine the impact of this transformation on student success throughout the length of this project.

Quantitative Measures:

Three different measures will be examined throughout the project:

- 1.) DFW rates / Course enrollment data
- 2.) Completion rates.

DFW rate:

Through our department head, we will have access to the DFW rates for all students enrolled in this course during previous years. At the end of each semester, we will be comparing the DFW rates for the course taught using the new format to those using the purchased textbook. We will also be able to see enrollment trends while using the new materials.

Completion rates:

The quantitative measure employed is to investigate the change of completion rates. We have access to the completion rates for the past years through our department head. At the end of each semester, we will be accessing these reports to measure if the completion rate has improved by using these no-cost materials.

Qualitative Measures:

We will be examining two different qualitative measures: 1.) Student feedback through surveys and 2.) Completion summary reports through D2L.

Student feedback through surveys:

Surveys will be randomly distributed throughout each semester to students in order to gauge their perception of how helpful the textbook and the other OERs available to them appear to be. These surveys will help us to measure student interest as well as provide us with information on other resources the students may have found when they were studying for this course. In order to not contaminate this measure, students will not be aware that we are using this data since we are not tying them to grades.

Completion Summary reports:

One of the many tools available through D2L is the Completion Summary Report. These reports allow us to determine which students accessed specific materials

and when they accessed it. Throughout each semester, these reports will be examined in order to determine which resources the students utilize the most. In order to be objective, we will not notify students that we are using the Completion Summary Report tool, so students will not be aware of that. By the end of the semester, we will replace any resources that students rarely use and add additional resources similar to the ones they use the most.

5. Timeline

This section allows teams to describe how the project will progress from its inception to the final report (submitted at the end of the final semester of the project). Please provide a list of major milestones for the project here, aligning it with the Transformation Action Plan and your selected Final Semester of the project. Do not put this in the form of a table, as it will create issues within InfoReady Review for the official application – a bullet-point list is acceptable.

October- November, 2018: Team members attend the kickoff meeting, as well as identify and locate additional no-cost, online course materials.

November-December 2018: Adopt the open-source material and design modules in LibGuides and GALILEO, and create links to them in D2L. Create new supplemental materials, including flashcards, discussion questions, videos, etc. In addition, during this time frame, copyright clearance will take place for materials that are not developed in-house, and Ms. Taylor will be in charge of this.

December 2018: Salary/release time for Dr. Lu.

January-April 2019: Implement new course materials, collect data on student achievement begins. Submit status report at the end of the semester.

May - August 2019: Compile data from Spring classes and revise course materials based on student feedback. Upload revised course materials to GALILEO and LibGuides, and create web links to these materials in D2L.

September - December 2019: Continue implementation with revisions.

December 2019: Co-investigators compile data and revise course materials based on student feedback. Submit final report at the end of the semester.

6. Budget

Include overall personnel & projected expenses. Be sure to include the \$800 in travel funding, which is required for all Textbook Transformation Grants. Do not put this in the form of a table, as it will create issues within InfoReady Review for the official application – a bullet-point list is acceptable. Please keep all funding guidelines from the Round Twelve RFP in mind.

Dr. Jia Lu - \$5,000 for salary / release time in Fall 2018.

Ms. Jessica Taylor - \$5000 for salary / release time.

Travel for two team members to attend grant kick-off meeting - \$800.

7. Sustainability Plan

Textbook Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:

- *The maintenance and updating of course materials*
- *Any possible expansion of the project to more course sections in the future*
- *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

Our goal for this project is to create a course model, including corresponding modules for each section of the textbooks. All materials will be available prior to the beginning of the Spring of 2019 through GALILEO, LibGuides and D2L. The course and modules will be made available to faculty at all other USG institutions through GALILEO and LibGuides. Dr. Lu will be responsible for maintaining the course materials and Ms. Taylor will be responsible for maintaining the GALILEO and LibGuides websites for the foreseeable future, including updating web links which could change from time to time. Dr. Lu will continue to develop new assignments even after this ALG project is finished. Overall, all of the resources that we develop will be very useful and will save our students a lot of money.

Note: Letter of Support

A letter 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 must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.