Affordable Materials Grants, Round 19:

Transformation Grants

(Spring 2021-Spring 2022)

Proposal Form and Narrative

**APPLICANT AND TEAM INFORMATION**

| Requested information | Answer |
| --- | --- |
| Institution(s) | Georgia Gwinnett College |
| Applicant name | Catherine Thomas |
| Applicant email | [cthomas30@ggc.edu](mailto:cthomas30@ggc.edu) |
| Applicant position/title | Associate Dean for Student Success and Prof. of English |
| Submitter name | Cathy Hakes |
| Submitter email | [chakes@ggc.edu](mailto:chakes@ggc.edu) |
| Submitter position/title | Executive Director, ORSP |

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.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Catherine Thomas | [cthomas30@ggc.edu](mailto:cthomas30@ggc.edu) |
| Team member 2 | Jennifer Hurst-Kennedy | [jhurstkennedy@ggc.edu](mailto:jhurstkennedy@ggc.edu) |
| Team member 3 | Cara Werner | [cwerner@ggc.edu](mailto:cwerner@ggc.edu) |
| Team member 4 | Kenan Kurspahic | [kkurspah@ggc.edu](mailto:kkurspah@ggc.edu) |
| Team member 5 | Rolando (Roy) Marquez | [rmarquez1@ggc.edu](mailto:rmarquez1@ggc.edu) |

## Project Title: “Advancing Equity through Creating a No-Cost Textbook for GGC 1000 First-Year Seminar”

Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories  *Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | * ***Collaborative Projects with Professional Support*** * ***Student Participation in Materials Evaluation and/or Development*** * ***Departmental Scaling Projects*** |
| Requested Total Amount of Funding | **$6,059.00** |
| Final Semester of Project | **Spring 2022** |
| Using OpenStax Textbook?  *This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | ***Yes*** |

# **Impact Data**

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | GGC 1000 First-Year Seminar |
| N/A | Course instructor | Rolando Marquez |
| 1 | Average number of students enrolled per section | 16 |
| 2 | Average number of affected course sections scheduled in a summer semester | 0 |
| 3 | Average number of affected course sections scheduled in a fall semester | 2 |
| 4 | Average number of affected course sections scheduled in a spring semester | 2 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 4 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 64 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Shushan, J. (2020) *Pocket Guide To College Success* 3rd ed. Macmillan. $39.99  <https://store.macmillanlearning.com/us/product/The-Pocket-Guide-to-College-Success/p/1319200761?gclid=Cj0KCQiA34OBBhCcARIsAG32uvOGG3hSjQnwRAQDilN18xnW4K9OWMrK-2c2vTeCMFnW5jOA4HPMH4kaAi_kEALw_wcB> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $39.99 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $39.99 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $2,559.36 |

**Course 1**

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | GGC 1000 First-Year Seminar |
| N/A | Course instructor | Jennifer Hurst-Kennedy |
| 1 | Average number of students enrolled per section | 16 |
| 2 | Average number of affected course sections scheduled in a summer semester | 0 |
| 3 | Average number of affected course sections scheduled in a fall semester | 1 |
| 4 | Average number of affected course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 2 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 32 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Shushan, J. (2020) *Pocket Guide To College Success* 3rd ed. Macmillan. $39.99  <https://store.macmillanlearning.com/us/product/The-Pocket-Guide-to-College-Success/p/1319200761?gclid=Cj0KCQiA34OBBhCcARIsAG32uvOGG3hSjQnwRAQDilN18xnW4K9OWMrK-2c2vTeCMFnW5jOA4HPMH4kaAi_kEALw_wcB> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $39.99 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $39.99 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $1,279.68 |

**Course 1**

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | GGC 1000 First-Year Seminar |
| N/A | Course instructor | Cara Werner |
| 1 | Average number of students enrolled per section | 16 |
| 2 | Average number of affected course sections scheduled in a summer semester | 0 |
| 3 | Average number of affected course sections scheduled in a fall semester | 1 |
| 4 | Average number of affected course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 2 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 32 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Shushan, J. (2020) *Pocket Guide To College Success* 3rd ed. Macmillan. $39.99  <https://store.macmillanlearning.com/us/product/The-Pocket-Guide-to-College-Success/p/1319200761?gclid=Cj0KCQiA34OBBhCcARIsAG32uvOGG3hSjQnwRAQDilN18xnW4K9OWMrK-2c2vTeCMFnW5jOA4HPMH4kaAi_kEALw_wcB> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $39.99 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $39.99 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $1,279.68 |

**Course 1**

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | GGC 1000 First-Year Seminar |
| N/A | Course instructor | Kenan Kurspahic |
| 1 | Average number of students enrolled per section | 16 |
| 2 | Average number of affected course sections scheduled in a summer semester | 0 |
| 3 | Average number of affected course sections scheduled in a fall semester | 1 |
| 4 | Average number of affected course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 2 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 32 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Shushan, J. (2020) *Pocket Guide To College Success* 3rd ed. Macmillan. $39.99  <https://store.macmillanlearning.com/us/product/The-Pocket-Guide-to-College-Success/p/1319200761?gclid=Cj0KCQiA34OBBhCcARIsAG32uvOGG3hSjQnwRAQDilN18xnW4K9OWMrK-2c2vTeCMFnW5jOA4HPMH4kaAi_kEALw_wcB> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $39.99 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $39.99 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $1,279.68 |

# **Narrative Section**

**“ADVANCING EQUITY THROUGH CREATING A NO-COST TEXTBOOK FOR**

**GGC 1000 FIRST-YEAR SEMINAR”**

**1. PROJECT GOALS**

1. Develop an effective, open-source, no-cost-to-students textbook that will be employed by GGC 1000 First-Year Seminar faculty.
2. Decrease the financial burden on students taking GGC 1000, thereby creating more equitable access to a successful course experience.
3. Increase students’ retention and pass rates, as well as textbook material satisfaction, by revising the course and incorporating multimodal materials that are relevant, specific, engaging, and authentic for activities and projects.
4. Support institutional efforts to scale up the first-year seminar for all eligible first-year students (new and transfer). Revised course and textbook will accommodate for both standalone sections of First-Year Seminar (FYS), as well as the majority that will be offered as part of first-year learning communities, thereby leveraging multiple high impact practices (HIPs) to increase retention and completion rates.

As GGC 1000 continues its efforts to increase access of students to not only the course, but also academic success in college, creation of a no-cost OER textbook seems to be the next logical step. Currently, GGC 1000 students use or don’t use a textbook based on the section in which they are enrolled; some instructors assign a text and others do not. All first-time instructors of the course use Jamie Shushan’s *Pocket Guide to College Success*, 3rd edition. Sections like these, which assign a textbook, use low-cost texts ($40 or under). Even with this helpful provision, faculty report that students often delay in obtaining or neglect to purchase at all the course text, due to tight financial circumstances and the fact this course is 1 credit (in their eyes, lower priority). A sizeable portion of enrolled students (~20%) does not successfully pass the course each semester.

Therefore, creating a no-cost textbook will make course materials **immediately accessible** for all students on the first day of class. This also will remove the potential cost barrier to text acquisition, **increasing the likelihood of successful completion and reducing DFW rates**. Currently, GGC offers an average of 28 sections of first-year seminar per year, enrolling approximately 448 students and taught by ~15 instructors. A no-cost OER textbook will **provide immediate savings of $12,156.96** to students by the end of the project as a result of the **4 team members and ~9 additional faculty** who will be **required to use the transformed textbook ($3199.20 during Fall 2021 pilot of textbook in 5 sections; $8957.76 during Spring 2022 in 14 sections).** The project lead, who is Associate Dean for Student Success, Dr. Catherine Thomas, supervises the course and will ensure that the transformed textbook will be used. An institutional goal we continue to work toward is for most first-year students at GGC to take and pass the first-year seminar. Having a no-cost, quality OER available for GGC 1000 ensures a **sustainable model as the course scales up** to goal.

In addition to removing the cost barrier to course completion and setting up a sustainable scaling model, developing a tailored OER for GGC 1000 provides an opportunity to better **meet a key course goal of campus acculturation**. By more specifically incorporating GGC references and culture in the course OER textbook, as well as tightening alignment with signature activities and assignments, students will be immersed in a GGC-specific onboarding experience through the class. This past year, as a function of the move to hybrid and completely online course offerings, a D2L template course was created for GGC 1000. This included creating TiLTed (Transparency in Learning and Teaching style) assignment sheets, fillable pdf submission forms for certain key activities, and providing short, meaningful videos about how to complete assignments. The creation of a GGC-aligned OER textbook would move the needle further to ensure students have not only clearer direction and **purpose** for the work in the course, but also **access** to the reference resources needed to complete and pass the course from day one. As Weller et al. (2015) demonstrated, there is strong evidence that OERs benefit learners’ engagement and satisfaction which could indirectly lead to **better performance/retention/completion rates.** The OER Evidence Report for 2013-2014 supports similar conclusions. A GGC 1000 OER textbook therefore constitutes another **equity-minded intervention** in improving students’ retention, progression, and completion on their pathway towards graduation.

## **2. STATEMENT OF TRANSFORMATION**

**The project team is comprised of faculty and staff members from** **cross-functional areas** across campus: School of Science and Technology, School of Liberal Arts, School of Education, Center for Teaching Excellence, and Division of Student Engagement and Success. Currently, GGC 1000 First-Year Seminar is administratively housed in the Office of Student Success under the Division of Student Engagement and Success. Dr. Thomas currently serves as course coordinator, and Dr. Marquez has been instrumental in professional development and instructional technology efforts for the course. Dr. Hurst-Kennedy, Mr. Kurspahic, and Ms. Werner have long been actively involved with the course, from instructing special sections in first-generation student, STEM focus area, and Grizzly Success (for incoming students with 2.0-2.25 GPAs) learning communities to assisting with annual assessment efforts. As illustrated by the makeup of the GGC 1000 ALG project team, instructors of the course come from staff and faculty across the institution.

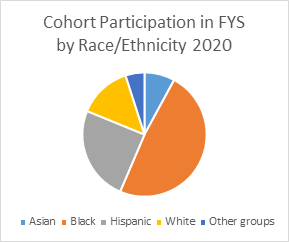
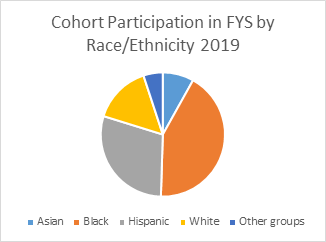
In addition to having instructors, administrators, and instructional technology experts on our team, we propose adding a **student assistant** to the project. This course was redesigned in 2016 in response to students’ demand for a course that would help them adjust to college work and expectations. Having a student voice in our review of materials and assessment of priorities for textbook and assignment design is critical to ensuring what we produce will best serve students and their needs. The partner areas represented by our team make recommendations to upper leadership that provide broad-based perspective on curriculum and student success issues, leading to constructive changes. For this reason, we are well positioned to take on this work and make it impactful across campus.

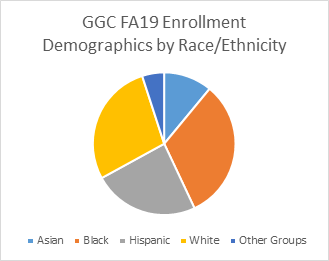
The First-Year Seminar course was created to **promote first-year students’ success** by providing the knowledge and practical skills necessary to reach their educational and personal objectives. GGC 1000 supports first-year students in developing academic goals, developing a greater sense of personal responsibility, engaging in intentional learning, and participating in campus culture. The course facilitates their transition into and through the first year of college at Georgia Gwinnett College.

This project will address a need to revise the current GGC 1000 course textbook assignment model so that textbooks are universally and easily obtainable, as well as free to students. The intent is eventually to scale use of the free OER to all sections of GGC 1000, effectively making it a no-cost course offering. As the number of sections offered per year increases to the goal of 150-175 (serving most students with under 30 credits), the impact of having a free and high quality OER for GGC 1000 will multiply exponentially.

Georgia Gwinnett College promotes an educational model with three basic elements front and center: **attention, access, and affordability.** Furthermore, as a highly diverse institution that values **equity and inclusion**, lowering barriers that challenge students’ success is a priority. GGC is committed to providing equitable access to higher education, which includes the ability to access affordable course texts and materials. The need for a no-cost text for GGC 1000 was determined through several years of instructor observations that students do not buy a textbook or delay its purchase, thereby putting themselves at a disadvantage for learning and successful completion of the course. The use of open-licensed, library-purchased, and instructor-provided content in producing engaging alternatives to typical textbooks is thus prioritized by the initiative. This model standardizes and reduces textbook costs for students while ensuring recurring funding to academic departments and the sustained support of faculty members as they develop and implement OER within their courses (Lashley et al., 2017).

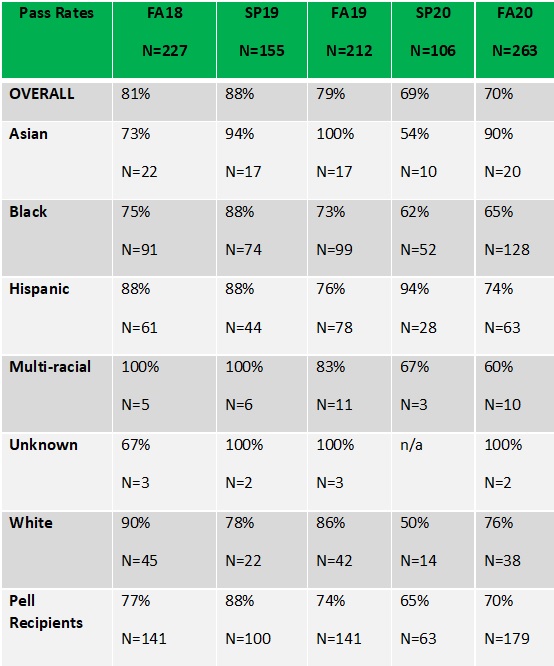
GGC 1000 serves as a **high impact practice intervention** **that can help close equity and preparation gaps among first-year students.** For example, as demonstrated in the graphs below, the course serves an even greater proportion of students of color than even our already diverse institution does. Fall 2019 enrollment demographics data showed that for GGC in general, 72% of students identified as non-white. For Fall 2019 GGC 1000 students, 85% identified as non-white, and in Fall 2020, 86% identified as non-white.





Initial pass rate data disaggregated by these groups, as well as Pell recipients (who sometimes correlate with first-generation student populations), suggest that while there certainly is room for improvement, course grade outcomes are not highly disparate from the average.

**Pass Rates (ABC%) with Disaggregation (Qliksense Grades App data)**



Another step towards closing these remaining performance gaps between student groups is to **ensure textbook and material costs are not a factor.** The GGC 1000 transformation project aims to examine the impact and efficacy of removing that barrier to student success.

According to institutional data, approximately 37% of GGC students self-identify as first-generation. For many first-gen students, the “hidden curriculum” of college culture and effectively identifying and accessing resources for ongoing support remain challenges. GGC 1000 was designed to address these two challenges through its curriculum topics (campus resources, campus communication best practices, time management, etc.) and scaffolded set of assignments. While the course on its own helps close preparation gaps, it is also embedded in a number of first-year learning community blocks—among them, the Grizzly First Scholars (G1) first-gen learning communities. Through a combination of assigning a Student Success Advisor as their GGC 1000 instructor to completing an integrated service learning project, G1 students develop study skills, self-efficacy, and a sense of belonging in the learning community cohort. Having a no-cost GGC-tailored OER will therefore **benefit our first-gen students** by alleviating financial pressures and ensuring they have a useful, tailored guidebook for college success on day one. Textbooks are generally recognized as being important learning resources. Because textbooks represent a significant percentage of expenses faced by college students, efforts should be made where possible to ameliorate these costs, as this could potentially increase student success (Hilton, 2016).

**As noted earlier, the goal of our transformation project is to provide no-cost OER textbooks for all students taking GGC 1000 first-year seminar.** Currently, that is a population of over 400 students per year—a significant cohort of students; however, as the course scales to goal, that number of students will reach approximately 2500-3000. This OER therefore has potential to make major impact on the finances and academic success of the majority of the first-year class at GGC. Being successful in completing and passing GGC 1000 means that students will not only be better prepared for their other courses at GGC, but also will **develop key habits of mind and affective orientations that contribute to progression and completion.**

**GGC 1000’s four student learning outcomes** align with the **USG Momentum Approach’s GPS goals** (helping students cultivate **growth mindset**, confirm their **purpose**/focus area or major, and foster a **sense of belonging**):

1. **Demonstrate** awareness of campus resources that address various academic, psychological, and social needs.
2. **Describe** expectations of their degree programs and develop a realistic plan for achieving academic success.
3. **Examine** challenges to achieving their goals and develop a plan to navigate individual circumstances.
4. **Identify** relevant and reputable sources of information for academic and personal success.

The course topics outlined below in the action plan confirm the course’s orientation towards developing students’ study skills, promoting confirmation of their focus area or major, exploring career options (transferrable skills), and navigating common academic and personal challenges they face.

In conclusion, this project allows us to address two major challenges to student success through the first-year seminar: 1) Students cannot effectively complete and pass the course when they are unprepared for class due to not having their course materials. 2) Students increasingly need a no-cost option on account of financial precarities that can make being prepared for college difficult. These negatively impact students' ability to meet their personal and academic goals, as well as institutional goals for retention and progression and the university system’s goals for **Momentum Approach**. OER usage speaks to all three of the great challenges facing higher education today: **affordability, retention and completion, and quality of student learning** (Colvard et al., 2018). The GGC 1000 course transformation—based on developing a high quality, no-cost OER textbook and aligning it with impactful activities, assignments, and resources—will address this situation directly and positively impact students’ ability to succeed in the course from day one. By completing and passing GGC 1000, they will practice and develop key skills and habits of mind that will promote their retention and success in college and beyond.

**3. ACTION PLAN**

**Plan for redesigning your course**

The no-cost textbook development and course materials transformation will be organized around the following GGC 1000 topics, which are currently mapped to course student learning outcomes, First-Year Seminar program goals, and Momentum Approach concepts noted above:

* Time Management 101—Weekly Schedule
* Campus Communication
* Creating a Positive Mindset and Accessing Campus Resources
* Time Management 201—Preparing a Study Schedule
* Cultivating a Critical Reading Practice
* Note-Taking and Exam Preparation
* Stress Management and Emotional Wellness
* Major Exploration and Understanding Academic Program Plans
* Exploring Major and Career Possibilities
* Career Research
* Financial Aid 101
* Individual Budget Planning
* Cultivating Intercultural Awareness
* Creating Community

The materials to be revised were identified as a result of direct recommendations from the GGC instructional group.

**Review of existing open, no-cost, and/or low-cost course material for the course(s)**

Following ALG training and kick-off Spring 2021, a full review of existing compatible OERs will be completed. This review will include examination of two robust college success texts:

* Baldwin, A. et al. (2020) *College Success*. OpenStax. <https://openstax.org/books/college-success/pages/1-introduction>
* Anonymous. (2015) *College Success*. University of Minnesota Libraries Publishing. <https://open.lib.umn.edu/collegesuccess/>

Both of these texts’ table of contents align well with the course outline listed above, covering key subjects such as time management, study skills, wellness, adapting to college culture and expectations, and financial literacy. While both do have at least some treatment of personal and college-oriented financial planning and major and career exploration, those areas do not appear to be as heavily emphasized as they are in our current GGC 1000 course model. Our course has robust units in each of those areas, with activities and assignment formed in partnership with our Financial Aid and Career Development colleagues. It is anticipated that more customization and creation of original text will be needed in those textbook sections in order to align with our heavier emphasis on the topics, as well as our linking to Financial Aid’s Financial Aid Connection D2L site, Career Development’s Mastering Career Readiness D2L site (including focus area modules), and our Grizzly Pawsport student engagement project offerings.

Once usable chapter content is identified from the sources already available, content that needs to be modified, customized, or created originally will be determined.

**SAMPLE TRANSFORMED TEXTBOOK**

1. **Time Management 101—Weekly Schedule**

* Sample chapter/topic link: <https://open.lib.umn.edu/collegesuccess/chapter/2-3-organizing-your-time/>

1. **Campus Communication**

* Sample chapter/topic links: <https://openstax.org/books/college-success/pages/8-introduction> and <https://open.lib.umn.edu/collegesuccess/part/chapter-7-interacting-with-instructors-and-classes/>

1. **Creating a Positive Mindset and Accessing Campus Resources**
   * + - Sample chapter/topic links: <https://openstax.org/books/college-success/pages/2-3-its-all-in-the-mindset> and <https://openstax.org/books/college-success/pages/1-3-college-culture-and-expectations>
2. **Time Management 201—Preparing a Study Schedule**
   * Sample chapter/topic links: <https://openstax.org/books/college-success/pages/3-7-enhanced-strategies-for-time-and-task-management> and <https://openstax.org/books/college-success/pages/6-2-studying>
3. **Cultivating a Critical Reading Practice**
   * Sample chapter/topic links: <https://openstax.org/books/college-success/pages/5-2-effective-reading-strategies> and <https://open.lib.umn.edu/collegesuccess/part/chapter-5-reading-to-learn/>
4. **Note-Taking and Exam Preparation**
   * Sample chapter/topic links: <https://open.lib.umn.edu/collegesuccess/chapter/4-4-got-notes/> and <https://open.lib.umn.edu/collegesuccess/part/chapter-6-preparing-for-and-taking-tests/> and <https://openstax.org/books/college-success/pages/5-3-taking-notes> and <https://openstax.org/books/college-success/pages/6-3-test-taking>
5. **Stress Management and Emotional Wellness**
   * Sample chapter/topic links: <https://openstax.org/books/college-success/pages/11-introduction> and <https://open.lib.umn.edu/collegesuccess/part/chapter-10-taking-control-of-your-health/>
6. **Major Exploration and Understanding Academic Program Plans**
   * Sample chapter/topic links: <https://open.lib.umn.edu/collegesuccess/chapter/12-3-choosing-your-major/> and <https://openstax.org/books/college-success/pages/4-introduction>
7. **Exploring Major and Career Possibilities**
   * Sample chapter/topic link: <https://openstax.org/books/college-success/pages/12-introduction>
8. **Career Research**
   * Sample chapter/topic links: <https://open.lib.umn.edu/collegesuccess/chapter/12-2-career-exploration/> and <https://open.lib.umn.edu/collegesuccess/chapter/12-4-getting-the-right-stuff/> and <https://open.lib.umn.edu/collegesuccess/chapter/12-5-career-development-starts-now/>
9. **Financial Aid 101**
   * Sample chapter/topic links: <https://open.lib.umn.edu/collegesuccess/chapter/11-5-financing-college-and-looking-ahead/> and <https://openstax.org/books/college-success/pages/10-5-education-debt-paying-for-college>
10. **Individual Budget Planning**
    * Sample chapter/topic links: <https://open.lib.umn.edu/collegesuccess/part/chapter-11-taking-control-of-your-finances/> and <https://openstax.org/books/college-success/pages/10-introduction>
11. **Cultivating Intercultural Awareness**
    * Sample chapter/topic links: <https://openstax.org/books/college-success/pages/9-introduction> and <https://open.lib.umn.edu/collegesuccess/chapter/9-2-living-with-diversity/>
12. **Creating Community**
    * Sample chapter/topic links: <https://open.lib.umn.edu/collegesuccess/chapter/9-1-getting-along-with-others/> and <https://open.lib.umn.edu/collegesuccess/chapter/9-3-campus-groups/>

**Plan for the selection, adoption, adaptation, and/or creation of new course materials**

**Course Redesign Research Phase Spring 2021**

In Spring 2021, the team members will consult with staff from the Division of Student Engagement and Success and Center for Teaching Excellence to **review alignment of course activities, assessment tools, and template resources** with course learning outcomes and the selected course topics for the OER. Concurrently, the team lead will confirm with GGC’s IRB committee any necessary **updates to the existing GGC 1000 IRB study** and apply for modification approval. Assessment instrument development will be completed accordingly. Team members will carefully **review the two selected OERs above for appropriate transferrable and modifiable content**, as well as identify areas in need of original material development.

**Draft Phase Summer 2021**

At that point, **composition** of original content, editing of existing content, and arrangement of all materials (textbook, activities, assignments, quizzes) will occur with contributions from the entire team.

After a draft text has been generated, team members will perform a **quality control review** of content and proofread carefully. From there, the team will go back to existing activities, assignments, and resources such as the D2L GGC 1000 template course to **assess whether more changes to content are needed or desirable**. If more changes are determined to be needed, those will take place (e.g. quiz questions, activity references). Content for assignments, activities, and resources will be realigned and verified for **accessibility and 508 compliance.** This will include attention to accessible document and PowerPoint design; alt text or captions for images; and captioning for video content.

Finally, the template course checklists, sample syllabus, and other elements will be updated and realigned to match the new OER course text. The student assistant and other team members will **beta test the new template course and course textbook** for consistency of operations and alignment.

**Pilot Phase Fall 2021**

After the textbook, template course, and any other resources have been updated (by August 1, 2021), **instructors participating in the fall pilot will be oriented to the new materials** and discuss the assessment elements which will be implemented over FA21, particularly towards the end of the term and afterwards. All GGC 1000 instructors will be briefed and shown the new materials at the Fall and Winter Grizzly Refresh professional developments workshop. Discussions about the new materials will be ongoing at instructional team meetings during FA21 and SP22 semesters.

**Scaling Phase Spring 2022**

The goal will be to **scale the pilot to all sections of GGC 1000 offered in SP22**. When all cross-checks are performed, the team will work to **load the new textbook on the designated platform.**

The GGC 1000 OER textbook will be **hosted by GALILEO Open Learning Materials**. Documents willbe made accessible to the public through OpenALG and the GALILEO Open Learning Materials repository. We will ask ALG to host our textbook files.

## **Roles of each team member**

**The following list describes each team member and their role in the project:**

**Catherine Thomas (PI): Project lead/point of contact.** Organizes meetings, manages task timeline and completion benchmarks; coordinates project communication and liaises with campus leadership, IRB committee, and instructional team; reviews and edits selected materials; manages reporting and assessment tasks; and assists with other duties as needed. (10 hours SP21; 45 hours SU21; 10 hours FA21; 15 hours SP22 **TOTAL: 80 hours**)

**Roy Marquez (co-PI): Instructional technology lead and course alignment manager.** Assists with content review, reviews and incorporates best practices for hybrid and online pedagogies, aligns selected materials with template course offerings, manages transfer of materials to online platforms, pilots textbook and materials in course sections taught. (10 hours SP21; 45 hours SU21; 10 hours FA21; 15 hours SP22 **TOTAL: 80 hours**)

**Jennifer Hurst-Kennedy (co-PI): Assessment and content contributor.** Reviews selected materials, writes new material as needed, coordinates creation and implementation of assessment processes, pilots textbook and materials in course sections taught. (10 hours SP21; 96 hours SU21; 10 hours FA21; 10 hours SP22 **TOTAL: 126 hours**)

**Kenan Kurspahic (co-PI): Content reviewer and editor; Student Assistant supervisor of record.** Manages student assistant task assignments and timecard approval, reviews existing OERs, identifies sections to incorporate and others in need of editing or creation, reviews final textbook content and organization, pilots textbook and materials in course sections taught. (10 hours SP21; 30 hours SU21; 10 hours FA21; 10 hours SP21 **TOTAL: 60 hours**)

**Cara Werner (co-PI):** **Content reviewer and contributor.** Reviews existing OERs, identifies sections to incorporate and others in need of editing or creation, writes new material as needed, reviews final textbook content and organization, pilots textbook and materials in course sections taught. (10 hours SP21; 30 hours SU21; 10 hours FA21; 10 hours SP21 **TOTAL: 60 hours**)

**Student Assistant: General project assistant**. Reviews GGC 1000 curriculum topics, reviews existing OERs, assists with textbook editing and content feedback, beta tests online materials and course template, other duties as assigned. (20 hours SU21; 5 hours FA21; 5 hours SP22 **TOTAL: 30 hours**)

**4. QUANTITATIVE AND QUALITATIVE MEASURES**

**Methods and IRB**

We will use quantitative and qualitative methods to assess the impact of the GGC1000 Open Educational Resource (OER) textbook on students and faculty. Prior to implementing assessments, we will submit applications to the GGC IRB Committee for approval of our methodologies and instruments. Some of the assessment instrumentation we plan to use (end of semester student survey) has already been approved by GGC IRB (IRB #17023). We will apply for an extension to use these tools in this study.

**Quantitative Measures**

*Assessment Plan for Goal 1: Develop an effective, open-source, no-cost-to-students textbook that will be employed by GGC 1000 First-Year Seminar faculty.*

Success for the ***development of the GGC1000 OER*** will be determined by its publication on the GALILEO Open Learning Materials in spring 2022 and use by GGC 1000 First-Year Seminar faculty. Number of sections integrating the OER and number of students using it also will be tracked as part of this goal plan.

*Assessment Plan for Goal 2: Decrease the financial burden on students taking GGC 1000, thereby creating more equitable access to a successful course experience.*

We will measure the effect of the OER on ***equitable access*** to course success using targeted questions within an end-of semester survey. Moreover, we will disaggregate and analyze data by race, ethnicity, Pell eligibility, and first-generation status to examine perceptions of the OER from traditionally underserved student groups.

* Sample Likert-Scale (Strongly Agree—Agree—Undecided—Disagree—Strongly Disagree) End-of-Semester Survey Questions to Assess Equability.

1. I was able to access my course materials for GGC 1000 in a timely fashion.

2. Having a free (no-cost) GGC 1000 textbook increased my ability to succeed in this course.

3. The textbook helps me to understand the content taught in the course.

*Assessment Plan for Goal 4: Support institutional efforts to scale up the first-year seminar for all eligible first-year students (new and transfer). Revised course and textbook will accommodate for both standalone sections of First-Year Seminar (FYS), as well as the majority that will be offered as part of first-year learning communities, thereby leveraging multiple high impact practices (HIPs) to increase retention and completion rates.*

To assess the contribution of the OER to the ***expansion of the First-Year Seminar*** at GGC, we will collect longitudinal data on OER use and impact in both stand-alone and learning community-associated sections of GGC1000.

## **Mixed Methods—Quantitative and Qualitative Measures**

*Assessment Plan for Goal 3: Increase students’ retention and pass rates, as well as textbook material satisfaction, by revising the course and incorporating multimodal materials that are relevant, specific, engaging, and authentic for activities and projects.*

To determine the impact of the OER on ***student retention and completion rates*** in GGC 1000, we will **compare DFW rates** from Spring 2022—the anticipated semester the OER will be used in all sections—to historical GGC 1000 DWF data. We will also **compare grade distributions in GGC 1000 before and after the implementation of the OER text**. This pass rate data also can be **disaggregated** by race/ethnicity, Pell eligibility, and first-generation status to provide another measure of potential **equity impact** for students.

We will assess ***student engagement and satisfaction*** with the OER text through targeted questions within **focus groups and end-of semester surveys**. Examples of focus group and survey questions are as follows:

* Sample Focus Group Questions to Assess Student Satisfaction:

1. Do you think having a free textbook affected your learning and/or success in the course? Please explain why or why not.

2. How did the provided textbook help you or prevent you from learning the course content?

* Sample Likert-Scale (Strongly Agree—Agree—Undecided—Disagree—Strongly Disagree) End-of-Semester Survey Questions to Assess Student Satisfaction:

1. I am satisfied with the current textbook costs associated with the course.

2. The textbook was easy to read.

3. I used the textbook frequently throughout the semester.

Lastly, we will assess ***faculty perspectives on the impact of the OER on student engagement and success*** using **faculty reflections.**

* Sample Faculty Reflection Prompts:

1. How did the OER impact student success and engagement in your class?

2. What feedback did your students give you on the OER?

3. What was the modality of your course (face-to-face, hybrid, online synchronous, or online asynchronous)?

4. What impact did the OER have on engagement in your course? How does this compare to student engagement in previous semesters when you taught the course in the same modality?

## **5. TIMELINE**

Pilot implementation of 5 sections using the OER textbook will occur Fall 2021. Full implementation to all sections of GGC 1000 will occur Spring 2022.

**Spring 2021**

* + Asynchronous training for ALG—mid-March
  + ALG Round 19 Kick-off—March 26, 1-4 PM
  + Review existing OERs and select usable content, while also identifying areas for further development and customization—deadline May 1
  + Finalize assessment instruments and apply for IRB approval from the GGC IRB Committee—complete by mid-May
  + Begin to prepare drafts of assigned textbook chapters, including figures, videos, assignments, and other OER resources to support student learning—May 31

**Summer 2021**

* + Complete content drafting—June 30
  + Customize, edit, and refine the textbook. Each team member will finalize drafts of their assigned chapters and send them to the team for group editing—July 31
  + By the end of the summer semester, the team will have a complete version of the text to pilot in the fall.
  + Complete necessary ALG progress reporting

**Fall 2021**

* + Pilot use of the new text in a small number of sections of GGC 1000 (5 sections taught by grant team members, impacting ~80 students)--August-November
  + Edit the text, as needed, in response to student and faculty feedback--December.
  + Collect faculty reflections and student evaluations (end of semester surveys, focus groups)--December 1
  + Assess feedback and develop revision list—Dec. 8
  + Complete a final version of the text and realignment with the D2L template course by the start of spring semester
  + Submit ALG semester report

**Spring 2022**

* + GGC 1000 spring faculty will be familiarized with new OER materials at Grizzly Refresh Professional Development workshop—early January
  + All students enrolled in GGC 1000 will use the finalized textbook. As stated in the Statement of Transformation section, we expect to run ~14 sections in spring 2022 and for ~13 faculty, including the 4 team members, to teach GGC 1000 using the transformed textbook. The total savings will be **$12,156.96** by the end of the project.
  + Collect faculty reflections and student evaluations (end of semester surveys, focus groups)--May 1
  + Analyze all collected data—May 15
  + Complete final ALG reporting by designated deadline.

**6. BUDGET**

**Type of Grant:** ALG Transformation Grant

**Priority Categories**:

* Collaborative Projects with Professional Support
* Student Participation in Materials Evaluation and/or Development
* Departmental Scaling Projects

**GRANT PROJECT TOTAL REQUESTED:** **$6,059.00**

**A. INDIVIDUAL AWARDS: $6,059**

1. **Dr. Jennifer Hurst-Kennedy, Associate Professor of Biology,** will serve as co-PI, as well as an assessment and content contributor. Reviews selected materials, writes new material as needed, coordinates creation and implementation of assessment processes, pilots textbook and materials in course sections taught.

* Summer Pay: $3,831.58. Her pay represents ~0.6 person-months of summer commitment.
* Fringe Benefits: $1,023.42. This will cover employer’s portion at the rates of FICA SS 1.45%, FICA Med 6.2%, and TRS 19.06% at the time of submission.
* Supplies: $70. We request two books as resources for Dr. Hurst-Kennedy’s as she develops the course materials. These are *Best Practices in Designing Courses with Open Educational Resources* at *$*40.95 (Amazon) and *An Educator’s Guide to Producing New Media and Open Educational Resources at* $29.10 (Amazon).
* Conference registration fee: $75. Registration fee to the 2021 Open Education Virtual Conference (~Nov. 8-12, 2021), <https://openeducationconference.org/>

**Total award: $5,000**

The full-time faculty member, Dr. Hurst-Kennedy, will also be providing her time on the grant during the academic year as a part of her service to the institution.

**2. Student Assistant.** General project assistant. Reviews GGC 1000 curriculum topics, reviews existing OERs, assists with textbook editing and content feedback, beta tests online materials and course template, other duties as assigned.

* Regular work hours Pay: $247.50. $8.25/hour X 30 hours for student assistant to work on materials review and organizational development of textbook
* Conference attendance (work hours): $206.25. GGC HR follows the Department of Labor requirement that conference attendance be considered work hours even for student workers. The student worker will attend the Open Education Virtual Conference on ~Nov. 8-12, 2021. Student workers are allowed to work only up to 25 hours a week; thus, the student worker will not perform any other grant work during the week of the conference. 5 hours/day X 5 days = 25 hours X $8.25/hour.
* Conference registration fee: Registration fee to the 2021 Open Education Virtual Conference (~Nov. 8-12, 2021): $25

**Total award: $479**

**3. Other Project Team Members: $580**

The full-time staff including the administrative faculty, Dr. Catherine Thomas, Associate Dean for Student Success and Prof. of English, and Dr. Rolando Marquez, Associate Director for the Center for Teaching Excellence and Asst. Professor of Instructional Technology; Ms. Cara Kelly Werner, Student Success Advisor; and Mr. Kenan Kurspahic, Student Success Advisor, will be assisting the project as a service to the institution, as per institutional guidelines. Their responsibilities are described in Section 3, Action Plan, Roles of each team member.

The team members do request for individual copies of the following books to serve as resources for their textbook transformation project. In addition, the team requests that the grant covers the registration fee of $75/person for their travel to the 2021 Open Education Virtual Conference (~Nov. 8-12, 2021). The individual awards requested are:

**Dr. Catherine Thomas:**

* *Best Practices in Designing Courses with Open Educational Resources*: $40.95/copy (Amazon)
* *An Educator’s Guide to Producing New Media and Open Educational Resources:* $29.10/copy (Amazon)
* Conference registration fee: $75

**Total award: $145**

**Dr. Rolando (Roy) Marquez:**

* *Best Practices in Designing Courses with Open Educational Resources*: $40.95/copy (Amazon)
* *An Educator’s Guide to Producing New Media and Open Educational Resources:* $29.10/copy (Amazon)
* Conference registration fee: $75

**Total award: $145**

**Ms. Cara Werner:**

* *Best Practices in Designing Courses with Open Educational Resources*: $40.95/copy (Amazon)
* *An Educator’s Guide to Producing New Media and Open Educational Resources:* $29.10/copy (Amazon)
* Conference registration fee: $75

**Total award: $145**

**Mr. Kenan Kurspahic:**

* *Best Practices in Designing Courses with Open Educational Resources*: $40.95/copy (Amazon)
* *An Educator’s Guide to Producing New Media and Open Educational Resources:* $29.10/copy (Amazon)
* Conference registration fee: $75

**Total award: $145**

**7. SUSTAINABILITY PLAN**

***The maintenance and updating of course materials***

* The GGC 1000 First-Year Seminar instructional team and in particular, the First-Year Seminar Steering Committee, will oversee the maintenance of course materials. The committee will meet regularly each semester to review course materials and assess feedback on their efficacy. They will update the materials to best meet the ongoing and developing needs of GGC 1000 students and the instructors delivering the content. Committee members also will verify that all links to the OER textbook and others within the D2L course template are up to date and working.
* When the first-year seminar is up to scale, a coordinator of first-year programs will lead the committee and share information with and provide support to GGC 1000 instructors. The coordinator also will be responsible for ongoing assessment of course materials (including the OER) and course efficacy, including equity gap considerations.

***The commitment of the department(s) or institution(s) to continue the use of affordable materials***

* GGC administration actively encourages the development and use of low-cost and no-cost course materials across schools, disciplines, and courses, as evidenced by both messaging and promotion of ALG grant applications, as well as recognition of successful ALG projects on campus. The Division of Student Engagement and Success, the administrative home for GGC 1000, has requested development of a no-cost textbook solution for the course which also will prove sustainable as the course scales to goal, as noted earlier.
* Faculty members maintain a commitment to customizing and innovating course materials in favor of student expectations and interests (Lashley et al., 2016). GGC’s faculty focus remains on pursuing teaching excellence and actively engaging students where they are, holistically. The OER project is in alignment with campus and faculty priorities for pedagogical innovation and equitable solutions to promote student success.

***Any possible expansion of the project to more course sections in the future***

* Georgia Gwinnet College’s First-Year Seminar is offered to students classified as freshmen who have completed less than 30 credit hours. This course is taught within learning communities, as well as in stand-alone format. GGC 1000 currently satisfies a physical education requirement if completed before the student has earned 30 credit hours. The goal is scale up the offering of GGC 1000 so that all eligible students will have successfully completed it. This would mean an increase from offering approximately 30 sections a year to 150-175 to accommodate the size of the average incoming class.
* These materials will be piloted in fall 2021 in the sections taught by the team members. It will then be adopted by all sections of GGC 1000 starting Spring 2022, which will result in a large-scale, department-wide, transformation. Leadership within Student and Engagement and Success is supporting the team in the textbook transformation project.

***Future plans for sharing this work with others through presentations, articles, or other scholarly activities***

GGC 1000 OER materials and benefits will be shared through presentations or reports in a variety of venues:

* On GGC’s campus, with stakeholders such as First-Year Seminar faculty, department/discipline chairs, deans, Student Engagement and Success and Academic and Student Affairs leadership.
* GGC Teaching and Learning Day (campuswide conference on pedagogical innovations)
* USG’s Teaching Matters Conference
* National Resource Center’s First-Year Experience Conference

The grant team also will pursue work on a scholarly article on the results of the GGC 1000 OER project. Possible venues include: National Organization for Student Success’s *Practitioner to Practitioner,* NRC’s *Journal of the First-Year Experience and Students in Transition,* and the *International Journal of Open Educational Resources*.

**REFERENCES**

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*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| --- |
| *Dr. Justin Jernigan, Senior Associate VP and Dean of Student Success, Division of Student Engagement and Success & Assoc. Prof. of Linguistics* |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

|  |
| --- |
| *Dr. Cathy Hakes, Executive Director, Office of Research and Sponsored Programs, Accreditation and Certification Activities* |